

InSights

Initial teacher education: data report 2015

Australian Institute for Teaching and
School Leadership



Initial
Teacher
Education

Australian Institute for Teaching and School Leadership

The Australian Institute for Teaching and School Leadership (AITSL) was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

AITSL works with the education community to:

- define and maintain standards for excellence in teaching and school leadership
- lead and influence excellence in teaching and school leadership
- support and recognise excellence in teaching and school leadership.

Within the field of initial teacher education AITSL has been tasked with the ongoing monitoring and review of the national approach to accreditation of initial teacher education programs. AITSL works with stakeholders to provide support and guidance for further improving initial teacher education within Australia.

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Chair's Foreword



I am pleased to introduce AITSL's Initial teacher education: data report 2015.

Since we released the first report back in 2013, the debate over the quality and direction of initial teacher education has intensified. On 13 February 2015, the Australian Government released the report of the Teacher Education Ministerial Advisory Group (TEMAG) and the Government's response, *Action Now: Classroom Ready Teachers*. AITSL's role in taking action on major parts of the Government's response to the report will focus on stronger quality assurance of teacher education programs, especially ensuring that all graduates are classroom ready. The collection of data and evidence will be central in demonstrating this impact. AITSL is also working to develop an ideal data framework which has a national focus on research in teacher preparation so that we can better inform the development of teacher education courses and better plan for future workforce needs.

This report builds on the collection of baseline data identified in both the 2013 and 2014 reports, contributing to a more informed debate over teacher quality and the direction of initial teacher education in Australia. In this report additional data have been collected, including time series data and data on the commencements and completions of initial teacher education students by home and term residence categories. Also, further analysis has been undertaken on the 2013 Staff in Australia's Schools survey data to specifically analyse survey responses from early career teachers who have been teaching one to two years and three to five years.

The data presented in this report highlight the scale and diversity of initial teacher education in Australia. Over 79,000 students were enrolled in initial teacher education in 2013, in over 400 courses at 48 providers.

The annual collation of initial teacher education data and the release of the ITE data reports will support future decision making, research and evaluation in initial teacher education.

A handwritten signature in blue ink that reads "John Hattie". The signature is stylized with a large, sweeping initial 'J'.

Professor John Hattie

Chair, AITSL Board

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Summary of key findings

- 1.** The total number of enrolled students in ITE programs increased in 2013 by 2 per cent on the previous year, to 79,623.
- 2.** There has been an overall increase in the number of students studying through an external mode of attendance, with a 93 per cent increase since 2005.
- 3.** Since 2005, commencing students studying a master's qualification have increased, rising from 111 to 4,122 in 2013.
- 4.** Of the total 28,612 domestic commencements, secondary education domestic undergraduate entrants with an available ATAR (5,756) accounted for 20 per cent.
- 5.** Domestic entrants from secondary education without an available ATAR increased significantly over the period 2005 to 2013, recording a 67 per cent increase.
- 6.** The adjusted retention rate for initial teacher education (ITE) domestic commencements (81 per cent) was slightly higher than the adjusted retention rate across all fields of education (80 per cent).
- 7.** In 2012, the average success rate (subjects passed as a percentage of all subjects attempted) for the ITE domestic cohort was 90 per cent compared to 88 per cent for all fields of education.



- 8.** In 2013, graduates of ITE programs had levels of satisfaction similar to those of graduates of all higher education programs.
- 9.** Over 40 per cent of primary and secondary graduates were working full-time in schools. The percentage for early childhood graduates is lower at 35 per cent.
- 10.** Early career teacher responses to the Staff in Australia's School survey in 2013 indicate that the majority expected that teaching would be a lifetime career. For primary school teachers, 11 per cent of those teaching for one to two years considered an alternative career; however, this increased to 24 per cent for primary school teachers teaching for three to five years.

Glossary

Accredited initial teacher education programs	Initial teacher education programs which have been accredited or approved through an authorised external accreditation process. Graduates of accredited programs meet the qualification requirement for registration as a teacher in Australia.
Accreditation Standards and Procedures	This refers to the <i>Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures</i> published by AITSL.
ATAR	The Australian Tertiary Admission Rank is a percentile score that summarises the overall achievement of final year secondary students within a state or territory. Its values range from 'less than 30' to 99.95.
ATAR not available	Those students where the higher education provider has entered a value other than 30 to 100 for the ATAR reporting element.
Basis of admission	The main criterion on which the applicant was granted an offer. Basis of admission can be: secondary education (undertaken at a school, RTO or HEP); higher education; TAFE/ vocational education; professional qualification; mature age special entry provision; other (Department of Education and Training, <i>HEIMSHHELP Glossary</i>).
Commencements	Students enrolled in a program for the first time at a higher education provider between 1 January of the Collection Year and 31 December of the Collection Year. Commencement data provided in the report therefore include all commencing students, not only those students commencing the first year of a program (Department of Education and Training, <i>HEIMSHHELP Glossary</i>).
Completions	The successful completion of all the academic requirements of a program which includes any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry (Department of Education and Training, <i>HEIMSHHELP Glossary</i>).
Demand driven funding	A system whereby the Government provides its funding contribution for every domestic student enrolled in a bachelor degree course at a public university. Universities decide how many places they will offer and in which disciplines, based on student demand and employers' needs.
Domestic applicant	A domestic applicant is an applicant who is an Australian citizen, New Zealand citizen, permanent humanitarian visa holder or other permanent visa holder.
Enrolment	When a person has been admitted to program at the Higher Education Provider at the census date, is still entitled to continue with their studies before the census date, and has not formally indicated before the census date that they have withdrawn from or deferred their studies (Department of Education and Training, <i>HEIMSHHELP Glossary</i>).



Field of education	<p>The field of education (FoE) classification is based on the Australian Bureau of Statistics' Australian Standard Classification of Education (ASCED) 2001 in which fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. ASCED identifies 12 fields of education as listed below:</p> <ul style="list-style-type: none"> 01 Natural and physical sciences 02 Information technology 03 Engineering and related technologies 04 Architecture and building 05 Agriculture, environmental and related studies 06 Health 07 Education 08 Management and commerce 09 Society and culture 10 Creative arts 11 Food, hospitality and personal services 12 Mixed field programmes <p>Data provided for all fields of education in this report are the aggregated data for students commencing, enrolling and completing higher education courses across all twelve fields of education (Australian Bureau of Statistics, Australian Standard Classification of Education, p. 71).</p>
Highest preference	<p>The highest preference entered by an applicant for a place and program that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B higher education provider). In Tertiary Admissions Centres where an applicant can apply for VET and/or postgraduate this may not be their first preference. For both applications and offers, the preference number is the ordinal position of the program as at the reference date (Department of Education and Training, <i>HEIMSHHELP Glossary</i>).</p>
Home residence	<p>The Australian postcode or overseas country code of a student's/applicant's permanent home residence.</p>
International/ overseas student	<p>Any student who is not a domestic student.</p>
Mature age	<p>Students commencing a higher education program through a mature age special entry provision as determined by the higher education provider.</p>
Mode of attendance	<p>The mode of attendance is the way in which the student undertakes a unit of study OR the mode of attendance for a preference or offered program as indicated by an applicant.</p> <ul style="list-style-type: none"> Internal – at an on-shore or off-shore campus (includes classroom based) External – at an on-shore or off-shore campus (includes electronic based, online and correspondence) Multi-modal – combined internal and external attendance (Department of Education and Training, <i>HEIMSHHELP Glossary</i>).

Non-English speaking background (NESB)	A domestic student who arrived in Australia less than 10 years prior to the year in which the data were collected, and who comes from a permanent home residence where a main language other than English is spoken.
Not elsewhere classified (nec)	This can include particular categories that are combined in a table where a number of other particular categories such as 'Teacher Education – Primary' are individually specified. In some tables this may also include not further defined (nfd).
Teacher Education not further defined (nfd)	Data are coded under a broad category, such as 'Teacher Education' in tables where other data are coded to specific categories such as 'Teacher Education – Primary'.
Postgraduate program	<p>A postgraduate program is a course of study that leads to the award of a graduate certificate, graduate diploma, master's degree or doctorate (Department of Education and Training, <i>HEIMSHHELP Glossary</i>). Postgraduate programs usually involve a prerequisite bachelor degree for entry.</p> <p>The postgraduate and undergraduate classifications in this report are based on the 'levels of education' classifications in ASCED. ASCED has no category for bachelors programs at the graduate level, so graduate-entry bachelors programs are classified as 'undergraduate'.</p>
Registration as a teacher	A 'statutory licence' to perform the duties of a school teacher. Registration is granted and managed by teacher regulatory authorities in each state and territory.
Regional and remote	In this report the regional and remote categories are derived from the Socio-Economic Indexes for Areas (SEIFA) 2011. SEIFA is a product developed by the Australian Bureau of Statistics that ranks areas in Australia according to relative socio-economic advantage and disadvantage. (ABS, <i>Socio-Economic Indexes for Areas</i>). The indexes are based on information from the five-yearly Census. In the 2012 ITE Data Report MCEETYA classifications were used.
Socio-economic status (SES)	In this report the socio-economic status has been derived from the Australian Statistical Geography Standard at the Statistical Area 1 (SA1) level. (ABS, <i>Socio-Economic Indexes for Areas</i>). The 2012 ITE data report used the 2006 ABS <i>Socio-Economic Index for Areas</i> (SEIFA) Index of Education and Occupation (IEO) as the measure for calculating SES status.
Term residence	The Australian postcode or overseas country code for the residence in which the student lives during the term/period of study, as most recently advised prior to the reference date.
Uncapped system	See 'Demand driven funding'.
Undergraduate program	A course of study that leads to the award of an undergraduate qualification. This includes a diploma, advanced diploma, associate degree or a bachelor degree, including at the honours level (Department of Education and Training, <i>HEIMSHHELP Glossary</i>). Data on postgraduate bachelor programs are also captured with the undergraduate program data.



Acronyms

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AGS	Australian Graduate Survey
AITSL	Australian Institute for Teaching and School Leadership
ASCED	Australian Standard Classification of Education
ATAR	Australian Tertiary Admissions Rank
BGS	Beyond Graduation Survey
CEQ	Course Experience Questionnaire
EFTSL	Equivalent full-time student load
FoE	Field of Education
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
HEI	Higher education institution
HEIMS	Higher Education Information Management System
HEP	Higher education provider
IELTS	International English Language Testing System
ITE	Initial Teacher Education
LTEWS	Longitudinal Teacher Education Workforce Study
nec	Not elsewhere classified
NESB	Non-English speaking background
nfd	Not further defined
np	Not published
NTWD	National Teaching Workforce Dataset
OLA	Open Learning Australia
SES	Socio-economic status
SIAS	Staff in Australia's Schools Survey
STAT	Special Tertiary Admissions Test
TEMAG	Teacher Education Ministerial Advisory Group
VET	Vocational Education and Training

Data

Data in this report have been sourced from a mix of national data collections and surveys:

- Department of Education and Training's Higher Education Statistics Collection¹
- Graduate Careers Australia's Australian Graduate Survey²
- Staff in Australia's Schools survey.³

Selection of data for this report

This is the third edition of the *Initial teacher education: data report*. Over the past three years, the report has attempted to present the available data on initial teacher education in one place. This has meant that the report has relied largely on data from the Higher Education Information Management System (HEIMS). This has been supplemented with data from other sources, such as the Graduate Destination Survey, Staff in Australia's Schools survey, and the Longitudinal Teacher Education Workforce Study, which shed some light on the employment outcomes of initial teacher education graduates, and the satisfaction of graduates and employers with the preparation they received to begin their teaching careers.

Each year, further data has been added to the report, either where new data has become available, or to shed light on different aspects of ITE. In this year's report, there are three major additions:

- commencements by home and term residence, to provide a clearer picture of potential teacher supply by jurisdiction, in a context where off-campus study is increasing and many students study with a provider based outside their home jurisdiction
- domestic success rates for ITE and all fields of education, to provide additional information on the progress of students through their programs. Previously, only retention rates from the first to second year of a program had been reported
- additional analysis of the Staff in Australia's Schools survey. The published analysis identifies early career teachers as those who have been teaching for one to five years. This year's report breaks this down to those who have been teaching for one to two and three to five years, providing a more detailed picture of the experiences of early career teachers.

¹ Department of Education and Training, *Higher Education Statistics*, DET, Canberra, 2014, viewed 10 April 2014, <<https://education.gov.au/higher-education-statistics>>.

² Graduate Careers Australia, *Australian Graduate Survey 2013: A report of the conduct of the 2013 Australian Graduate Survey*, GCA, Melbourne, 2014, viewed 20 February 2015, <http://www.graduatecareers.com.au/wp-content/uploads/2014/12/AGS_REPORT_2013_FINAL.pdf>.

³ P McKenzie, P Weldon, G Rowley, M Murphy & J McMillan, *Staff in Australia's Schools 2013: Main Report on the Survey*, Department of Education and Training, Canberra, 2014.



Future Directions

In February 2015, the Australian Government released the *Action Now: Classroom Ready Teachers* report and the Government's response to it. A major theme of this report is that the accreditation of initial teacher education should focus on the quality of graduates. The report also argues for a stronger evidence base on the effectiveness of initial teacher education.

In this context, AITSL will work with stakeholders to develop a framework for the data that should be collected on initial teacher education, and from 2016 will restructure this report to present as much of this data as is currently available. This will also enable all stakeholders to plan and advocate for data collections that can fill the gaps in this framework. This work will have a major impact on the structure of future editions of this report.

Higher Education Statistics Collection

The Higher Education Statistics Collection records administrative and statistical information about higher education students in Australia. Approved higher education institutions (HEIs) submit data about their students to the Department of Education and Training ('the Department'). HEIs are required to sign off and verify that the data they have reported to the Department are accurate and correct. Once this is done, a snapshot of the data is taken for use in the Department's publications, in uCube and for the provision of customised data. The data in this report are derived from the verified and signed-off data. Revised data may be submitted by HEIs through the Higher Education Information Management System (HEIMS) at any time; however, no change will be made to the verified and signed-off data. It is also relevant to note that the reporting practices followed in entering data into the HEIMS may vary across HEIs.

Specifically, in this report, results from the Collection mostly refer to students in courses identified by their HEI as special course 22 'providing initial teacher training'. These courses cover the following detailed field of education categories:

- Teacher Education (Includes education programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations)
- Teacher Education: Early Childhood
- Teacher Education: Primary
- Teacher Education: Secondary
- Teacher Education: Vocational Education and Training
- Teacher Education: Higher Education
- Teacher Education: Special Education
- English as a Second Language Teaching
- Teacher Education not elsewhere classified.

Australian Graduate Survey

The Australian Graduate Survey (AGS) includes the Graduate Destination Survey (GDS) and, depending on the graduate either the Course Experience Questionnaire (CEQ) or the Postgraduate Research Experience Questionnaire (PREQ). This report includes data from both the GDS and CEQ.

Data provided in this report are based on survey responses to the GDS and CEQ from graduates who have identified as completing a teacher education program. The AGS is conducted annually, approximately four months after program completion. The Graduate Careers Australia (GCA) data use aggregations of the Australian Standard Classification of Education (ASCED), the components covered in Education: Initial Training are:

- Curriculum Studies
- Education Studies
- Teacher Education
- Teacher Education: Early Childhood
- Teacher Education: Primary
- Teacher Education: Secondary
- Teacher Education: Special Education
- Teacher Education: Vocational Education and Training.⁴

Where possible, results in this report focus on survey responses from those graduates who reported having completed a primary, secondary or early childhood program, as these respondents are most likely to have completed an initial teacher education course.

⁴ Graduate Careers Australia, *Graduate Survey 2013: A report of the conduct of the 2013 Australian Graduate Survey*.

Staff in Australia's School survey

The 2013 Staff in Australia's School survey (SiAS) commissioned by the Australian Government Department of Education and Training provides a detailed picture of the Australian teacher workforce. The 2013 survey also provides an opportunity to compare data gathered in the previous SiAS surveys conducted in 2007 and 2010. The survey was conducted from May to August 2013 by the Australian Council for Educational Research (ACER).

The 2013 SiAS includes updated questions designed to align with the *Australian Professional Standards for Teachers*. The survey captured responses from four key populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. The response numbers and rates were:

Population	Number of responses	Final response rate %
Primary teachers	5,213	32.8
Secondary teachers	10,349	31.4
Primary leaders	765	44.9
Secondary teachers	874	39.0

Source: Staff in Australia's Schools 2013: Main Report on the Survey, pp. 10–12.

The figures reported in the SiAS are 'estimates of populations obtained from the SiAS sample and care needs to be taken in their interpretation, especially in regard to sub-groups of teachers, and leaders, due to their much smaller numbers'. However, 'with the large numbers of responding teachers and leaders at the national level, and the data exclusions and weighting steps detailed in the report, the data quality is likely to be at least equal to the quality of other teacher surveys conducted to date in Australia'.⁵

Data from the 2013 SiAS were included in the previous ITE data report (2014). In this report, some of the data have been, where relevant, included again. This report also includes further analysis of the 2013 SiAS specifically analysing survey responses from early career teachers who have been teaching for one to two years and for three to five years.

⁵ McKenzie et al., p. xxvii

Individual years are not analysed in this report; however, the weighted figures for the population proportions of the 2013 samples are:

Years teaching	2013			
	Primary %		Secondary %	
1	20.4	4.4	19.9	3.5
2	17.4	3.8	17.6	3.1
3	19.4	4.2	21.3	3.7
4	22.5	4.9	20.4	3.6
5	20.4	4.5	20.9	3.7
Total ≤5	100	21.9	100	17.5
6 ≥		78.1		82.5
Total		100		100

Source: SiAS 2013 dataset, customised analysis provided by the Australian Council for Educational Research.

1. Introduction

1.1 Purpose

The *Initial teacher education: data report 2015* brings together a range of mostly 2013 data about initial teacher education (ITE) applicants, students and graduates that is publicly available or available upon request as customised data.

This report aims to inform ongoing research and policy development by providing data about ITE in an easily accessible single resource. By highlighting, describing and analysing data specific to teacher education in Australia, the report also contributes to the broader public discussion of issues related to ITE.

This annual report also contributes to building a dataset that, over time, will provide a key starting point for consideration of the context and outcomes of teacher education.

New to the 2015 report are data on:

- the success rates of students completing subjects in ITE programs
- commencing and completing students by home residence
- early career teachers who have been teaching for one to two and three to five years which is from the Staff in Australia's School survey (SiAS) data collection.

1.2 Structure

The report focusses on key elements in the lifecycle of students' initial teacher education, including:

- the context and scale of ITE
- entry to ITE programs
- retention and success rates
- completion and satisfaction with ITE programs
- employment after graduation.

This introductory section provides an overview of the national approach to program accreditation. Section 2 is an overview of ITE in Australia, highlighting both the scale of teacher education and the characteristics of students entering and completing initial teacher education programs.

⁶ Australian Institute for Teaching and School Leadership, *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, AITSL, Melbourne, 2011.

⁷ Australian Institute for Teaching and School Leadership, *Australian Professional Standards for Teachers*, AITSL, Melbourne, 2011.



Section 3 considers entry into ITE programs, outlining the ways students enter programs. An insight into the retention and success rates of ITE students in Section 4 and Section 5 provides information on the levels of satisfaction that both graduates and employers report about how well ITE programs prepare teachers to teach. Information on employment after graduation is also presented.

The final section of the report provides data at both the institutional and program level, including student demographics, ATAR bands and commencements and completions by program.

1.3 The national approach to program accreditation

The accreditation of ITE programs is a key element in improving teacher quality. National accreditation has two main objectives:

- improving teacher quality through continuous improvement of ITE
- accountability of providers for their delivery of quality teacher education programs based on transparent and rigorous standards and accreditation processes.

To achieve accreditation, providers of ITE programs must demonstrate that their programs meet the requirements set out in the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*.⁶ The Accreditation Standards have three integrated elements:

- the Graduate Teacher Standards, which are the Graduate career stage of the *Australian Professional Standards for Teachers*, and make explicit the knowledge, skills and attributes expected of graduates of nationally accredited programs⁷
- the Program Standards, which describe key features expected of high-quality ITE programs
- the accreditation process, which sets out a nationally consistent process for accrediting programs.

Providers of ITE programs are required to submit evidence to the teacher regulatory authority in their jurisdiction to demonstrate how they meet the requirements of the Accreditation Standards. Programs are required to be accredited at least every five years.

As at 7 April 2015, 165 programs had been accredited under the national process. Transition to the national process is happening in a staged approach, with programs being accredited under the national system when their current accreditation expires. The remaining programs are accredited under their previous jurisdictional accreditation processes. Both nationally and jurisdictionally accredited programs meet the qualification requirements for teacher registration in Australia.

⁶ Department of Education and Training, *Action Now: Classroom Ready Teachers*, DET, Canberra, 2015, viewed 25 February 2015, <<http://www.studentsfirst.gov.au/teacher-education-ministerial-advisory-group>>

As the body overseeing the national accreditation process, AITSL is responsible for supporting the ongoing implementation of accreditation. Further detail on the national accreditation process can be found on the AITSL website <<http://www.aitsl.edu.au/ite>>.

On 13 February 2015, the Australian Government released the report of the Teacher Education Ministerial Advisory Group (TEMAG), *Action Now: Classroom Ready Teachers*, and the Government's response, which propose significant change to the accreditation of ITE programs in Australia. AITSL's role in taking action on major parts of the Government's response to the report will focus on stronger quality assurance of teacher education programs, especially ensuring that all graduates are classroom ready. As a result, future data reports may have more emphasis on reporting data relating specifically to impact and outcomes.⁸



2. Initial teacher education in Australia

2.1. Key findings

Initial teacher education programs

As at 7 April 2015, 406 accredited ITE programs were offered by 48 providers across a range of locations.

Of the 18,218 offers made through Tertiary Admissions Centres in 2013, 75 per cent were to domestic students with an ITE program as their first preference.

Commencements

There were 29,595 commencing students in ITE programs in 2013. This is a 3 per cent decrease on the previous year.

The total number of enrolled students in ITE programs increased in 2013 by 2 per cent on the previous year, to 79,623.

Over the period 2005 to 2013, all states, apart from Queensland, have recorded an overall increase in the numbers of commencing students.

There has been an overall increase in the number of students studying through an external mode of attendance, with a 93 per cent increase since 2005.

Since 2005, commencing students studying a master's qualification have increased, rising from 111 to 4,122 in 2013.

Compared with all fields of education, a greater proportion of domestic students commencing ITE programs come from a lower socio-economic background (16 per cent and 19 per cent respectively) and/or from regional areas (20 per cent and 26 per cent respectively).

Completions

There were 17,903 students who completed an ITE program in 2013, 58 per cent were undergraduates and 42 per cent postgraduates.

The majority of completing students were female, studied full-time, on campus and were aged 20 to 24.

Completions by detailed field of education show more undergraduate students completing primary programs than secondary, with 4,516 and 2,307 respectively. At the postgraduate level this is reversed with more students completing secondary programs than primary, with 3,322 and 2,203 respectively.

ITE completions by residents of most jurisdictions increased between 2012 and 2013.



2.2. The initial teacher education landscape

Providers of initial teacher education (ITE) in Australia offer programs in a range of metropolitan and regional settings. The scale of teacher education in Australia is illustrated by the:

- number of institutions offering ITE programs
- range of programs available for entrants
- number of students undertaking ITE programs.

The Accreditation Standards state that an ITE program is a professional qualification that meets the qualification requirements for registration as a school teacher in Australia.⁹ Other qualifications, which do not lead to registration as a school teacher, are also available, for example a Master of Education Curriculum Studies might be undertaken to extend a registered practising teacher's education knowledge.

While these other programs are not the focus of this report, a small number may be included in the programs classified by institutions as 'special course 22'.¹⁰

2.3. Programs and providers

As at 7 April 2015, there were 406 accredited programs offered by 48 providers at numerous locations across Australia.¹¹ Online programs are also offered by many institutions, which increases further the accessibility of teacher education programs. In 2013, around 67 per cent of ITE programs had commencing students studying through external or multi-modal attendance.

Figure 1 illustrates the number of programs delivered across both metropolitan and regional locations, highlighting the accessibility of teacher education programs to a broad range of prospective students. Table 1 lists the 48 providers of ITE in Australia. A listing of accredited initial teacher education programs detailing campus locations, length of program, level of study (postgraduate or undergraduate) and the date of accreditation expiry, is publicly available on the AITSL website at <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>.

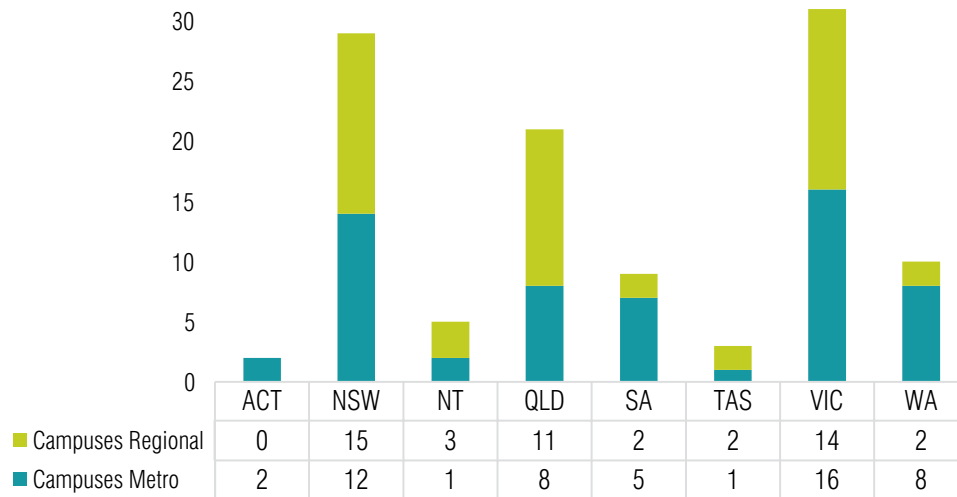
⁹ The qualification requirement is one element required for achieving registration as a teacher. Full registration requirements are available at <http://www.aitsl.edu.au/induction-registration>.

¹⁰ See page XVI for explanation of special course 22.

¹¹ The number of accredited programs includes accredited programs, programs pending accreditation and accredited programs that are not currently offered as identified on the AITSL accredited programs list, available from <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>.

Further, the number of programs accredited may differ to the number of programs provided in Section 5 of this report. This is due to timing and classification differences.

Figure 1: Location of initial teacher education programs in Australia by campus



Source: AITSL Accredited Programs Database, accessed 25 January 2015.

Note: The breakdown between metropolitan and regional campuses has been based on the Australian Standard Geographical Classification and verified by the jurisdictional teacher regulatory authorities.¹²

¹²The classification of metro and regional areas is determined according to the Australian Statistical Geography Standard (ASGS), which is the Australian Bureau of Statistics (ABS) geographical framework, effective from July 2011. The ASGS includes a Remoteness Structure, which divides Australia into six remoteness areas (RAs) which are: Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia, Very Remote Australia and Migratory. For the purposes of this report, the Major Cities classification has been used to identify metropolitan campuses with the remaining campuses being identified as regional. Australian Bureau of Statistics, *Remoteness Structure*, ABS, 2013, viewed 23 February 2015, <<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/remoteness+structure>>.



Table 1: Providers of accredited programs

Institution name	Institution name
Alphacrucis College	Queensland University of Technology
Australian Catholic University	RMIT University
Australian College of Physical Education	Southern Cross University
Avondale College	Swinburne University of Technology
Central Queensland University	Tabor Adelaide
Charles Darwin University	Tabor College Victoria
Charles Sturt University	The University of Adelaide
Christian Heritage College	The University of Melbourne
Curtin University of Technology	The University of New England
Deakin University	The University of New South Wales
Edith Cowan University	The University of Newcastle
Excelsia College (formerly Wesley Institute)	The University of Notre Dame Australia
Federation University Australia (formerly University of Ballarat)	The University of Queensland
Flinders University	The University of Sydney
Griffith University	The University of Western Australia
Holmesglen TAFE	University of Canberra
James Cook University	University of South Australia
La Trobe University	University of Southern Queensland
Macquarie University	University of Tasmania
Melbourne Polytechnic (formerly Northern Melbourne Institute of TAFE)	University of Technology, Sydney
Monash University	University of the Sunshine Coast
Montessori World Educational Institute	University of Western Sydney
Morling College	University of Wollongong
Murdoch University	Victoria University

Source: <www.aitsl.edu.au/programlisting> (accessed 02 Feb 2015).

There are a number of different ways in which students can obtain an ITE qualification. The Accreditation Standards state that upon satisfactory completion, the graduate must have a four-year or longer full-time equivalent higher education qualification structured as either:

- » a three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification (for example, a Bachelor of Arts plus a Master of Teaching)
- » an integrated qualification of at least four years comprising discipline studies and professional studies (for example, a Bachelor of Education: Primary)
- » combined degrees of at least four years covering discipline and professional studies (for example, a Bachelor of Education: Secondary and a Bachelor of Arts).¹³

Students who successfully complete an accredited program meet the qualification requirements for teacher registration in Australia.

Many institutions offer multiple programs covering both undergraduate and postgraduate qualifications. Students are also able to choose between ITE programs that focus on specific stages of schooling such as primary, secondary and early childhood. Opportunities for specialisations in areas such as disability studies and Indigenous education are also available. Specialisations can be incorporated into initial degrees or offered through double degree options.

2.4. Applications and offers for places in undergraduate teaching programs

Table 2 shows 22,566 domestic undergraduate highest preference applications were made for ITE programs in 2013. Of those domestic students who had listed an ITE program as their first preference (13,626), 60 per cent received an offer for that program, while 18,218 offers were made for ITE programs in total.¹⁴ Of the 18,218 offers made through Tertiary Admissions Centres, 75 per cent were to domestic students who listed an ITE program as their first preference. Data from 2012 are similar.

¹³ Australian Institute for Teaching and School Leadership, *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*. Note some ITE programs accredited under previous state and territory accreditation systems may still be in existence and not align with the qualification configurations outlined under the national accreditation process.

¹⁴ The applications and offers data are for domestic undergraduate student applications and covers the main university admissions process (for first semester admissions) that runs from August to May each year.

Table 2: Domestic undergraduate applications and offers, 2013 and 2012

	2013	2012
Applications – number of highest preference applications for Education – Teacher Education courses	22,566	22,661
Offers – number of offers made for teacher education programs to those applicants who selected that particular teacher education program as their highest preference	13,626	14,107
Offers – total number of offers made for teacher education programs irrespective of whether or not it was a highest preference applicant	18,218	18,159

Source: Customised data provided by the Department of Education & Training Higher Education Group.

2.5. Student numbers

The applications and offers data only provide information on applicants for domestic undergraduate programs. A more complete sense of the scale of teacher education in Australia can be seen through an analysis of the number of commencing and currently enrolled students.

The total number of commencements in ITE programs in 2013 was 29,595, while the total number of students enrolled in ITE programs was 79,623. Table 3 shows that commencements in ITE programs in 2013 decreased by 3 per cent compared with commencements in 2012. Across all fields of education commencements increased by 6 per cent from 2012 to 2013.¹⁵

The decrease in commencements is linked to the omission of two Curtin University-run, Open Universities Australia (OUA) programs which were included in the 2012 data. This will be explained further in the next section. However, if the additional data were included, commencements for 2013 would be similar to the 2012 figure.¹⁶

Table 4 shows that domestic commencements for 2013 were 28,612 and international student commencements were 983. The domestic figures provided in Table 4 include two categories: domestic students and domestic students whose permanent home address is overseas.

¹⁵ Department of Education and Training, *Summary of the 2013 full year higher education student statistics*, DET, Canberra, 2014, viewed 19 February 2015, <<http://education.gov.au/selected-higher-education-statistics-2013-student-data>>.

¹⁶ Advice from Curtin University indicates that the Open University commencements for 2013 were 880.

Table 3: Initial teacher education and all fields of education total commencements, enrolments and completions, 2013 and 2012

Initial teacher education	Commencements	Enrolments	Completions
Total 2013	29,595	79,623	17,903
Total 2012	30,457	78,212	16,650
% change 2012 to 2013	-3%	2%	8%
All fields of education	Commencements	Enrolments	Completions
All FoE 2013	537,886	1,313,776	311,597
All FoE 2012	509,766	1,257,722	299,474
% change 2012 to 2013	6%	4%	4%

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Table 4: Initial teacher education domestic and international commencements, enrolments and completions, 2013

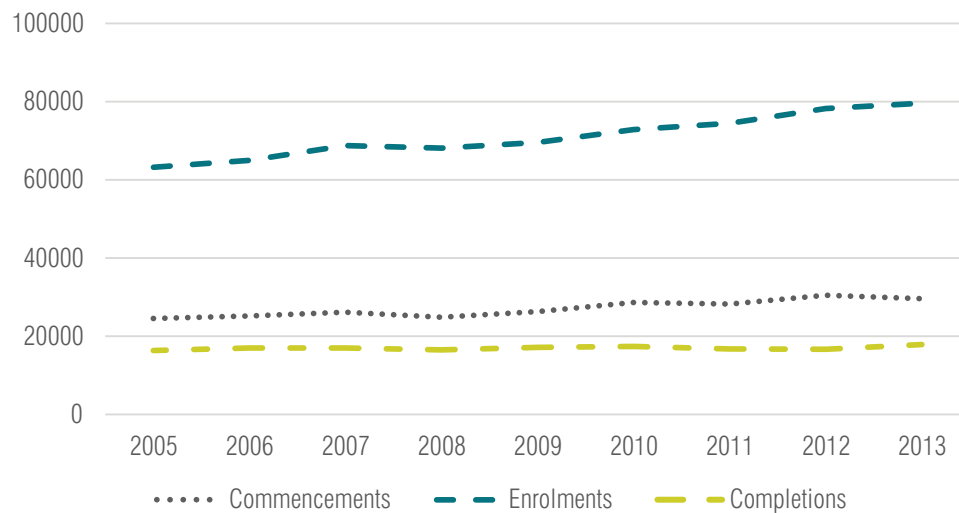
Initial teacher education	Commencements	Enrolments	Completions
Domestic – excluding domestic students whose permanent home address is overseas	28,520	77,194	15,410
Domestic students whose permanent home address is overseas	92	282	1,577*
International	983	2,147	916
Total 2013	29,595	79,623	17,903

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: * Contains graduates whose permanent home addresses are unknown.

Figure 2 shows an increase in commencements and enrolments over the period 2005–2013, while completions remained fairly stable for most of this period. Completions might be expected to increase in future years as those students who commenced recently complete their qualifications. Between 2012 and 2013, there was an 8 per cent increase in completions. The completions data presented in this report do not directly link to the 2013 commencing student data, rather they provide information about those students who completed in 2013 regardless of their commencement year.

Figure 2: Initial teacher education total commencements, enrolments, completions, 2005–2013



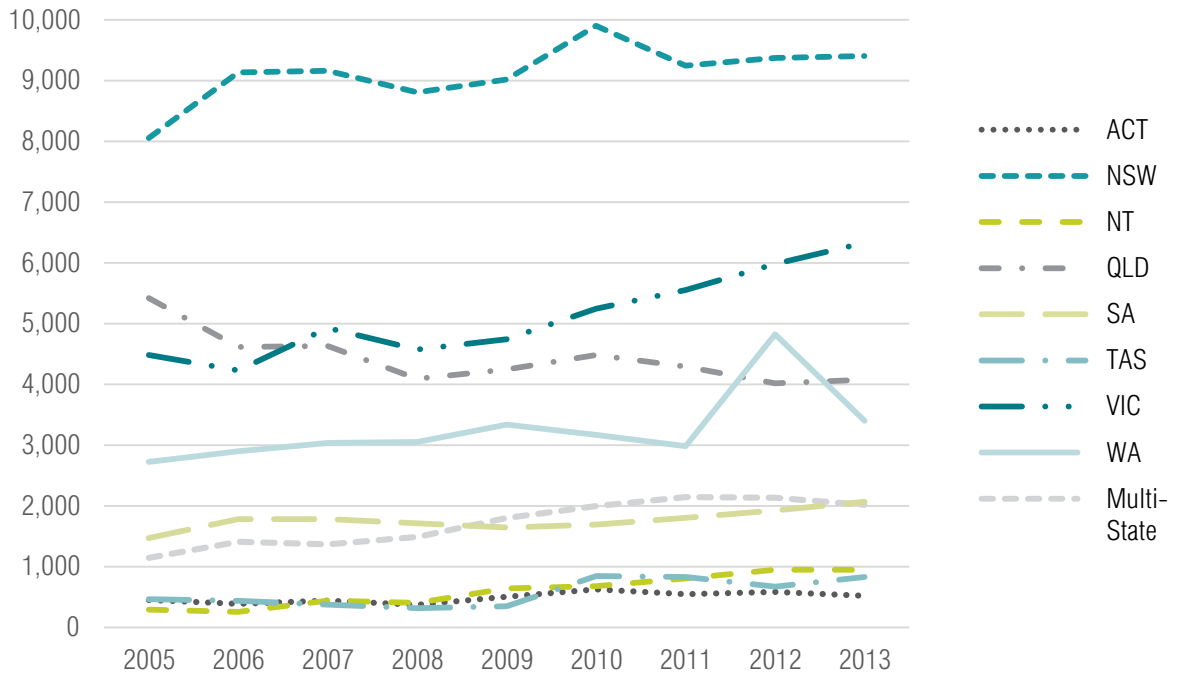
Source: Customised data provided by the Department of Education & Training Higher Education Group.

2.6. Commencements by location

Commencements by state and territory (Figure 3) show that in 2013, NSW institutions, followed by those in Victoria, had the highest numbers of commencing students. The state/territory breakdown captures commencement data on the basis of the institution's location rather than that of the student. Students, especially those enrolled in online programs, may live in states or territories other than that of their institution.

Figure 3 shows a decrease in the number of students commencing ITE programs at Western Australian institutions. Commencements decreased from 4,825 in 2012 to 3,403 in 2013, a decrease of 29 per cent. Much of this decrease is associated with the omission of the two online OUA programs offered by Curtin University that were included in the 2012 data but not captured in the 2013 data as a result of a reporting error. Had the OUA programs been included, the decrease in Western Australian commencements would have been less. Commencements in the ACT and the multi-state Australian Catholic University also decreased in 2013.

Figure 3: Total commencements by jurisdiction, 2005–2013



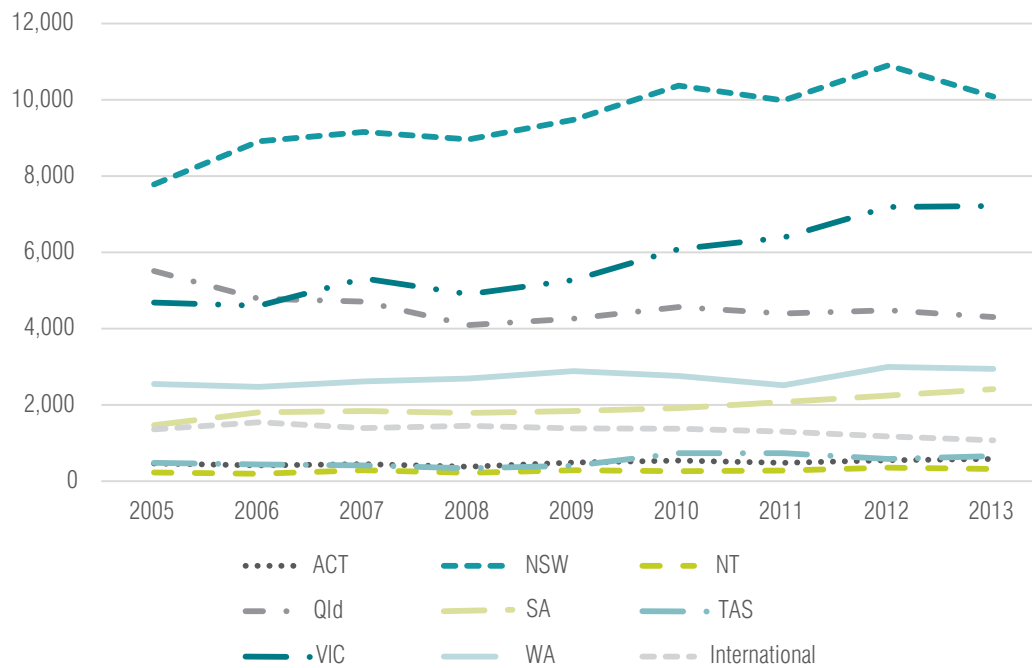
Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Multi-state refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at The University of Notre Dame Australia are included with the Western Australia commencement figures.



Commencement data are available by a student's home residence (Figure 4). The commencements by home residence show a similar pattern across the time series. All states, apart from Queensland, have recorded an overall increase in the numbers of commencing students across the time period.

Figure 4: Total commencements by home residence, 2005–2013



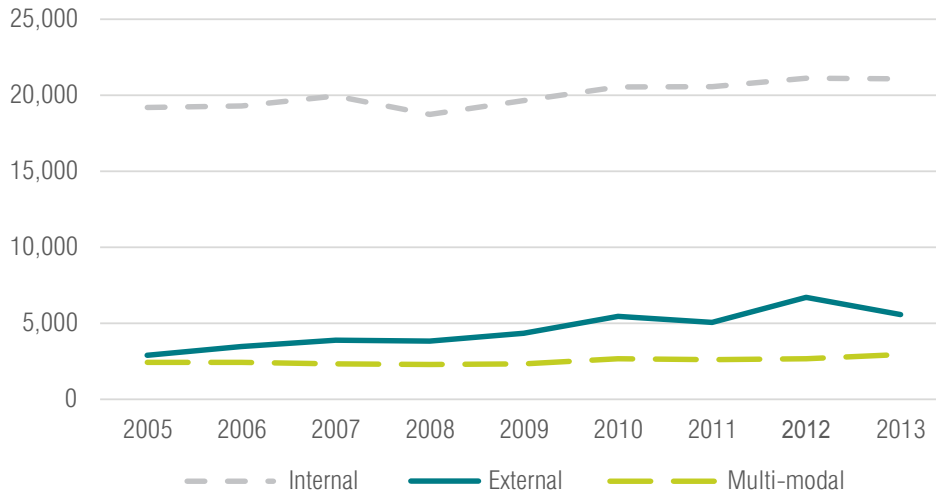
Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Figures do not add to the total commencements figures as they exclude those students who did not supply a code for residence.

2.7. Commencements by mode of attendance

Commencements from 2005 to 2013 by mode of attendance (Figure 5) show a steady increase in the number of students studying through external attendance, with external mode of attendance commencements recording a 93 per cent increase since 2005. However, in line with the overall decrease in commencements, in particular the omission of the online Curtin University (Open Universities Australia) programs, there has been a 17 per cent decrease from 2012 to 2013. Figure 5 also shows that the majority of students still study on campus.

Figure 5: Total commencements by mode of attendance, 2005–2013



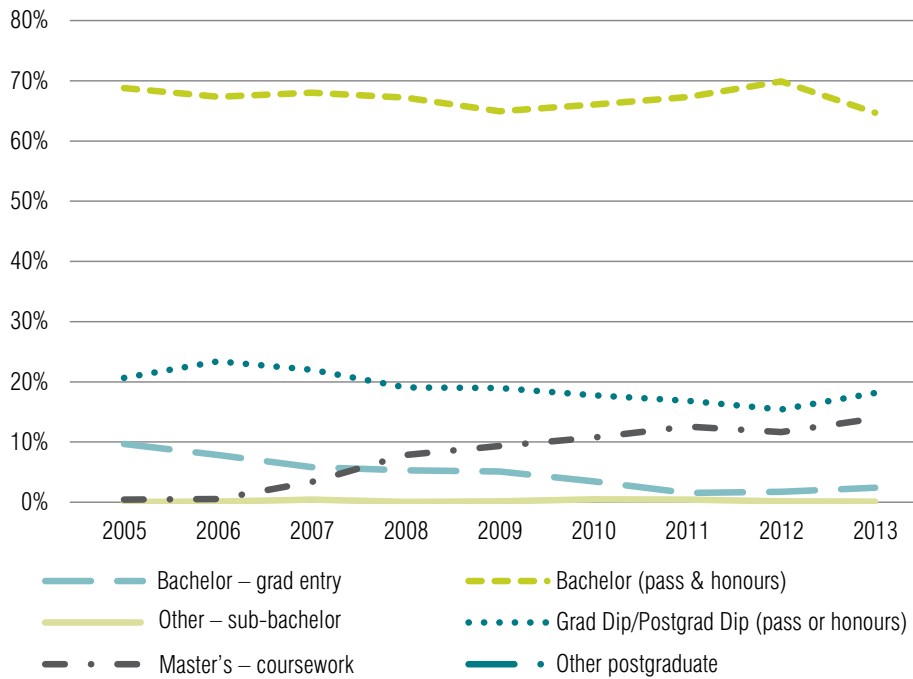
Source: Customised data provided by the Department of Education and Training Higher Education Group.

2.8. Commencements by qualification type

ITE commencements by qualification type (Figure 6) show that 65 per cent of students entered undergraduate bachelor degrees to obtain their teacher education qualification, followed by 18 per cent and 14 per cent commencing a graduate diploma or master’s level degree respectively. Over the period 2005 to 2013, there was a noticeable increase in the numbers of students commencing a master’s qualification, with numbers rising from 111 to 4,122 students during this time. This increase is likely to continue with the requirement for two-year graduate entry ITE programs under the national Accreditation Standards.



Figure 6: Total commencements by detailed qualification type, 2005–2013

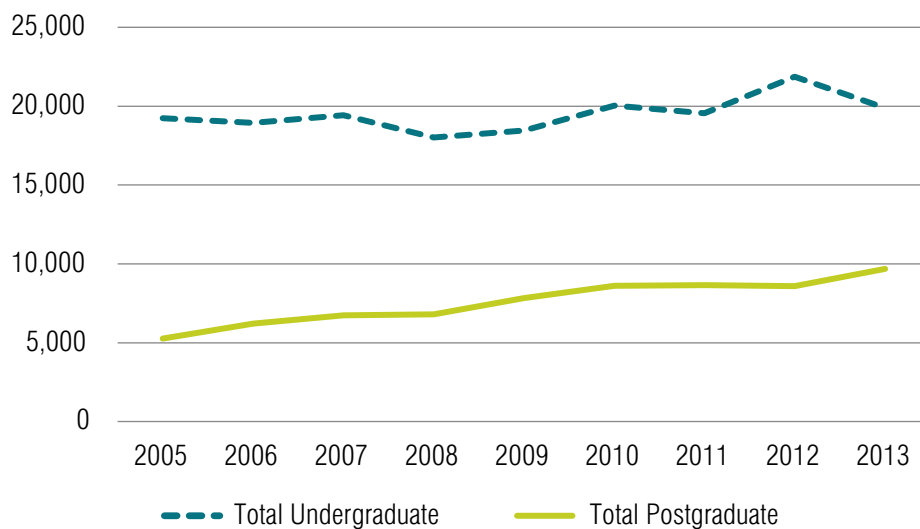


Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: 'Other – sub-bachelor' refers to associate degrees and other degrees and certificates at the sub-bachelor level. 'Other postgraduate' refers to Graduate Diploma/Postgraduate Diploma extending skills and knowledge and Graduate Certificate and captures the small number of commencements in programs that have been recorded by institutions as special course 22; however, they would not meet the current requirements for accreditation as an initial teacher education program.

Figure 7 shows ITE commencements by level of qualification, highlighting an overall increase in the trend for commencements in both undergraduate and postgraduate programs. Since 2005, commencements in postgraduate programs have increased at a greater rate.

Figure 7: Total commencements by level of qualification, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Postgraduate and undergraduate classifications are based on the 'levels of education' classifications in the Australian Standard Classification of Education, in which there is no category for bachelor programs at the graduate level. As such, data on graduate-entry bachelor programs are classified as 'undergraduate'.

2.9. Characteristics of commencing ITE students

Understanding the characteristics of commencing students provides insight into the broader ITE cohort and highlights changes in the types of students commencing teacher education programs over time.

Entrants to ITE come from a diverse range of backgrounds and experiences. Many enter teacher education programs directly from secondary education, and others after undertaking tertiary education or work. Table 5 details the characteristics of students who commenced in 2013 and shows that, similar to the 2012 data, the majority of students were female, 24 and under and were studying an undergraduate qualification, full-time and on campus (internal mode of attendance).

Table 5: Total commencements by gender, type of attendance, level of qualification, mode of study and age range, 2013 and 2012

	2013		2012	
	No.	%	No.	%
Gender				
Male	7,558	26	7,369	24
Female	22,037	74	23,088	76
Total	29,595	100	30,457	100
Type of attendance				
Full-time	24,419	83	24,458	80
Part-time	5,176	17	5,999	20
Total	29,595	100	30,457	100
Level of qualification				
Postgraduate	9,693	33	8,582	28
Undergraduate	19,902	67	21,875	72
Total	29,595	100	30,457	100
Mode of attendance				
Internal	21,074	71	21,103	69
External	5,577	19	6,698	22
Multi-modal	2,944	10	2,656	9
Total	29,595	100	30,457	100
Age range				
<20	10,670	36	10,932	36
20–24	8,774	30	8,503	28
25–29	4,251	14	3,982	13
30–39	3,300	11	4,431	15
40>	2,600	9	2,609	9
Total	29,595	100	30,457	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Further analysis of the student characteristics data gives further demographic information about students commencing ITE programs and the ways they are studying. As detailed in Table 6, of those students who commenced through an external mode of attendance, the majority were studying part-time and were between 20 and 39 years of age. Students commencing a multi-modal option, a combination of on-campus and external delivery, were generally studying full-time and were 24 years and under.

Table 6: Total commencements by mode of attendance, type of attendance, level of qualification and age range, 2013

	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
Gender								
Male	5,708	27	1,119	20	731	25	7,558	26
Female	15,366	73	4,458	80	2,213	75	22,037	74
Total	21,074	100	5,577	100	2,944	100	29,595	100
Type of attendance								
Full-time	19,184	91	2,636	47	2,599	88	24,419	83
Part-time	1,890	9	2,941	53	345	12	5,176	17
Total	21,074	100	5,577	100	2,944	100	29,595	100
Level of qualification								
Postgraduate	6,451	31	2,348	42	894	30	9,693	33
Undergraduate	14,623	69	3,229	58	2,050	70	19,902	67
Total	21,074	100	5,577	100	2,944	100	29,595	100
Age range								
<20	9,386	45	228	4	1,056	36	10,670	36
20–24	6,618	31	1,234	22	922	31	8,774	30
25–29	2,450	12	1,380	25	421	14	4,251	14
30–39	1,454	7	1,538	28	308	10	3,300	11
40>	1,166	6	1,197	21	237	8	2,600	9
Total	21,074	100	5,577	100	2,944	100	29,595	100

Source: Customised data provided by the Department of Education and Training Higher Education Group Note: Some columns may not equal 100% due to rounding.

Table 7 provides data on domestic commencing students by equity status. Equity status data were not collected for all students, as such the percentage figures were calculated on the domestic commencements (28,520), excluding those students whose permanent home address was overseas (92). Table 7 shows that higher percentages of domestic students choosing either external or multi-modal attendance tended to be from regional areas and/or Indigenous when compared with those students commencing internal studies.

When compared to equity data across all fields of education (FoE) (Table 8), there was a greater proportion of ITE commencing domestic students with a medium or low socio-economic status (SES). This was also the case for ITE domestic students from regional backgrounds. Notably, ITE programs had a lower proportion of domestic entrants from non-English speaking backgrounds compared to the proportion across all FoE.

Table 7: Domestic commencements by equity status and mode of attendance, 2013

Equity Status	Internal		External		Multi-modal	
	No.	%	No.	%	No.	%
NESB	265	1.31	91	1.65	43	1.50
Indigenous	319	1.58	193	3.51	98	3.42
Low SES – SA1	3,556	17.64	1,230	22.36	587	20.50
Medium SES – SA1	11,377	56.44	2,976	54.10	1,484	51.83
High SES – SA1*	5,223	25.91	1,295	23.54	792	27.66
Metro – 2011 AGS	15,960	79.18	3,244	58.97	1,586	55.40
Regional – 2011 AGS	4,070	20.19	2,044	37.16	1,229	42.93
Remote Australia 2011 AGS	99	0.49	194	3.53	42	1.47

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: % for the equity group breakdown have been calculated as a percentage of total domestic commencements (excluding domestic students whose permanent address is overseas – Internal 20,156, External 5,501 and Multi-modal 2,863). The data on equity group numbers exclude students whose permanent address is overseas. *Unknowns have been added to this category.

Note: Some columns may not equal 100% due to rounding.

Table 8: Domestic commencements by equity status, initial teacher education and all fields of education, 2013

	ITE		All FoE	
	No.	%	No.	%
NESB students	399	1.40	15,328	3.97
Indigenous	610	2.14	6,247	1.62
Low SES – SA1	5,373	18.84	60,900	15.77
Medium SES – SA1	15,837	55.53	188,132	48.71
High SES – SA1	7,310	25.63	137,209	35.52
Metro – 2011 AGS	20,790	72.90	302,612	78.35
Regional – 2011 AGS	7,342	25.74	78,374	20.29
Remote Australia 2011 AGS	335	1.17	3,717	0.96

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: % for the equity group breakdown have been calculated as a percentage of total domestic commencements (excluding domestic students whose permanent address is overseas 28,520 for ITE and 386,241 for all fields of education). The data on equity group numbers exclude students whose permanent address is overseas.

Note: Some columns may not equal 100% due to rounding.

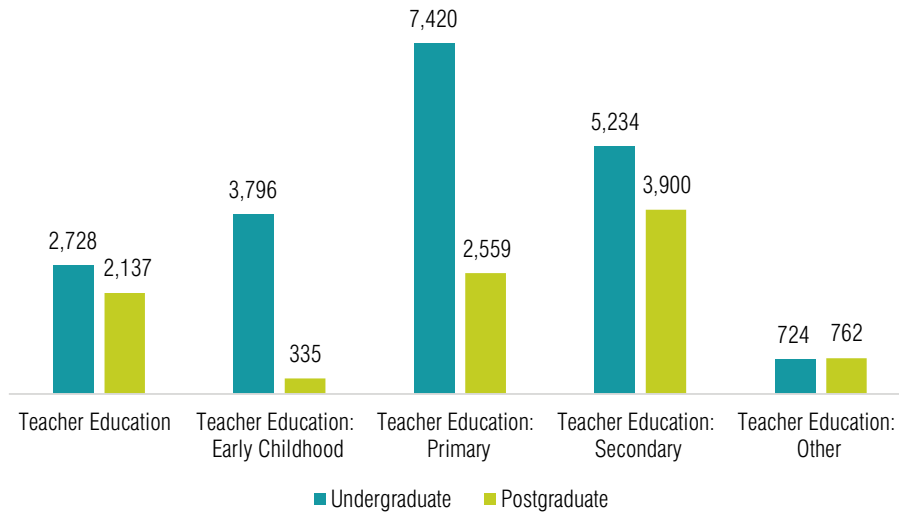
More detail on 2013 commencements and enrolments by mode of attendance and level of qualification is available in Appendix 1.

2.10. Commencements by detailed field of education

Detailed field of education refers to the sub-categories of teacher education such as primary, secondary and early childhood. As such the number of commencements by detailed field of education highlights the specific areas of study students are entering. Figure 8 shows the breakdown between undergraduate and postgraduate commencements by detailed field of education. At the undergraduate level 7,420 students commenced a primary program and 5,234 a secondary program. For postgraduate students 3,900 and 2,559 commenced a secondary and primary program respectively.

Figure 9 shows commencements across the different fields of teacher education from 2005 to 2013. The number of students commencing secondary education has continued to increase and is now reaching levels similar to those of primary education commencements. The decrease in primary education commencements from 2012 to 2013 is mainly accounted for by the omission of the OUA programs at Curtin University as discussed earlier. The time series also shows that overall commencements in early childhood teaching qualifications have been rising and have almost doubled between 2005 and 2013. This would be expected as requirements for qualified teachers in early childhood settings have increased.

Figure 8: Total commencing students by level of qualification and detailed field of education, 2013



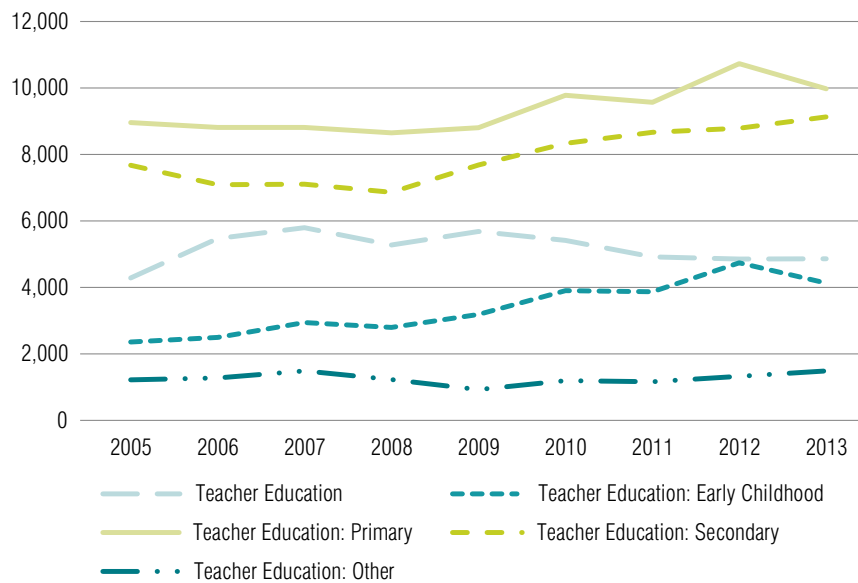
Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified.

Note: Any adjustments to account for non-published figures and students commencing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: Other data.



Figure 9: Total commencements by detailed field of education, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies.

Note: Any adjustments to account for non-published figures and students commencing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: Other data.

2.11. Characteristics of completing ITE students

Tables 9 to 11 show undergraduate and postgraduate completions in 2013 across a range of student characteristics. The completions data presented in this report do not directly link to the 2013 commencing student data, rather they provide information about those students who completed in 2013 regardless of their commencement year.

In 2013, 17,903 students completed an ITE program, 58 per cent at the undergraduate level and 42 per cent at the postgraduate level. Table 9 shows that for both undergraduate and postgraduate completions the majority of students completing were female and had studied full-time and on-campus. Table 10 indicates that 56 per cent of completing students were 24 years old or younger. Table 11 shows that 17 per cent of completing domestic students were from low SES backgrounds and 23 per cent were from regional locations.

Table 9: Undergraduate and postgraduate completions by gender, type of attendance and mode of attendance, 2013

	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	2,062	20	2,121	28	4,183	23
Female	8,329	80	5,391	72	13,720	77
Total completions	10,391	100	7,512	100	17,903	100
Type of attendance						
Full-time	8,298	80	5,959	79	14,257	80
Part-time	2,093	20	1,553	21	3,646	20
Total completions	10,391	100	7,512	100	17,903	100
Mode of attendance						
Internal	6,675	64	5,304	71	11,979	67
External	1,335	13	1,463	19	2,798	16
Multi-modal	2,381	23	692	9	3,073	17
All units completed through OLA or OLA/other institution	-	-	53	1	53	-
Total completions	10,391	100	7,512	100	17,903	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: OLA data refer to reported units completed through Open Universities Australia.

Note: Some columns may not equal 100% due to rounding.

Table 10: Undergraduate and postgraduate completions by age range, 2013

	Postgraduate	Undergraduate	Total
	%	%	%
<20	0.03	0.14	0.09
20–24	40.08	66.97	55.69
25–29	27.41	16.07	20.83
30–39	18.20	9.28	13.02
40>	14.28	7.54	10.37

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Table 11: Domestic undergraduate and postgraduate completions by equity status, 2013

	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
NESB	42	0.46	107	1.70	149	0.97
Indigenous	164	1.80	44	0.70	208	1.35
Low SES – SA1	1,768	19.42	884	14.02	2,652	17.21
Medium SES – SA1	5,112	56.14	3,338	52.94	8,450	54.83
High SES – SA1	2,225	24.45	2,083	33.04	4,308	27.96
Metro – 2011 AGS	6,691	73.48	5,017	79.57	11,708	75.97
Regional – 2011 AGS	2,300	25.26	1,226	19.44	3,527	22.89
Remote Australia 2011 AGS	91	1.00	53	0.84	144	0.93

Source: Customised data provided by the Department of Education and Training Higher Education Group.

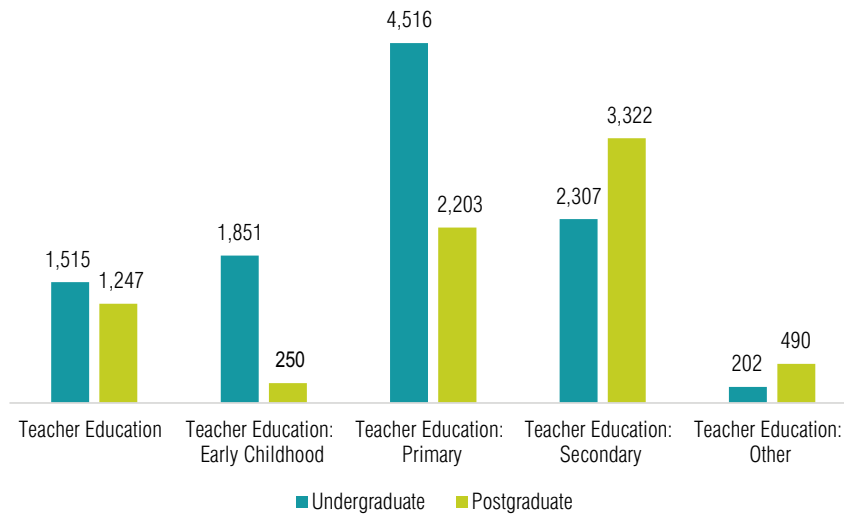
*This information is not available for all graduates. Around 91% of graduates have this information recorded.

Note: Some columns may not equal 100% due to rounding.

Note: % for the equity group breakdown have been calculated as a percentage of total domestic completions (excluding students whose permanent address is overseas – Undergraduate 9,105 and Postgraduate 6,305). The data on equity group numbers exclude students whose permanent address is overseas.

Analysis of the 2013 completions data by level of qualification and detailed field of education (Figure 10) shows that more undergraduate students completed primary programs compared to secondary programs, with 4,516 and 2,307 respectively. In comparison, at the postgraduate level the situation was reversed. More students completed secondary programs than primary, with 3,322 and 2,203 respectively. Figure 11 depicts the trend in completions by detailed field of education from 2005 to 2013. Comparing the trend in completions with the trend in commencements (Figure 9) the data show a similar pattern over time, though with a slight lag in the early childhood completions. The decrease in commencements from 2012 to 2013 is also not represented as yet in the completions data.

Figure 10: Completions by detailed field of education, 2013

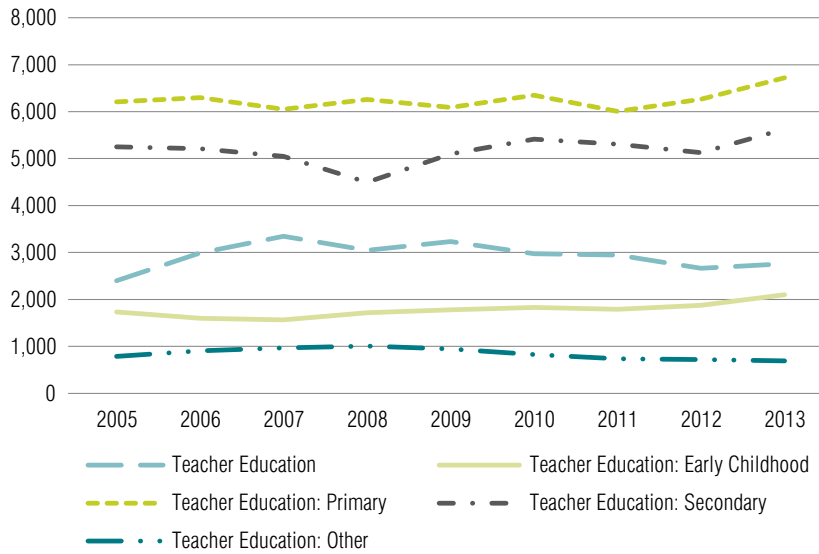


Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; and Curriculum and Education Studies.

Note: Any adjustments to account for non-published figures and students completing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: Other data.

Figure 11: Completions by detailed field of education, 2005–2013



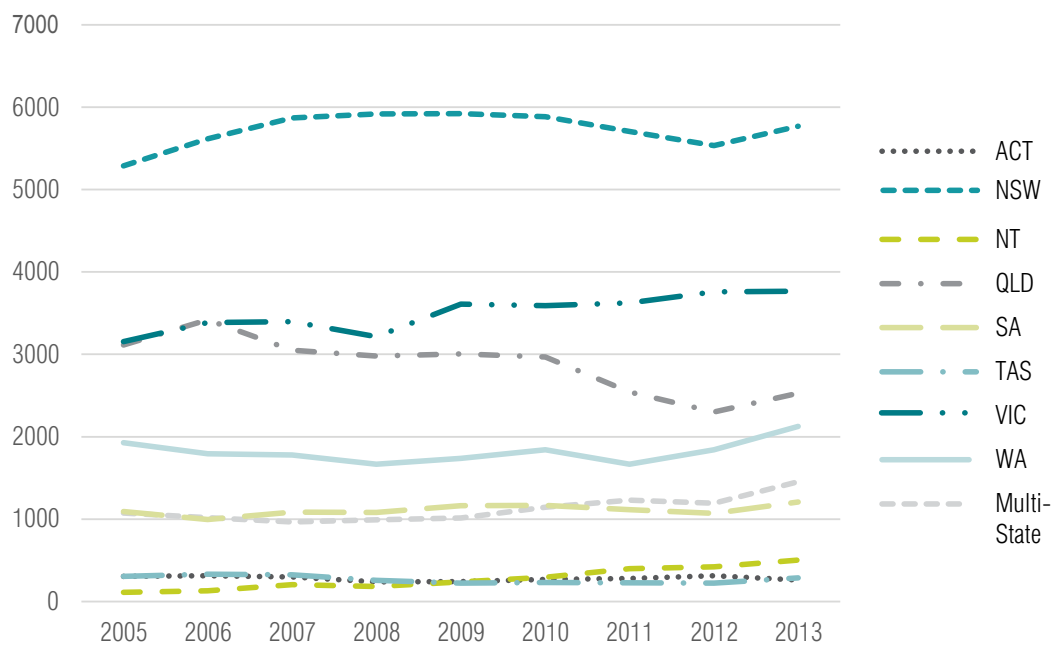
Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies.

Note: Any adjustments to account for non-published figures and students completing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: Other data.

Completions by state and territory (Figure 12) show that in 2013, NSW institutions, followed by those in Victoria, had the highest numbers of completing students. The state/territory breakdown captures completion data on the basis of the institution's location rather than that of the student. Students, especially those enrolled in online programs, may live in states or territories other than that of their institution.

Figure 12: Total completions by jurisdiction, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Multi-state refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at The University of Notre Dame Australia are included with the Western Australia commencement figures.

Table 12 provides time series data for completions by home residence. An analysis of the completions between 2012 and 2013 shows an increasing number of students completing ITE programs across the majority of jurisdictions.

Table 12: Total completions by home residence, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
	No.	No.	No.	No.	No.	No.	No.	No.	No.
ACT	306	284	289	245	231	242	267	285	260
NSW	4,769	4,830	5,101	5,123	5,473	5,585	5,393	5,505	5,716
NT	89	94	117	NP	102	NP	103	109	NP
Qld	1,940	3,318	2,836	2,734	2,668	2,587	2,327	2,227	2,458
SA	962	947	1,039	1,064	1,168	1,128	1,125	1,136	1,227
TAS	323	335	335	274	234	266	144	162	257
VIC	3,334	3,466	3,482	3,328	3,098	3,585	3,446	3,626	3,704
WA	1,732	1,631	1,614	1,520	1,477	1,467	1,413	1,509	1,744
International	803	1,067	1,056	1,069	991	1,018	1,030	839	918
Code not supplied	-	-	-	<5	-	<5	18	7	<5
Unknown	2,116	1,030	1,104	1,071	1,704	1,406	1,517	1,245	1,503
Total	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903

Source: Customised data provided by the Department of Education and Training Higher Education Group.



3. Entry into initial teacher education programs

3.1. Key findings

Entry to initial teacher education

Of the total 28,612 domestic commencements, secondary education domestic undergraduate entrants with an available ATAR (5,756) accounted for 20 per cent.

The vast majority (86 per cent) of domestic students commencing an ITE program were admitted through a criterion linked to prior academic experience including their secondary education, a higher education program or a VET award.

In 2013, of the total number of domestic undergraduate students entering ITE programs from secondary education, 32 per cent did not have an available ATAR.

Domestic entrants from secondary education without an available ATAR increased significantly over the period 2005 to 2013, recording a 67 per cent increase.

In 2013, 53 per cent of domestic undergraduate students entering an ITE program on the basis of their secondary education and with an available ATAR had an ATAR between 61 and 80; 30 per cent had an ATAR of 81 and over; while 17 per cent had an ATAR of 60 and below.

Data for all domestic undergraduate commencing students with an available ATAR show that over the period 2005 to 2013 the percentage of students in the lower ATAR bands has been increasing. These students may not have been admitted on the basis of their ATAR.

Among early career teachers, the most common activities prior to entering initial teacher education were higher education for primary teachers (33 per cent), and full-time employment for secondary teachers (33 per cent) (Staff in Australia's Schools Survey).

3.2. Basis of admission

Students enter initial teacher education (ITE) programs through a number of pathways, including through secondary education, tertiary education, vocational education and training (VET) and mature entry. The admission of students to ITE programs is at the discretion of providers and different mechanisms, for example, ATAR, prior academic performance, interviews and written applications, can be employed in making selection decisions.

The basis of admission data in this report refer to the admission criterion collected through the Higher Education Statistics Collection. Six categories of admission can be reported:

- secondary education undertaken at school, VET or other higher education provider (Australian or overseas equivalent)
- a higher education course
- a VET award course other than a secondary education course (Australian or overseas equivalent; complete or incomplete)
- mature age special entry provisions
- a professional qualification
- other basis.¹⁷

The basis of admission data are captured as part of a provider's reporting requirements for commencing students; however, the data do not necessarily reveal which selection mechanism(s) was used within each basis of admission category. For example, a provider may offer a secondary education entrant a place based on consideration of an interview, written application and an ATAR.

Table 13 shows the 2013 ITE (special course 22) domestic commencements by basis of admission. At the undergraduate level 43 per cent of domestic commencements entered from secondary education while 24 per cent entered through undertaking a higher education degree. As would be expected, high proportions (93 per cent) of postgraduate domestic commencements entered through a higher education pathway. The basis of admission data show that the vast majority (86 per cent) of domestic students commencing an ITE program had been admitted through a criterion linked to prior academic experience including their secondary education, a previous higher education program or a VET award.

The Australian Tertiary Admissions Rank (ATAR) is a ranking that converts a final year secondary student's overall achievement to a percentile ranking within each state/territory. The ATAR has been designed so that admission officers selecting entrants to tertiary programs can consider the ranking to be equivalent across states/territories. ATAR is a commonly reported measure of academic performance used by providers of ITE for the selection of students into undergraduate programs. It should not be confused with basis of admission, which can include qualifications such as a diploma or degree, or secondary education. The Higher Education Student Data Collection captures

¹⁷ Basis of admission data for new students are only one of the data requirements on which providers must report. Information on full reporting requirements for 2013 is available from the Department of Education and Training <http://heimshelp.education.gov.au/sites/heimshelp/2013_Data_Requirements/2013HigherEdStudent/Documents/2013_HEP_ChangeSummary.pdf>.

the ATAR data for all basis of admission categories if an ATAR is available with a student's details at the time of their commencement.

As Table 13 shows, many domestic entrants have an ATAR available from their secondary studies, including those students admitted on the basis of their secondary education. However, having an ATAR available does not indicate this was the mechanism by which the student was selected for a program.

Table 13: Domestic commencements by basis of admission, 2013

Basis of admission	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Secondary education (<i>ATAR available</i>)	5,756	29.48	18	0.20	5,774	20.18
Secondary education (<i>ATAR not available</i>)	2,708	13.87	115	1.27	2,823	9.87
Higher education (<i>ATAR available</i>)	1,214	6.22	158	1.74	1,372	4.80
Higher education (<i>ATAR not available</i>)	3,399	17.41	8,259	90.89	11,658	40.75
VET award (<i>ATAR available</i>)	686	3.51	-	-	686	2.40
VET award (<i>ATAR not available</i>)	2,368	12.13	36	0.40	2,404	8.40
Mature entry (<i>ATAR available</i>)	264	1.35	-	-	264	0.92
Mature entry (<i>ATAR not available</i>)	1,179	6.04	9	0.10	1,188	4.15
Professional qualification (<i>ATAR available</i>)	62	0.32	-	-	62	0.22
Professional qualification (<i>ATAR not available</i>)	151	0.77	13	0.14	164	0.57
Other basis (<i>ATAR available</i>)	338	1.73	-	-	338	1.18
Other basis (<i>ATAR not available</i>)	1,400	7.17	479	5.27	1,879	6.57
Total domestic commencements	19,525	100.00	9,087	100.00	28,612	100.00

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: ATAR not available refers to those students who do not have an ATAR recorded with their details. That is where their ITE provider has entered a value other than 30 to 100 for the ATAR reporting element.

Figure 13: Basis of admission categories, domestic undergraduate commencements, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Figure 13 shows changes in the basis of admission categories for domestic undergraduate commencements across the period 2005 to 2013. Domestic secondary entrants without an available ATAR increased significantly over this period, recording a 67 per cent increase.

In the 2013 Staff in Australia’s Schools survey (SiAS) early career teachers were asked to identify their main activity prior to commencement of their ITE program. Table 14 shows that for primary teachers teaching for one to two years, the most common activity was higher education at 33 per cent, whilst for those teaching for three to five years it was full-time employment at 34 per cent. For secondary teachers who had been teaching for either one to two years or three to five years, the most common activity was full-time employment at 33 and 34 per cent respectively.

Table 14: Early career teachers' main activity in the year before they commenced their initial teacher education program

	Primary		Secondary	
	1-2 years	3-5 years	1-2 years	3-5 years
	%	%	%	%
School student	17	17	13	17
Higher education student	33	20	28	25
TAFE student	1	2	1	2
Home duties (including caring for children)	3	4	6	5
Full-time employment	21	34	33	34
Part-time employment	20	15	16	12
Unemployed	-	-	-	1
Other	5	7	2	6

Source: SiAS 2013 dataset, customised analysis provided by the Australian Council for Educational Research.

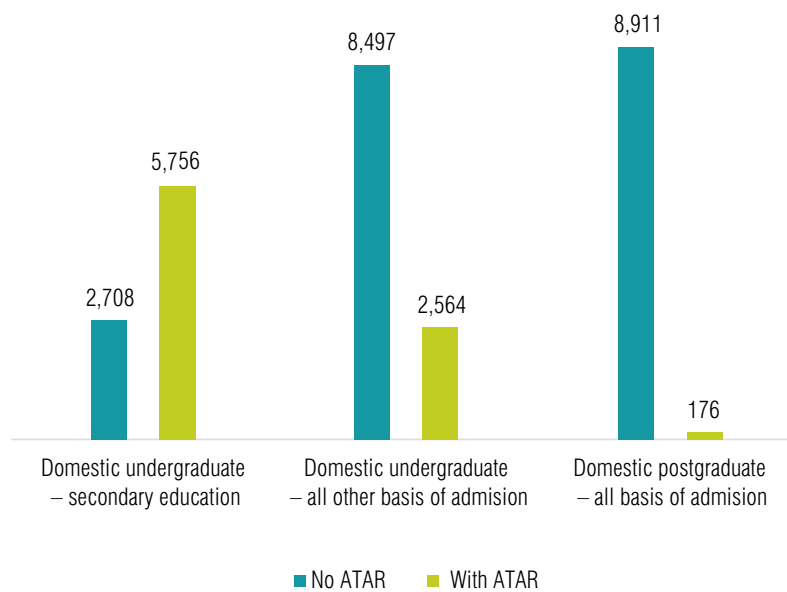
3.3. ATAR

ATAR commencements

Given that domestic undergraduate commencements entering directly from secondary education is the basis of admission category most likely to have been selected as a result of their ATAR, it is useful to identify the ATAR data specifically relating to secondary entrants.

Figure 14 shows that in 2013 there were 5,756 secondary education undergraduate domestic entrants with an available ATAR and 2,708 without. These 5,756 entrants equate to 20 per cent of the total 28,612 domestic commencements.

Figure 14: Total domestic commencements by ATAR status for domestic undergraduate secondary, all other domestic undergraduate basis of admission categories and domestic postgraduate all basis of admission, 2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Distribution of ATAR scores – secondary entrants

The ATAR is currently the primary source of nationally comparable data on entry standards to tertiary education and is often used as an indicator of the standard of entrants into tertiary education. However, while the ATAR can be a useful indicator of a student's senior secondary achievement, ATAR minimum entry figures that are published for admission to programs are affected by the levels of demand and supply for the program. The ATAR data presented in this report provide a more complete picture than the minimum entry ATARs that are published for admission to ITE programs. Comparing minimum ATARs for entry to programs does not reveal the distribution of students who meet or exceed the minimum ATAR score.

Table 15 shows the ATAR spread for the 5,756 domestic undergraduate commencements entering from secondary education with an available ATAR. Although these entrants were admitted on the basis of their secondary education and had an available ATAR, it may not have been the only determining factor in their admission to a program. Fifty-three per cent of these entrants had an ATAR between 61 and 80, while 30 per cent had an ATAR of 81 and over. In the lower bands, 17 per cent had an ATAR between 30 and 60.

Table 15 also provides a comparison for domestic secondary entrants with an available ATAR in all fields of education. ITE programs had a greater percentage of domestic commencing students with an ATAR of 80 and below.

Table 15: Number and percentage of domestic undergraduate secondary entrants with an ATAR, in each band, initial teacher education and all fields of education, 2013

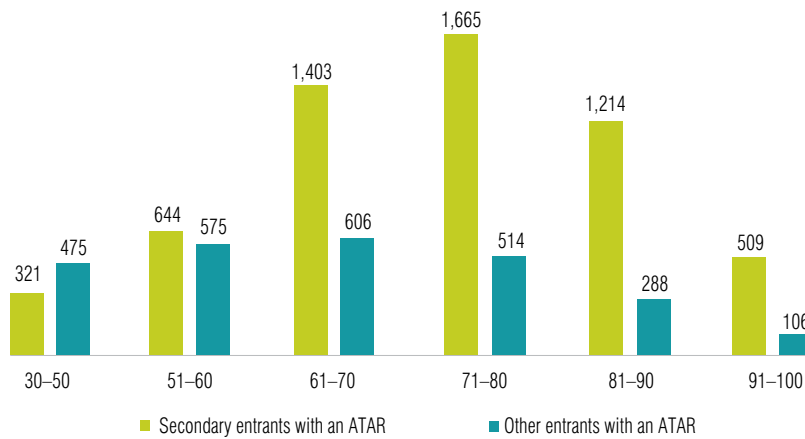
	30 to 50		51 to 60		61 to 70		71 to 80		81 to 90		91 to 100	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Initial teacher education	321	6	644	11	1,403	24	1,665	29	1,214	21	509	9
All FoE	2,740	3	6,163	7	13,292	15	18,423	21	22,845	26	24,042	27

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some rows may not equal 100% due to rounding.

Figure 15 shows domestic undergraduate commencements by ATAR band and compares the distribution of ATAR results between those secondary entrants with an available ATAR and those who entered with an ATAR through one of the other basis of admission categories. This comparison highlights that those domestic students commencing through a secondary education basis of admission generally had a higher ATAR distribution than those entering through the other basis of admission categories, where it is likely they had been selected as a result of other evidence such as their previous VET or higher education academic results.

Figure 15: Domestic undergraduate commencements by ATAR band, secondary entrants compared with other entrants, 2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

ATAR time series

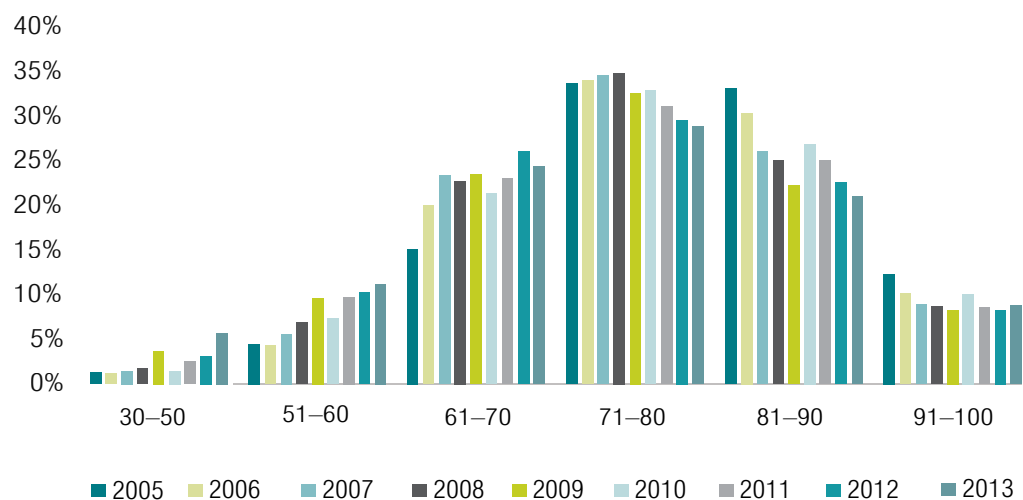
As noted earlier, the Higher Education Student Data collection captures ATAR data for all commencing students who had an available ATAR even though they were not necessarily admitted to a program on the basis of that ATAR. The data presented in Figure 16 show the ATAR time series for all domestic students entering via a secondary education pathway with an available ATAR, whether or not they were selected on the basis of ATAR. As such, Figure 16 provides an indication as to how entrants to ITE performed in their final years of secondary education rather than a direct representation as to how they were admitted to an ITE program and so should be used with caution when making any further conclusions about their current ability as many will have had further experience which influenced their selection.

Figure 16 shows that the majority of domestic students entering through a secondary pathway with an available ATAR over the period 2005 to 2013 had a score in the middle bands. The lower bands show an increasing percentage of students over the same period.

Figure 17 shows the same time series across all FoE for domestic students who had an available ATAR and entered through a secondary pathway. It shows that across the board there has been a general shift towards increased percentages of commencing students with lower ATARs. It is important to note in reading these data that ATAR was not always the basis of admission so any further interpretation of the data to draw conclusions about ATAR and selection should be done with caution.

The information provided in Section 4 highlights the retention and success rates of commencing domestic students across the range of ATAR bands and is worth considering in conjunction with the below time series. As noted above, the limitations of the ATAR data in drawing conclusions about selection should be considered in any further analysis.

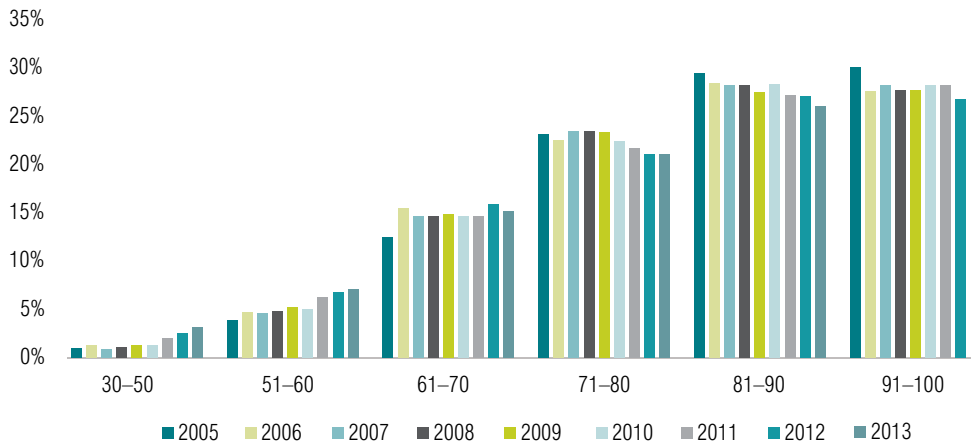
Figure 16: Total commencing domestic initial teacher education students, secondary entrants, by ATAR band, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The time series data include the small number of postgraduate students entering via secondary education and with an available ATAR).

Figure 17: Total commencing domestic students across all fields of education, secondary entrants by ATAR band, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.
 Note: The time series data include the small number of postgraduate students entering via secondary education and with an available ATAR).

3.4. Selecting non-ATAR applicants

With 70 per cent of entrants to ITE programs (postgraduate and undergraduate) in 2013 entering without an available ATAR it is important to understand how providers of ITE assess and admit their other applicants. The basis of admission data discussed in the previous section highlight the different ways a student can be admitted to a higher education program. However, these data do not fully describe the elements that may have been considered in selecting each student into a program. Providers use a range of mechanisms to select their students including ATAR, previous academic qualifications or achievements, interviews, standardised testing, portfolios and written applications. As the selection processes are tailored towards selecting students for specific programs and in specific contexts, no aggregated data on the selection processes exist.

A 2013 survey of current selection practices by providers of ITE helped to identify the range of selection practices used.¹⁸ The survey captured data on additional or enhanced selection mechanisms used by providers apart from an applicant's prior academic achievement. Table 16 shows that a majority of respondents used a range of selection mechanisms for admitting small numbers of students.

¹⁸ Universities Australia, *Universities Australia Survey on Initial Teacher Education Selection Methods: Report*, Universities Australia, Canberra, 2013.



Table 16: Summary of selection mechanisms used in Australian initial teacher education programs, 2013

Proportion of student applications	Number of responding providers						
	Bonus point systems	Essays or personal statements	Prior (non-teaching-related experience)	Interviews	Prior teaching-related experience	Psychometric assessments	Written applications
Not used for any students	11	12	7	19	11	36	14
Used for a minority of students	21	21	27	18	25	2	21
Used for a majority of students	7	3	4	-	2	1	-
Used for all students	-	3	1	2	1	-	4

Source: Universities Australia Survey on Initial Teacher Education Selection Methods, Universities Australia 2013.

4. Retention and success rates

4.1. Key findings

Retention

The retention rates for domestic undergraduate entrants were similar across all ATAR bands; however, a higher ATAR was generally associated with higher retention.

The adjusted retention rate for initial teacher education (ITE) domestic commencements (81 per cent) was slightly higher than the adjusted retention rate across all fields of education (80 per cent).

Success

In 2012, the average success rate (subjects passed as a percentage of all subjects attempted) for the ITE domestic cohort was 90 per cent compared to 88 per cent for all fields of education.

Domestic students from Indigenous backgrounds had higher success rates in ITE programs compared with all fields of education.



4.2. Retention in initial teacher education

An analysis of retention rates in ITE programs gives an insight into the characteristics of students and the modes of study and attendance that affect students' continuing study beyond their first year of enrolment in an ITE program.

The following tables provide information on first year retention rates for domestic undergraduate and postgraduate students who commenced an ITE program in 2012. That is, it is a calculation of the number of domestic students who commenced a program in 2012 and were continuing with a program in 2013.¹⁹ Definitions of the different retention rates are outlined in the box below.

Retention rates – definitions

Normal retention rate: identifies initial teacher education students who continued their studies at the same institution in the following year in any field of education. Students who continue to study at a different institution are not considered retained.

Adjusted retention rate: identifies initial teacher education students who continued their studies at either the same or a different institution in any field of education. In addition to students retained in the same institution, it also captures those students who move from one institution to another in the following year and includes them in the retention rate.

Special adjusted rate: identifies only those initial teacher education students who commenced an initial teacher education program and continued with an initial teacher education program at the same or different institution in their second year. Unlike the adjusted retention rate this estimate does not include students who enrolled in a program in a different field of education.

¹⁹ Retention rate for year(x) = the number of students who commenced an undergraduate course in year(x) and continue in year(x+1) as a proportion of students who commenced an undergraduate course in year(x) and did not complete the course in year(x). The retention data include Table A providers only. Retention rate (normal calculation) is based on a match process using the student's StudentID. This gives a 'crude' retention rate, which identifies students that are retained the following year at the same provider. Further detail on the calculation and caveats involved in producing the retention rate is available from: Department of Education and Training, *Appendix 4: Attrition, progress and retention*, DET, Canberra, 2012, viewed 14 March 2014, <<http://education.gov.au/selected-higher-education-statistics-2012-student-data>>.

This year's report provides greater detail on retention rates by disaggregating the data by undergraduate and postgraduate domestic commencements. The postgraduate rates may represent small numbers of students and thus should be used for further analysis with caution. For all tables, other than equity status, the retention rates are calculated on the basis of domestic commencing students, including those domestic students with a permanent home address outside of Australia.

The tables show the adjusted retention rates for total domestic ITE students as well as across a range of student and program characteristics.²⁰ A comparison is also provided with the corresponding retention rates for all fields of education as well as a special adjusted retention rate.

Special adjusted retention – students continuing with an ITE program

Table 17 shows the special adjusted rate for the total domestic ITE student cohort and indicates that 72 per cent of domestic students who commenced an ITE program in 2012 were continuing with an ITE program (at the same or a different provider) in 2013. This is a 5 per cent decrease compared with the previous year's data (77 per cent).

Special adjusted retention rates by student and program characteristics and by undergraduate and postgraduate levels of study help identify the contexts in which students are more likely to continue an ITE program in the second year. In particular Tables 18 and 19 show the differences in retention between undergraduate and postgraduate domestic students, including:

- Entrants admitted through a higher education pathway at the postgraduate level have higher rates of retention (73 per cent) compared to undergraduates admitted via higher education (59 per cent).
- Mature entry and professional experience undergraduate entrants have higher rates of retention (75 per cent and 80 per cent) than those entering through this pathway at the postgraduate level.
- Undergraduate students studying on campus and through multi-modal attendance had higher retention rates than their postgraduate counterparts. However, undergraduate students studying via external attendance had a markedly lower rate than at the postgraduate level (45 per cent compared to 71 per cent).
- The retention rates for undergraduate Indigenous and NESB entrants were higher at 66 per cent and 77 per cent respectively than at the postgraduate level, 63 per cent and 70 per cent respectively.

Note as mentioned above, the postgraduate rates may represent small numbers of students and thus should be used for further analysis with caution.

²⁰ Retention rate (adjusted calculation) is based on a match process using both the StudentID and CHESSN. This gives a more accurate retention rate calculation, as it identifies students at either the same or a different higher education provider. Please note that the CHESSN is only required for Commonwealth-assisted students, which means the Adjusted Retention Rate calculation using CHESSN will not be available for some students (namely non-FEE-HELP fee-paying students), although these students can still be matched using their StudentID if they studied the following year at the same provider.

Table 20 provides the retention rates by ATAR band for domestic undergraduate entrants only. It shows that retention rates were similar across all ATAR bands; however, a higher ATAR was generally associated with higher retention.

Table 17: Commencing domestic undergraduate and postgraduate overall retention rates, 2012 and 2011

ITE				All FoE	
Special adjusted rate		Adjusted retention rate		Adjusted retention rate	
2012	2011	2012	2011	2012	2011
72	77	81	81	80	79

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Includes domestic students whose permanent home address is overseas

Table 18: Commencing domestic undergraduate and postgraduate retention rates by basis of admission and mode of attendance, 2012 and 2011

	ITE				All FoE	
	Special adjusted rate		Adjusted retention rate		Adjusted retention rate	
	2012	2011	2012	2011	2012	2011
Undergraduate – basis of admission						
Secondary	79	80	85	85	85	85
Higher education	59	77	81	81	81	82
VET award	74	77	78	80	78	79
Mature age	75	76	80	80	76	76
Professional experience	80	77	84	80	77	72
Other	64	75	78	79	75	76
Undergraduate – mode of attendance						
Internal	78	79	83	84	83	84
External	45	69	74	72	67	65
Multi-modal	82	82	87	86	86	85
Postgraduate – basis of admission						
Secondary	75	61	81	65	71	70
Higher education	73	74	75	76	75	74
VET award	87	82	89	82	71	74
Mature age	50	n/a	50	n/a	66	68
Professional experience	50	100	50	100	73	66
Other	77	73	80	74	73	73
Postgraduate – mode of attendance						
Internal	73	76	76	78	79	79
External	71	68	73	70	67	65
Multi-modal	81	87	82	89	75	75

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas



Table 19: Commencing domestic undergraduate and postgraduate retention rates by equity status, 2012 and 2011

	ITE				All FoE	
	Special adjusted rate		Adjusted retention rate		Adjusted retention rate	
	2012	2011	2012	2011	2012	2011
Undergraduate – equity status						
NESB	77	78	85	84	86	86
Indigenous	66	67	72	71	69	69
Low SES – SA1	68	76	80	80	78	79
Medium SES – SA1	71	78	82	83	81	82
High SES – SA1	74	78	84	83	83	84
Metro – 2011 AGS	72	79	83	83	82	83
Regional – 2011 AGS	70	76	80	81	78	79
Remote Australia 2011 AGS	67	69	75	73	74	72
Postgraduate – equity status						
NESB	70	68	72	70	77	78
Indigenous	63	67	68	70	65	62
Low SES – SA1	69	73	71	76	71	70
Medium SES – SA1	73	73	76	75	74	73
High SES – SA1	74	75	77	77	76	76
Metro – 2011 AGS	74	75	77	77	76	75
Regional – 2011 AGS	68	69	72	72	70	70
Remote Australia 2011 AGS	80	65	85	66	67	61

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Excludes domestic students whose permanent home address is overseas.

Table 20: Commencing domestic undergraduate retention rates by ATAR band, 2012 and 2011

ATAR band	ITE				All FoE	
	Special adjusted rate		Adjusted retention rate		Adjusted retention rate	
	2012	2011	2012	2011	2012	2011
30–50	77	78	80	81	76	77
51–60	80	80	84	83	78	79
61–70	76	79	81	83	79	80
71–80	80	81	86	86	84	84
81–90	84	84	90	89	89	88
91–100	86	84	91	91	93	93

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas

Adjusted retention rate – students who continue with higher education

The retention data also show the adjusted rate for ITE domestic undergraduate and postgraduate commencements (81 per cent) was slightly higher than the adjusted retention across all fields of education (80 per cent).

A comparison between the adjusted retention rate for domestic students commencing teacher education programs and the adjusted retention rate for all fields of education shows that the retention rates for all fields of education were similarly affected by student and program characteristics. Key points of difference in the adjusted rates for domestic ITE entrants and FoE entrants were:

- Domestic undergraduate entrants had higher adjusted retention than the rate across all FoE in the following categories:
 - » Professional experience basis of admission
 - » External mode of attendance
 - » Indigenous.
- Domestic postgraduate students also had higher adjusted rates compared to all FoE across a number of categories including:
 - » Secondary basis of admission
 - » VET award basis of admission
 - » External and multi-modal attendance
 - » Remote students.

These data show the categories of ITE students that may be more likely to stay in tertiary education in their second year (although this may not be in teaching).

Comparing adjusted retention and special adjusted retention

A comparison between the adjusted retention rate and the special adjusted retention rate is also useful as it identifies differences between those students who continue with a teacher education program in their second year (special adjusted) and those students who change to another higher education program (adjusted).

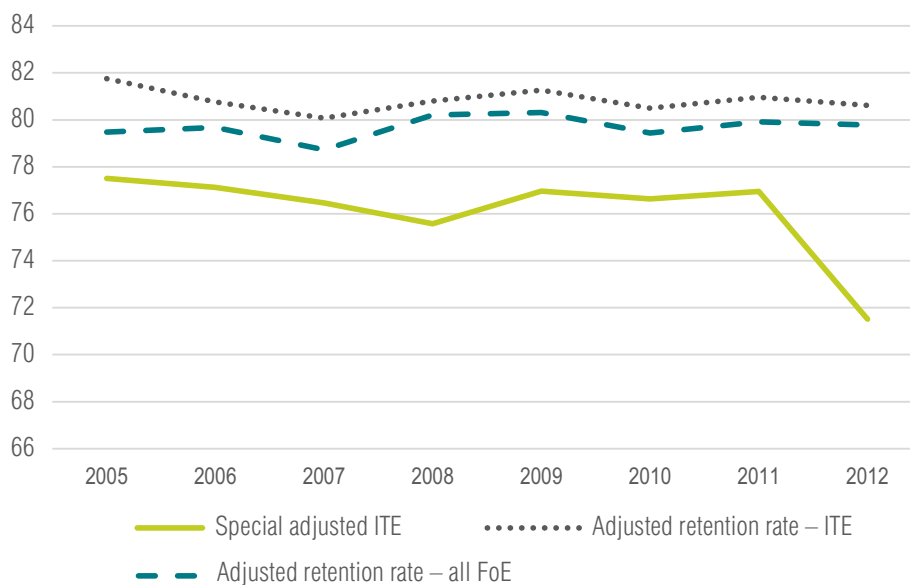
The adjusted retention (81 per cent) rate is higher than the special adjusted rate (72 per cent) which indicates that 9 per cent of students commenced an ITE program in 2012 and then transferred to a different field of education in 2013.

A similar pattern can be seen across the student and program characteristics at both the undergraduate and postgraduate levels, though to varying degrees, which indicates that across the board a number of students who commence an ITE program transfer to a different program by their second year of study. Across both undergraduate and postgraduate categories the greatest variances between the adjusted and special adjusted retention rates were:

- Higher education basis of admission (81 per cent and 59 per cent respectively)
- External mode of attendance (74 per cent and 45 per cent respectively).

Figure 18 illustrates the trend across the three retention rate types since 2005 and shows an obvious decrease in the special adjusted rate for ITE programs between 2011 and 2012.

Figure 18: Retention rate types domestic commencing students, 2005–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

4.3. Success rates

The success rate of students within a program provides valuable insight into how students are managing the study requirements of their ITE program.

Success rates are calculated by looking at the units of study that are passed, divided by all units of study attempted (passed + failed + withdrawn).²¹ Success rates are presented as a proportion of actual student load (EFTSL).

The success rates presented in the following tables are determined by the sum of all units passed by all the students enrolled in 2012, divided by all the units attempted (passed, failed and withdrawn) by those students. As such, the success rates should not be considered to represent the cumulative success of students across the entirety of their studies. Further, the success rates for postgraduate students may relate to small actual numbers and this should be considered in any further analysis.

Success rate data are provided for ITE domestic undergraduate and postgraduate students across a range of student and program characteristics. Comparison data for all fields of education are also provided. For 2012, the average success rate for the domestic ITE cohort was 90 per cent compared to 88 per cent for all FoE. The success rates for ITE ranged from 73 to 97 per cent and in almost all instances were higher than the rates in all FoE. In particular:

- ITE entrants admitted via secondary education with an ATAR available had higher success rates compared with similar entrants across all FoE.
- Undergraduate and postgraduate students from Indigenous backgrounds had higher success rates in ITE programs (79 per cent and 86 per cent) compared to all FoE (74 per cent and 83 per cent).
- Similarly, students studying via an external mode of attendance had higher success rates than their counterparts across all FoE.
- Students from the following categories had lower success rates compared to the rates in all FoE:
 - » undergraduates entering through higher education or professional experience or postgraduates studying via multi-modal attendance.

A comparison of the domestic success rate data between undergraduate and postgraduate students indicates that in general postgraduate students had higher rates of success.

²¹ Department of Education and Training, *Attrition, success and retention rates for commencing bachelor students*, DET, Canberra, 2014, viewed 23 January 2015, <<https://docs.education.gov.au/documents/2013-appendix-4-attrition-success-and-retention>>.

Table 21: Domestic undergraduate and postgraduate success rates, 2012 and 2011

	2012	2011
ITE	90	91
All FoE	88	88

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Includes domestic students whose permanent home address is overseas

Table 22: Domestic undergraduate and postgraduate success rates, by basis of admission and mode of attendance, 2012

	ITE		All FoE	
	2012	2011	2012	2011
Undergraduate – basis of admission				
Secondary	87	89	85	85
Higher education	83	86	85	85
VET award	83	85	78	79
Mature age	80	82	75	76
Professional experience	79	85	84	82
Other	81	82	79	81
Undergraduate – mode of attendance				
Internal	91	91	88	88
External	83	83	78	79
Multi-modal	84	77	82	81
Postgraduate – basis of admission				
Secondary	97	96	95	94
Higher education	95	95	93	93
VET award	97	91	90	88
Mature age	97	88	88	86
Professional experience	96	100	94	93
Other	94	93	93	93
Undergraduate – mode of attendance				
Internal	96	96	95	94
External	91	89	89	88
Multi-modal	86	87	94	93

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Includes domestic students whose permanent home address is overseas.

Table 23: Domestic undergraduate and postgraduate success rates, by equity status, 2012

	ITE		All FoE	
	2012	2011	2012	2011
Undergraduate – equity status				
NESB	87	85	84	84
Indigenous	79	78	74	73
Low SES – SA1	87	88	83	84
Medium SES – SA1	90	90	86	87
High SES – SA1	91	91	88	89
Metro – 2011 AGS	90	90	87	87
Regional – 2011 AGS	88	89	87	87
Remote Australia 2011 AGS	86	86	84	83
Postgraduate – equity status				
NESB	94	94	92	92
Indigenous	86	84	83	82
Low SES – SA1	93	93	91	90
Medium SES – SA1	95	95	93	92
High SES – SA1	95	95	94	93
Metro – 2011 AGS	95	95	93	93
Regional – 2011 AGS	94	92	92	91
Remote Australia 2011 AGS	96	92	88	88

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Excludes domestic students whose permanent home address is overseas.

Table 24: Domestic undergraduate success rates, by secondary education, ATAR and no available ATAR, 2012

	ITE		All FoE	
	2012	2011	2012	2011
ATAR				
<i>Secondary</i>				
30--50	73	78	67	68
51--60	82	84	72	73
61--70	85	84	77	77
71--80	89	89	83	82
81--90	93	93	88	88
91--100	97	97	95	95
Total Secondary with an ATAR	87	89	85	85
Secondary without an ATAR	85	88	83	84
<i>Non-Secondary (all other basis of admission categories)</i>				
30--50	80	80	71	73
51--60	81	84	76	77
61--70	84	84	78	79
71--80	84	87	82	82
81--90	89	91	86	87
91--100	91	94	92	93
Total Non-Secondary with an ATAR	83	85	82	83
Total Non-Secondary without an ATAR	90	90	87	88

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Excludes domestic students whose permanent home address is overseas.

5. Satisfaction and employment rates

5.1 Key findings

Graduate satisfaction

In 2013, graduates of ITE programs had levels of satisfaction similar to those of graduates of all higher education programs.

The 2013 Staff in Australia's Schools survey found that both primary and secondary early career teachers perceived their ITE program as particularly helpful in preparing them for 'developing and teaching a unit of work' and 'meeting my professional and ethical responsibilities as a teacher'. The area considered least helpful was 'teaching Aboriginal and Torres Strait Islander students' for early career primary teachers and 'interpreting achievement reports from national or state-wide assessments' for early career secondary teachers.

Employment after graduation

Generally teacher education bachelor graduates seeking full-time employment have been as successful as graduates from other fields of education.

Over 40 per cent of primary and secondary graduates were working full-time in schools. The percentage for early childhood graduates is lower at 35 per cent.

Almost 60 per cent of primary and secondary graduates working part-time in schools were seeking full-time employment.

Responses to the Graduate Destinations Survey show graduates working part-time in schools were predominately employed on a temporary/casual basis. For graduates working full-time in schools over 50 per cent were employed on a fixed-term basis.

The 2013 Staff in Australia's Schools survey found that the majority of both early career primary and secondary teachers worked in the same state in which their qualification was obtained.

In 2013, SiAS responses indicate that over 50 per cent of early career teachers working for one to two years were employed in a fixed-term/contract position. Higher proportions of early career teachers were employed on an ongoing/permanent basis once they had been working for three to five years.

Early career teacher responses to the Staff in Australia's School survey in 2013 indicate that the majority expected that teaching would be a lifetime career. For primary school teachers, 11 per cent of those teaching for one to two years considered an alternative career; however, this increased to 24 per cent for



primary school teachers teaching for three to five years.

Of the small numbers of respondents who had been teaching one to two years and who indicated they intended to leave teaching permanently prior to retirement, the main reason selected was insufficient recognition or reward for teachers.

The information in this section uses a range of survey data to report on graduate (early career teachers) and employer satisfaction as well as employment data. The survey data include:

- Graduate Careers Australia – Australian Graduate Survey 2013 (Course Experience Questionnaire and Graduate Destinations Survey)
- Department of Education and Training – Staff in Australia’s Schools 2013 (SiAS).

As part of the annual Australian Graduate Survey, Graduate Careers Australia conducts a Course Experience Questionnaire (CEQ) which provides information about the satisfaction of graduates with their courses. The questionnaire was distributed to graduates across all fields of tertiary education who completed the requirements for a coursework degree from an Australian higher education institution in 2012 and subsequently responded to the 2013 CEQ, approximately four months after course completion.

The Staff in Australia’s Schools survey (SiAS) was conducted in 2007, 2010 and most recently in 2013. The survey seeks responses from four target audiences: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. The 2013 SiAS was conducted from May to August 2013 by the Australian Council for Educational Research (ACER).

The SiAS data provide information that specifically relates to early career teachers, that is those teachers who are in the first five years of teaching. In this report, SiAS data further disaggregated by early career teachers in the categories of one to two years and three to five years have also been included.

The intent, audience and question design of these surveys varies, as such the datasets are not comparable and data from each have been identified separately in this report.

5.2. Graduate teacher satisfaction

Initial teacher education (ITE) is intended to prepare students to commence their professional journey in the classroom. Understanding how graduates of ITE perceive their education and how it has prepared them for their teaching career is an important factor in understanding the effectiveness of teacher education.

Graduate Careers Australia

Table 25 shows the mean percentage agreement scores for the Good Teaching Scale (GTS), the Generic Skills Scale (GSS) and the Overall Satisfaction Item (OSI) across all areas of teacher education. The data are most relevant at the undergraduate level because most bachelor programs included in the education category are ITE programs. This is not the case at the postgraduate level, where there is no appropriate differentiation between initial and post-initial teacher education programs.²²

Table 25: Course Experience Questionnaire (CEQ) mean percentage agreement scores for the GTS, GSS and OSI scale of selected teacher education, all Education and all FoE graduates, 2013

	Good Teaching Scale* %	Generic Skills Scale* %	Overall Satisfaction Item* %
Bachelor programs			
Early childhood	69	80	83
Primary	66	78	83
Secondary	65	76	77
All Education	67	78	82
All FoE	67	79	83
Postgraduate programs			
Education	70	71	82
All FoE	69	75	83

Source: 2013 Graduate Course Experience Tables and Figures.

Note: Mean percentage agreement scores reflect the average distribution of graduates responding 'agree' or 'strongly agree'.

* Scales: Good Teaching Scale: The nature of teaching experienced during a course – from six core items.

Generic Skills Scale: The enhancement of selected generic skills – from six core items.

Overall Satisfaction Item: Overall satisfaction with course quality – from one core item.

²² Information and data in this section have been taken from Graduate Careers Australia, *Graduate Course Experience 2013: A report on the course experience perceptions of recent graduates*, GCA, Melbourne, 2014, viewed 19 February 2015, <http://www.graduatemcareers.com.au/wp-content/uploads/2014/07/AGS_reports/GCA_Graduate_Course_Experience_2013/Graduate_Course_Experience_2013.pdf>.

As illustrated in Table 25, graduates of bachelor and postgraduate programs in education generally had levels of satisfaction similar to those of graduates of all FoE programs.

Staff in Australia's Schools

The Staff in Australia's Schools survey (SiAS) asks early career teachers about their perceptions of the helpfulness of their ITE program.²³ In the 2013 SiAS, these questions were revised to align with the *Australian Professional Standards for Teachers*. Only two questions were the same as those asked in earlier versions so limited comparisons can be made to previous years.

Data from the 2013 SiAS were included in the previous ITE data report (2014). In this report, further analysis has been undertaken to specifically analyse survey responses from early career teachers who have been teaching for one to two years and for three to five years.²⁴

The survey asked early career teachers about their perceptions of the helpfulness of their ITE program based on the Graduate stage of the *Australian Professional Standards for Teachers*. The following tables show how helpful primary and secondary early career teachers found elements of their ITE program.

Specifically, both primary and secondary early career teachers found their ITE program particularly helpful in preparing them for 'developing and teaching a unit of work' and 'meeting my professional and ethical responsibilities as a teacher'. The area in which programs were considered least helpful was 'teaching Aboriginal and Torres Strait Islander students' for early career primary teachers and 'interpreting achievement reports from national or state-wide assessments' for early career secondary teachers.

²³ Information and data in this section have been taken from McKenzie et al., *Staff in Australia's Schools 2013: Main Report on the survey*, and customised data and analysis provided by the Australian Council for Educational Research.

²⁴ Early career teacher data in the main SiAS report capture teachers from one to five years.

Table 26: Primary early career teachers: Perceptions of the helpfulness of their initial teacher education program

	Primary 1–2 years		Primary 3–5 years	
	Very helpful/helpful	Not helpful	Very helpful/helpful	Not helpful
	%	%	%	%
1. Know students and how they learn				
Teaching students with a wide range of backgrounds and abilities	55	6	41	11
Supporting students with disabilities	30	18	27	24
Teaching Aboriginal and Torres Strait Islander students	25	26	48	30
2. Know the content and how to teach it				
Developing and teaching a unit of work	76	2	76	3
Developing subject content knowledge appropriate for school curriculum	67	5	71	6
Developing strategies for teaching numeracy	69	5	69	6
Developing strategies for teaching literacy	62	7	58	7
Making effective use of Information and Communication Technology (ICT)	53	7	52	8
3. Plan for and implement effective teaching and learning				
Learning how to evaluate and improve my own teaching	74	2	70	5
Developing my skills in classroom communication	64	6	58	7
Learning about resources available for my teaching areas	47	11	49	11
Involving parents/guardians in the educative process	33	28	31	25
4. Create and maintain supportive and safe learning environments				
Managing classroom activities to keep students on task	55	11	50	10
Dealing with difficult student behaviour	39	20	29	25
5. Assess, provide feedback and report on student learning				
Making effective use of student assessment information	43	11	51	13
Ensuring that my assessments are consistent and comparable with those of other teachers	34	25	44	22
Interpreting achievement reports from national or state-wide assessments	26	36	28	33
6. Engage in professional learning				
Developing my own literacy skills	60	10	55	12
Developing my own numeracy skills	62	8	54	12
7. Engage professionally with colleagues, parents/carers and the community				
Meeting my professional and ethical responsibilities as a teacher	75	2	73	3
Complying with legislative, administrative and organisational requirements	59	8	52	11
Developing contacts with professional teaching networks	39	15	42	17
Engaging with performance and development plans	38	21	37	26

Source: SiAS 2013 dataset, customised analysis provided by the Australian Council for Educational Research.



Table 27: Secondary early career teachers: Perceptions of the helpfulness of their initial teacher education program

	Secondary 1–2 years		Secondary 3–5 years	
	Very helpful/helpful	Not helpful	Very helpful/helpful	Not helpful
	%	%	%	%
1. Know students and how they learn				
Teaching students with a wide range of backgrounds and abilities	49	8	40	17
Supporting students with disabilities	41	14	28	29
Teaching Aboriginal and Torres Strait Islander students	34	22	25	37
2. Know the content and how to teach it				
Developing and teaching a unit of work	75	4	74	4
Developing subject content knowledge appropriate for school curriculum	64	10	66	11
Developing strategies for teaching numeracy	36	27	32	33
Developing strategies for teaching literacy	50	13	41	20
Making effective use of Information and Communication Technology (ICT)	63	9	52	13
3. Plan for and implement effective teaching and learning				
Learning how to evaluate and improve my own teaching	74	6	68	7
Developing my skills in classroom communication	66	8	61	8
Learning about resources available for my teaching areas	59	10	55	13
Involving parents/guardians in the educative process	29	28	21	38
4. Create and maintain supportive and safe learning environments				
Managing classroom activities to keep students on task	53	12	48	16
Dealing with difficult student behaviour	37	20	34	28
5. Assess, provide feedback and report on student learning				
Making effective use of student assessment information	50	16	43	19
Ensuring that my assessments are consistent and comparable with those of other teachers	44	19	44	24
Interpreting achievement reports from national or state-wide assessments	31	37	25	40
6. Engage in professional learning				
Developing my own literacy skills	53	15	40	25
Developing my own numeracy skills	30	37	27	42
7. Engage professionally with colleagues, parents/carers and the community				
Meeting my professional and ethical responsibilities as a teacher	78	4	73	6
Complying with legislative, administrative and organisational requirements	61	12	61	10
Developing contacts with professional teaching networks	49	15	43	17
Engaging with performance and development plans	41	22	33	28

Source: Customised SiAS data provided by the Australian Council for Educational Research.

5.3 Employer satisfaction

The 2014 data report provided SiAS data on principals' perceptions of graduate teachers. As the SiAS data are only collected every three years, there are no new national data to report. A copy of the SiAS table included in the 2014 report is provided in Appendix Table 9.

5.4 Employment after graduation

Graduate Careers Australia

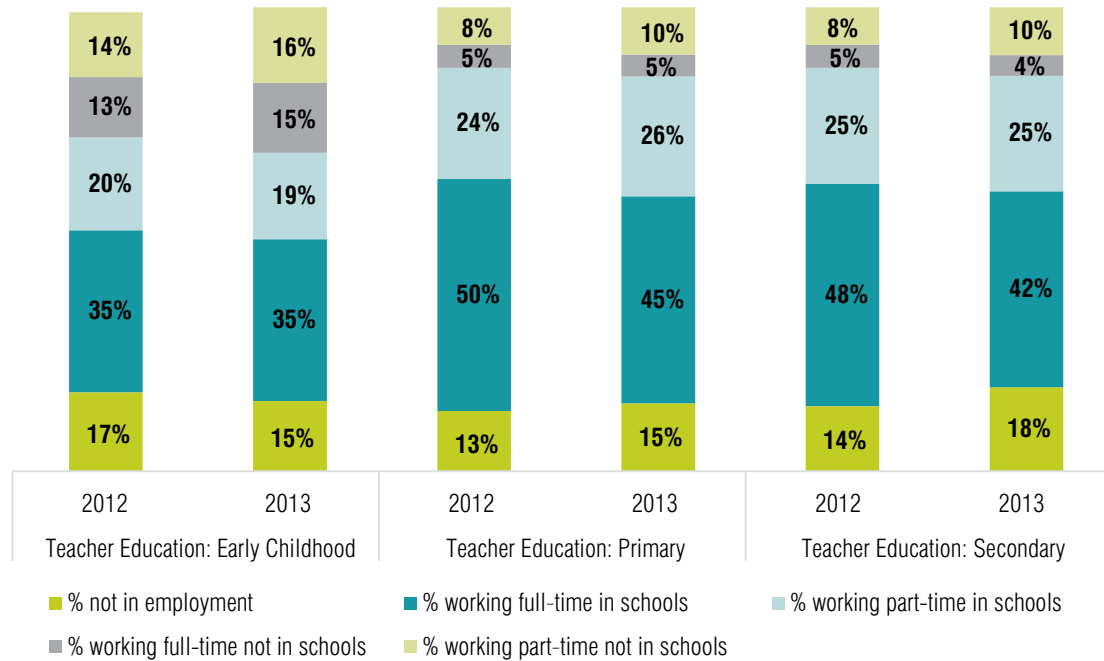
A key source of information on employment data in the profession of teaching after graduation comes from Graduate Careers Australia, which has been tracking the employment and other destinations of Australian higher education graduates since 1974. Data are collected through the Graduate Destination Survey (GDS) which is carried out around four months after graduation.

Figure 19 shows responses to the GDS on the employment status of bachelor graduates in education for 2012 and 2013 across three detailed field of education categories: early childhood, primary and secondary. The responses show that in 2013, most primary (86 per cent), secondary (81 per cent) and early childhood (85 per cent) graduates were employed within four months of graduation.

Figure 19 shows that for primary and secondary graduates in 2013, over 40 per cent were working full-time in schools (45 per cent and 42 per cent respectively). This is a slight decrease on the 2012 figures which showed 50 per cent for primary and 48 per cent for secondary. The percentage for early childhood graduates working in schools is lower at 35 per cent in 2013 and 2012. These lower proportions may indicate that graduates are choosing to seek employment in early childhood settings outside the schooling system.

²⁷ Information and data in this section has been taken from P McKenzie et al., *Staff in Australia's Schools 2013: Main Report on the survey*, 2014.

Figure 19: Employment status of bachelor graduates in education, 2013 and 2012



Source: GCA customised data from the Graduate Destination Survey (GDS).

Note: Some percentages might not add to 100% due to rounding.

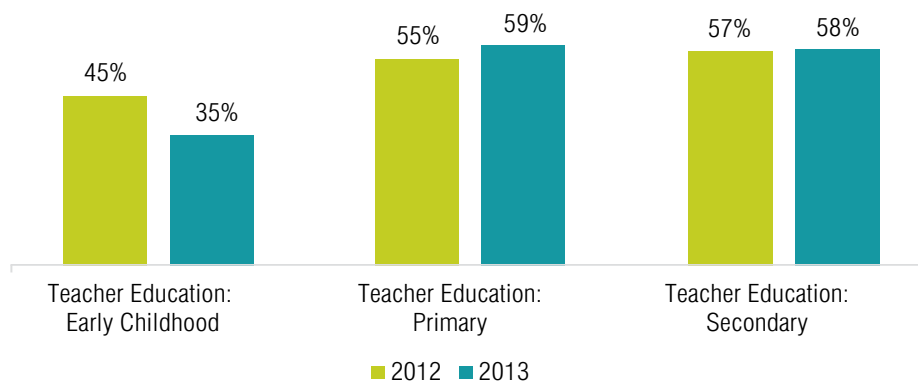
Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector.

Note: Response rates 2013: Teacher Education: Early Childhood n=1093, Teacher Education: Primary n= 2310, Teacher Education: Secondary n = 1232.

2012: Teacher Education: Early Childhood n=989, Teacher Education: Primary n= 2359, Teacher Education: Secondary n = 1177.

Figure 20 shows that more than half of the primary and secondary education graduates currently employed part-time in schools were seeking full-time work. The proportion for early childhood graduates is lower with 35 per cent of part-time employed graduates seeking full-time work.

Figure 20: Percentage of education graduates employed part-time in schools seeking full-time employment, 2013 and 2012



Source: GCA customised data from the Graduate Destination Survey (GDS).

Note: Some percentages might not add to 100% due to rounding.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector.

Note: Response rates 2013: Teacher Education: Early Childhood n=1093, Teacher Education: Primary n= 2310, Teacher Education: Secondary n = 1232.

2012: Teacher Education: Early Childhood n=989, Teacher Education: Primary n= 2359, Teacher Education: Secondary n = 1177.

²⁵ The public and private categories are defined on the basis of two questionnaire items: one for employment sector (public/private) and another for industry.

The GDS data also provide information on the types of employment graduates have obtained and the sector (public or private²⁵) in which they are employed. The following tables show the employment status for teacher education graduates working in schools, approximately four months after completion of their ITE program. Table 28 shows that for respondents who were working full-time within the public system, 53 per cent were employed on fixed-term (both up to and more than 12 months) contracts. This was similar in the private sector where 52 per cent were in a fixed-term (both up to and more than 12 months) position.

Table 29 looks at similar data for those graduates working part-time in schools and shows that in the public system, 75 per cent were employed on a temporary or casual basis, while in the private system, 63 per cent were working on a temporary or casual basis.

Table 28: Employment type for bachelor graduates employed full-time within schools, 2013

		No.	%
Public	Permanent or open-ended contract	377	30
	Fixed-term contract more than 12 months	89	7
	Fixed-term contract up to 12 months	572	46
	Temporary or casual	206	17
	Total full-time employed in public schools	1,244	100
Private	Permanent or open-ended contract	269	41
	Fixed-term contract more than 12 months	53	8
	Fixed-term contract up to 12 months	289	44
	Temporary or casual	53	8
	Total full-time employed in private schools	664	100

Source: GCA customised data from the Graduate Destination Survey (GDS).

Note: Some percentages might not add to 100% due to rounding.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector.

Note: Respondents' answers to this Graduate Destination Survey may not align with the three sectors of education in Australia (Government, Catholic and Independent).

Table 29: Employment type for bachelor graduates employed part-time within schools, 2013

		No.	%
Public	Permanent or open-ended contract	40	5
	Fixed-term contract more than 12 months	16	2
	Fixed-term contract up to 12 months	135	18
	Temporary or casual	564	75
	Total full-time employed in public schools	755	100
Private	Permanent or open-ended contract	50	15
	Fixed-term contract more than 12 months	10	3
	Fixed-term contract up to 12 months	65	19
	Temporary or casual	216	63
	Total full-time employed in private schools	341	100

Source: GCA customised data from the Graduate Destination Survey (GDS).

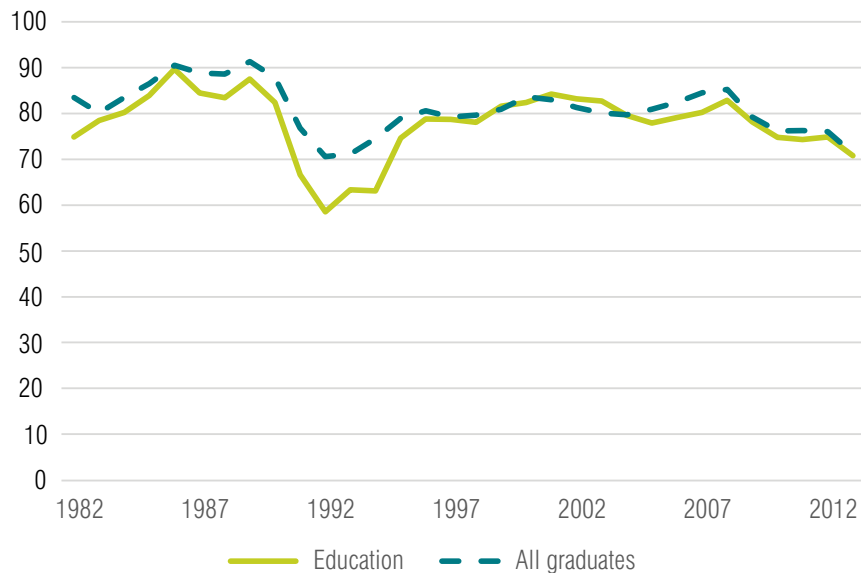
Note: Some percentages might not add to 100% due to rounding.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector.

Note: Respondents' answers to this Graduate Destination Survey may not align with the three sectors of education in Australia (Government, Catholic and Independent).

Over recent decades, teacher education graduates seeking full-time employment have generally been as successful as other bachelor graduates, except in the early 1990s when teaching positions were less available than positions for graduates of other fields. Figure 21 shows the pattern for teacher education and all graduates seeking full-time positions since 1982.

Figure 21: Bachelor degree graduates working full-time as a percentage of those available for full-time employment, education and all fields of education, 1982–2013



Source: GCA, *Graduate Destinations 2013*, Table 5.

Note: The 'Education' data are the GCA's 'Education – Initial' category.

Staff in Australia's Schools

The Staff in Australia's Schools survey also provides employment information for those graduates new to the profession.

The 2013 SiAS survey includes information on the proportion of early career teachers working in the same jurisdiction as where they obtained their main pre service teacher qualification. Table 30 shows that the majority of both early career primary and secondary teachers worked in the same state in which their qualification was obtained. The Northern Territory is an exception, with smaller proportions of teachers having both obtained their qualification and taught in the NT (between 27 to 46 per cent). Table 30 also indicates that in a number of jurisdictions the proportion of primary teachers working in the same state as where they obtained their main pre service teacher qualification increased for teachers in the three to five years cohort.

Table 30: Proportions of early career teachers working in the same state where they obtained their main initial teacher education qualification

Bachelors programs	Primary 2013		Primary 2010		Secondary 2013		Secondary 2010	
	1–2 years %	3–5 years %	1–2 years %	3–5 years %	1–2 years %	3–5 years %	1–2 years %	3–5 years %
NSW	77	97	90	95	92	86	94	92
VIC	87	93	83	93	92	90	93	91
QLD	97	90	84	96	96	95	95	88
WA	90	94	86	88	86	80	87	87
SA	81	88	93	98	86	88	89	88
TAS	90	86	95	90	84	80	89	86
NT	42	27	45	34	22	41	46	31
ACT	80	82	79	71	76	70	67	73
Total	85	91	86	93	89	87	92	88

Source: Customised SiAS data provided by the Australian Council for Educational Research.

Table 31 shows that for both primary and secondary early career teachers in 2013 and 2010, over 83 per cent of respondents were working full-time in schools. Those working part-time in primary and secondary schools were between 10 and 17 per cent. There is an increase in the proportion of all primary and secondary teachers that were employed part-time when compared to early career teachers.

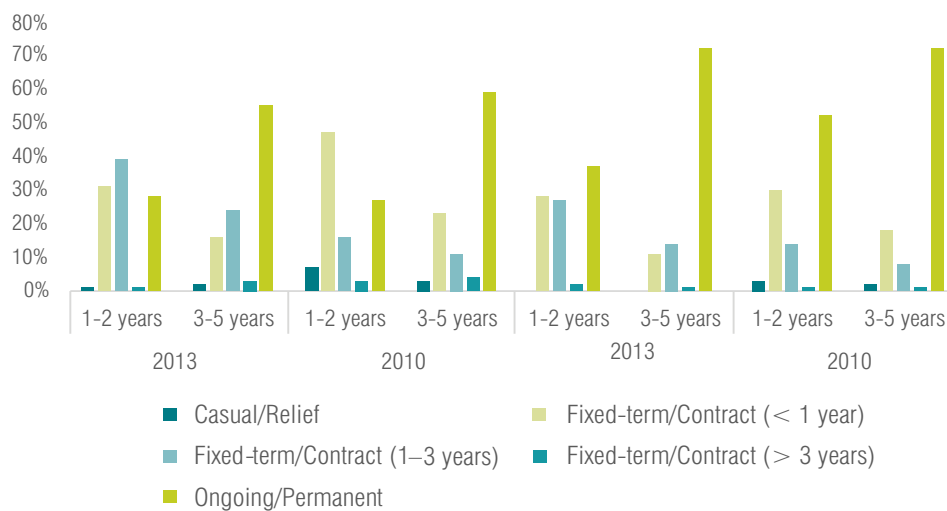
As shown in Figure 22, survey responses for 2013 and 2010 indicate 72 and 67 per cent of primary school teachers and 57 and 45 per cent of secondary teachers who had been working for one to two years were employed in a fixed-term/contract position. Notably, there was a higher proportion of early career teachers employed on an ongoing/permanent basis for the three to five years cohort, with 55 and 59 per cent of primary school teachers in 2013 and 2010 respectively and 72 per cent of secondary teachers in both 2013 and 2010.

Table 31: Basis of current employment

Primary – Basis of employment	2013		2010		2013 All Teachers %
	1–2 years %	3–5 years %	1–2 years %	3–5 years %	
Part-time	12	14	11	10	27
Full-time	88	86	89	90	73
Secondary – Basis of employment	2013		2010		2013 All Teachers %
	1–2 years %	3–5 years %	1–2 years %	3–5 years %	
Part-time	17	13	17	14	20
Full-time	83	87	83	87	81

Source: Customised SiAS data provided by the Australian Council for Educational Research.

Figure 22: Type of position



Source: Customised SiAS data provided by the Australian Council for Educational Research.

SiAS also captured information on the nature of early career teachers' positions. For both secondary and primary teachers who had been teaching for one to two years or three to five years the most common role was classroom teaching, whilst the role that was performed least was managing an area or department.

Table 32: Nature of current position

	Primary			Secondary		
	1–2 years %	3–5 years %	All teachers %	1–2 years %	3–5 years %	All teachers %
Mainly classroom teaching	94	87	71	89	76	61
Classroom teaching and management	2	10	12	6	19	25
Mainly specialist support to students	4	2	14	5	3	5
Mainly managing an area or department	1	1	3	1	1	8

Source: Customised SiAS data provided by the Australian Council for Educational Research.

The SiAS survey also captured responses from early career teachers about the types of assistance they were provided, the number of days of professional learning, their views on the profession and their intentions to stay in teaching. As shown in the following tables, 81 per cent of primary teachers in their first one to two years of teaching were assigned a mentor and 81 per cent of these teachers found this assistance helpful or very helpful. These rates were lower for those early career teachers in their first three to five years.

The majority of early career secondary teachers who responded to the survey participated in an orientation program designed for new teachers (83 per cent of teachers employed for one to two years) with 69 per cent perceiving it as a helpful assistance. This was similar to the results for the three to five year early career teachers.

Only one-third of early career primary and secondary teachers indicated that follow-up from their teacher education institution had been provided. Of these, two in five thought the follow-up was not helpful.

Table 33: Primary early career teachers: Types of assistance provided and perceptions of their helpfulness

	Primary					
	1–2 years			3–5 years		
	Been provided %	Very helpful/ helpful %	Not helpful %	Been provided %	Very helpful/ helpful %	Not helpful %
A designated mentor	81	81	3	72	73	6
An orientation program designed for new teachers	76	77	3	73	67	9
Observation of experienced teachers teaching their classes	67	86	5	69	83	6
Structured opportunities to discuss your experiences with other new teachers	70	80	4	63	71	10
A reduced face-to-face teaching workload	59	74	4	47	64	14
Follow-up from your teacher education institution	33	34	38	27	26	45
Other assistance	27	84	7	22	82	14
Did not receive any of these	2	-	-	4	-	-

Source: Customised SiAS data provided by the Australian Council for Educational Research.

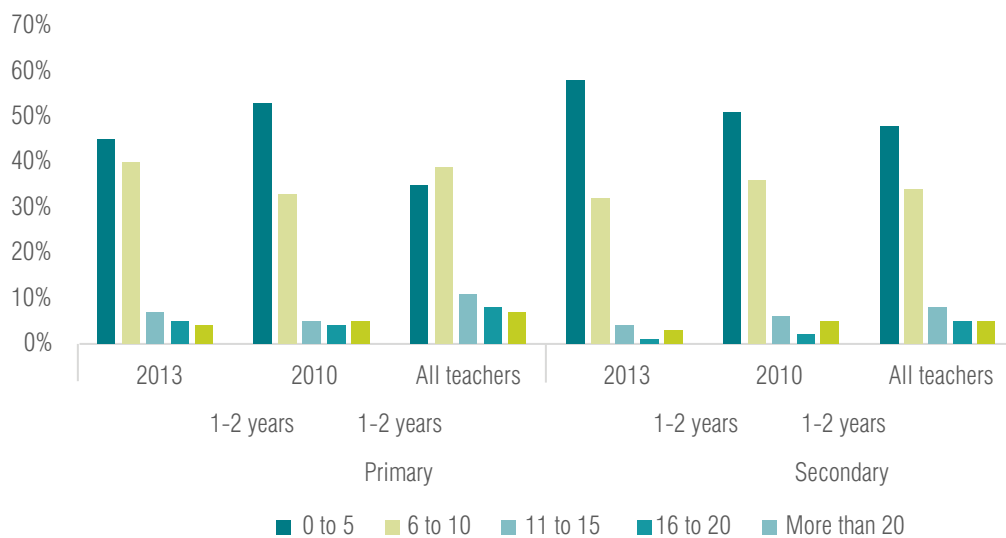
Table 34: Secondary early career teachers: Types of assistance provided and perceptions of their helpfulness

	Secondary					
	1–2 years			3–5 years		
	Been provided %	Very helpful/ helpful %	Not helpful %	Been provided %	Very helpful/ helpful %	Not helpful %
A designated mentor	76	74	8	75	73	9
An orientation program designed for new teachers	83	69	6	84	69	7
Observation of experienced teachers teaching their classes	71	77	6	73	83	4
Structured opportunities to discuss your experiences with other new teachers	65	65	9	67	70	5
A reduced face-to-face teaching workload	60	77	10	50	71	9
Follow-up from your teacher education institution	35	35	42	32	33	41
Other assistance	23	84	13	17	80	13
Did not receive any of these	4	-	-	4	-	-

Source: Customised SiAS data provided by the Australian Council for Educational Research.

Figure 23 provides detail on the number of days early career teachers were engaged in professional learning activities over the previous 12 months. For both the 2013 and 2010 periods, 45 per cent and 53 per cent of early career primary teachers participated in professional learning activities for five days or less. This is similar for early career secondary teachers, with the majority participating in professional learning activities for five or less days (58 per cent in 2013 and 51 per cent in 2010). The number of days early career teachers were engaged in learning activities was consistent with all teachers, with zero to ten days being the most common across all cohorts.

Figure 23: Number of days engaged in professional learning activities over the past 12 months



Source: Customised SiAS data provided by the Australian Council for Educational Research.

Table 35 provides information on early career teachers' views on the teaching profession, with the majority expecting that teaching would be a lifetime career. In the first one to two years of teaching, 11 per cent of primary teachers were thinking about seeking an alternative career, more than doubling for primary teachers in the first three to five years of teaching, with 24 per cent thinking about seeking a new career.

Table 35: Early career teachers' views on the teaching profession

	Primary 2013		Secondary 2013	
	1–2 years %	3–5 years %	1–2 years %	3–5 years %
I expect that teaching will be my lifetime career	61	47	45	46
I am unlikely to leave teaching	26	27	35	29
Those who clearly intend to stay in teaching	87	75	80	76
I am thinking about an alternative career	11	24	20	22
I am actively seeking an alternative career	2	1	1	2

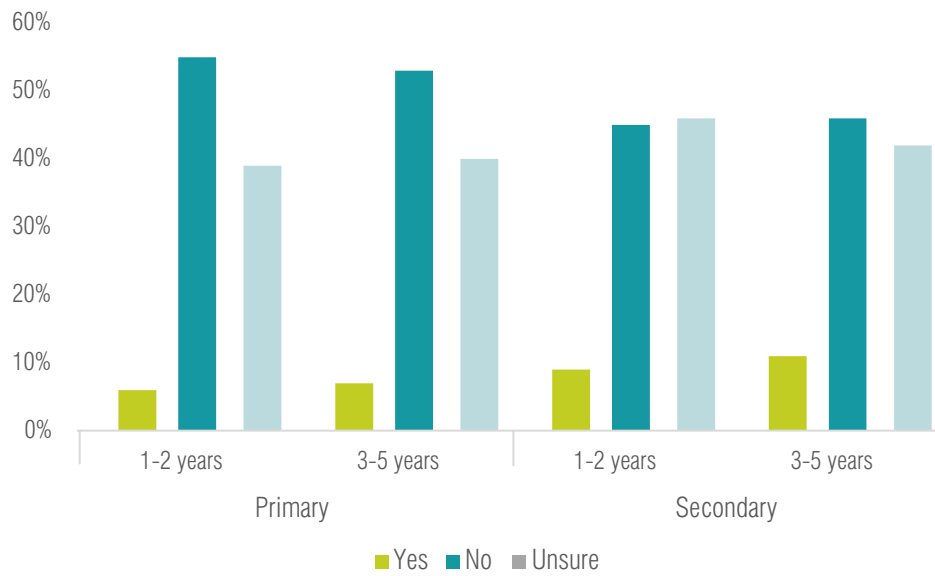
Source: Customised SiAS data provided by the Australian Council for Educational Research.

The SiAS survey captured additional information from early career teachers who had identified they intended to leave teaching permanently prior to retirement.

Of those that responded, only 6 and 7 per cent of primary school teachers and 9 and 11 per cent of secondary teachers (employed for one to two years and three to five years respectively) indicated that they intended to leave teaching permanently prior to retirement. Table 36 shows the range of factors that influenced these responses. The overall response indicates that for both primary and secondary teachers who had taught for one to two years, the main reason was insufficient recognition or reward for teachers. The reason least selected for primary teachers was that they found they were not suited to teaching (1 per cent) while family reasons was the reason least selected for secondary teachers (6 per cent).

A comparison between the one to two years and three to five years responses shows workload issues becoming an increasing factor in potential decisions to leave teaching permanently. These results should however be treated with caution due to the low response rate.

Figure 24: Proportions who intend to leave teaching permanently prior to retirement



Source: Customised SiAS data provided by the Australian Council for Educational Research.

Table 36: Early career teachers who intend to leave teaching permanently prior to retirement: most important factors

Factor	Primary		Secondary	
	1–2 years %	3–5 years %	1–2 years %	3–5 years %
Insufficient recognition or reward for teachers	55	62	38	66
The workload is too heavy	26	73	37	66
I never intended teaching to be a long-term career	42	32	32	23
Better opportunities outside of schools	23	38	29	46
The poor public image of teachers	52	17	24	35
Other	35	25	20	17
Changes imposed on schools from outside	12	34	27	48
Class sizes too large	20	26	24	22
Insufficient support staff	25	21	12	26
I was not enjoying teaching	12	18	29	20
Family reasons	6	6	6	12
I had issues with student management	3	7	8	3
Unsatisfactory relationships with other staff	10	3	7	5
Dissatisfaction with performance appraisal processes	3	5	10	19
I have found that I am not suited to teaching	1	3	24	3

Source: Customised SiAS data provided by the Australian Council for Educational Research.



6. Provider and program specific information

This section provides data from the Higher Education Statistics Collection 2013 for providers who have programs classified as initial teacher training (special course 22). Information is structured alphabetically by provider and details for each provider the:

- number of programs with commencing students
- aggregated commencement, enrolment and completions figures for all ITE programs classified by the provider
- aggregated commencement data by gender, citizenship and equity status
- aggregated commencement data for 2005 to 2013
- individual program level data.

For each provider, the individual program level data show the:

- program name, program level and detailed field of education
- commencements by basis of admission
- commencements by ATAR bands
- commencements by program for 2013
- completions by program for 2013
- programs with completions only.

Due to the timing and classification of the data reported to the Higher Education Statistics Collection, the programs listed in these tables are not identical to those in the AITSL 'Accredited Programs List' (<http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>). The Accredited Programs List is an up-to-date list of accredited programs provided by the teacher regulatory authorities in each jurisdiction and may differ from how providers of initial teacher education classify their programs for the purposes of reporting to the Higher Education Group.

The information in this section is derived from two sets of data provided by the Higher Education Group, one set is concerned only with commencements data and the other only with completions data. The program level data include programs with commencements only, commencements and completions and completions only (likely to be those programs being phased out). A matching process based on program code has been used to combine the completions and commencements datasets. Where the program level data in this section have five or fewer students, it is shown as '<5' by the Higher Education Group to avoid any risk of disseminating identifiable data. As noted earlier, the data in this report are derived from the verified and signed-off data. Revised data may be submitted by HEIs through HEIMS at any time; however, no change will be made to the verified and signed-off data. Further, the reporting practices followed in entering data into the HEIMS may vary across HEIs.

Two key points should be considered when interpreting the data presented in this section:

1. ATAR bands showing a dash represent those programs that have not admitted students who have an available ATAR, for example, postgraduate programs. The students without an available ATAR are classified as 'unknown' in the data. Further, as noted previously the ATAR data include ATARs for all commencing students who have an available ATAR and as such, the data on the distribution of ATAR scores across the bands provide an indication as to how entrants to initial teacher education performed in their final years of secondary education rather than a direct representation as to how they were admitted to an initial teacher education program. It is important to note in reading these data that ATAR is not always the basis of admission so any further interpretation of the data to draw conclusions about ATAR and selection should be done with caution. These data do not represent the minimum entry ATAR scores that are published for admission to ITE programs.
2. The data on commencements and completions relate to the numbers of students commencing and completing during 2013, rather than a single cohort of students.



List of providers

Institution name	Institution name
Alphacrucis College	Queensland University of Technology
Australian Catholic University	RMIT University
Australian College of Physical Education	Southern Cross University
Avondale College	Swinburne University of Technology
Central Queensland University	Tabor Adelaide
Charles Darwin University	Tabor College Victoria
Charles Sturt University	The University of Adelaide
Christian Heritage College	The University of Melbourne
Curtin University of Technology	The University of New England
Deakin University	The University of New South Wales
Edith Cowan University	The University of Newcastle
Excelsia College (formerly Wesley Institute)	The University of Notre Dame Australia
Federation University Australia (formerly University of Ballarat)	The University of Queensland
Flinders University	The University of Sydney
Griffith University	The University of Western Australia
Holmesglen TAFE	University of Canberra
James Cook University	University of South Australia
La Trobe University	University of Southern Queensland
Macquarie University	University of Tasmania
Melbourne Polytechnic (formely Northern Melbourne Institute of TAFE)	University of Technology, Sydney
Monash University	University of the Sunshine Coast
Montessori World Educational Institute	University of Western Sydney
Morling College	University of Wollongong
Murdoch University	Victoria University

Data legend

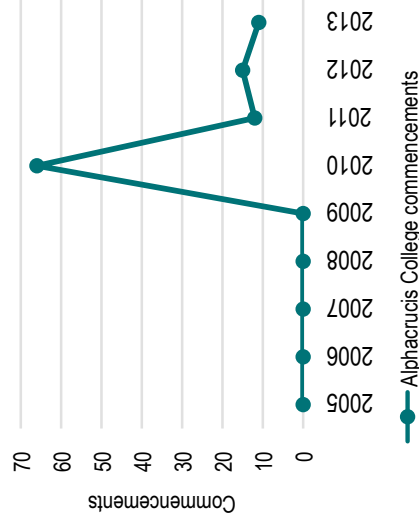
Notation	Definition
'-'	Provider has reported a zero for this field
<5	Actual figures suppressed to avoid identification
np	Where the data has not been provided or published
Empty cell	Where a program only has completions data the commencement cells are empty

Alphacrucis College (NSW)

Aggregated data from all ITE programs		
2013 Number of programs	1	
2013 Commencements	11	
2013 Enrolments	31	
2013 Completions	<5	
2013 Commencement breakdowns		
Gender	Females	5
	Males	6
Citizenship	Domestic	11
	Overseas	-
Equity group	Indigenous	-
	NESB	-
	Low SES	-
	Regional & Remote	-
		<5

Alphacrucis College - individual program data for ITE programs (special course 22), 2013																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR									
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	np	-	-	-	<5	-	-	-	-	-	-	-	11	11	<5

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Australian Catholic University (Multi state)

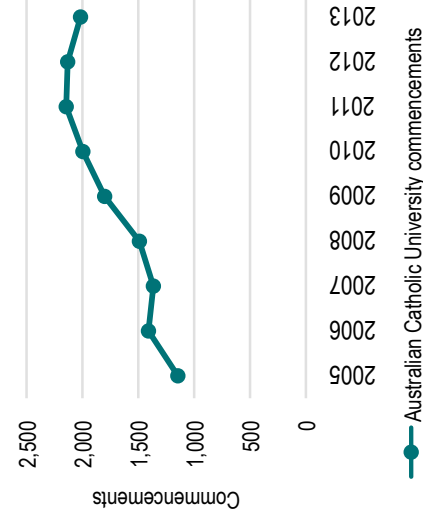
Aggregated data from all ITE programs

2013 Number of programs	14
2013 Commencements	2,017
2013 Enrolments	6,021
2013 Completions	1,454

2013 Commencement breakdowns

Gender	Females	Males
	1,558	459
Citizenship	Domestic	1,966
	Overseas	51
Equity group	Indigenous	32
	NESB	63
	Low SES	250
	Regional & Remote	211

Time series commencements



Australian Catholic University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
Master of Teaching (Early Years)	Postgrad	Teacher Education: Early Childhood	-	8	-	-	-	-	-	-	-	-	-	-	-	-	8	8
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education: Early Childhood	<5	77	303	99	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	484	484
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	<5	97	407	108	5	<5	<5	<5	<5	<5	<5	<5	<5	np	621	476
Bachelor of Education (Primary) (Indigenous Studies)	Undergrad	Teacher Education: Primary	-	<5	<5	-	-	-	-	-	-	-	-	-	-	-	7	10
Bachelor of Teaching/Bachelor of Arts (Humanities)	Undergrad	Teacher Education: Secondary	-	37	156	17	-	-	-	-	-	-	-	-	-	5	210	108
Bachelor of Teaching/Bachelor of Arts (Mathematics)	Undergrad	Teacher Education: Secondary	-	5	37	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	46	12
Bachelor of Teaching/Bachelor of Arts (Technology)	Undergrad	Teacher Education: Secondary	-	9	53	np	<5	<5	<5	<5	<5	<5	<5	<5	<5	30	71	40
Bachelor of Teaching/Bachelor of Arts (Visual Arts)	Undergrad	Teacher Education: Secondary	-	<5	16	10	<5	<5	<5	<5	<5	<5	<5	<5	<5	-	30	13
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	213	np	<5	-	-	-	-	-	-	-	-	-	-	232	235

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Australian Catholic University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Graduate Diploma in Education (Secondary)/Graduate Certificate in Religi	Postgrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	-	-	145	109
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	76	-	-	-	-	-	-	-	-	-	-	76	45
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	np	-	<5	-	-	-	-	-	-	-	-	33	21
Master of Teaching (Primary)/Graduate Certificate in Religious Education	Postgrad	Teacher Education: Primary	-	42	-	-	-	-	-	-	-	-	-	-	42	64
Master of Teaching(Secondary)/Graduate Certificate Religious Education	Postgrad	Teacher Education: Secondary	-	12	-	-	-	-	-	-	-	-	-	-	12	12
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Educational Studies	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	6
Bachelor of Education(Primary-Indigenous Studies)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Teaching/Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	7

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Australian Catholic University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Teaching/Bachelor of Arts (Computing)	Undergrad	Teacher Education: Secondary																7
Bachelor of Teaching/Bachelor of Arts	Undergrad	Teacher Education: Secondary																<5
Bachelor of Teaching (Early Childhood)	Undergrad	Teacher Education: Early Childhood																5

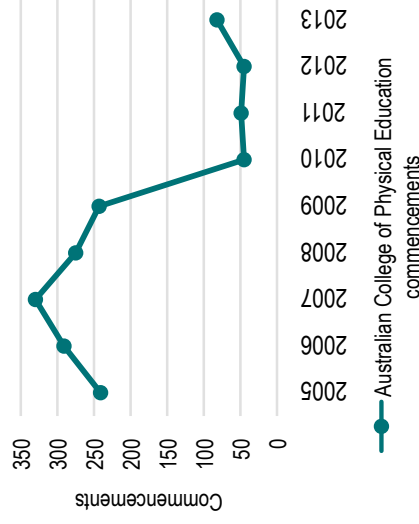
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Australian College of Physical Education (NSW)

Aggregated data from all ITE programs		
2013 Number of programs	2	
2013 Commencements	82	
2013 Enrolments	242	
2013 Completions	101	
2013 Commencement breakdowns		
Gender	Females	43
	Males	39
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	<5
	Low SES	16
	Regional & Remote	6

Australian College of Physical Education - individual program data for ITE programs (special course 22), 2013																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR								
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Dance Education	Undergrad	Teacher Education: Secondary	<5	<5	26	-	-	-	<5	5	<5	-	-	-	20	28	21
Graduate Diploma of Education	Postgrad	Teacher Education: Secondary	<5	np	35	-	-	-	6	5	<5	<5	-	30	54	41	
Bachelor of Education (Physical and Health Education)	Undergrad	Teacher Education: Secondary	<5	<5												39	

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Avondale College of Higher Education (NSW)

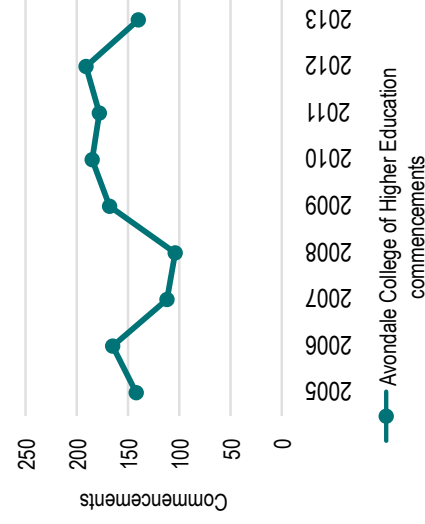
Aggregated data from all ITE programs

2013 Number of programs	9
2013 Commencements	140
2013 Enrolments	532
2013 Completions	133

2013 Commencement breakdowns

Gender	Females	91
	Males	49
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	<5
	Low SES	39
	Regional & Remote	31

Time series commencements



Avondale College of Higher Education - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013	
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	14	19	<5	<5	<5	5	<5	<5	8	<5	<5	<5	13	36	16
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	<5	<5	-	-	-	-	<5	<5	<5	<5	<5	<5	6	6	10
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary	-	8	-	-	-	-	-	<5	<5	-	-	-	np	8	7	7
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	-	7	-	-	-	-	-	<5	<5	<5	<5	<5	<5	7	7	9
Bachelor of Arts/Bachelor of Teaching (Honours)	Undergrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	<5	<5	-	<5	<5	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	<5	14	14	<5	<5	<5	<5	5	5	<5	<5	<5	18	35	50	
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary	-	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	<5	<5
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	10	<5	6	<5	<5	-	-	-	-	-	<5	np	20	14	
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	10	5	7	<5	<5	<5	<5	<5	-	<5	18	26	21	21	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Avondale College of Higher Education - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown					
Bachelor of Business/Bachelor of Teaching	Undergrad	Teacher Education: Secondary																	<5	
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary																		<5
Bachelor of Education (Early Childhood) (Honours)	Undergrad	Teacher Education: Early Childhood																		<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

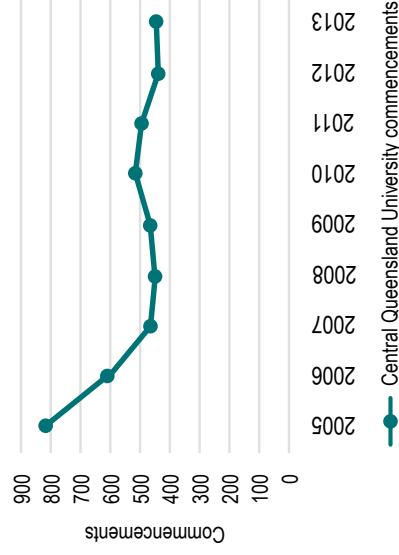
Aggregated data from all ITE programs

2013 Number of programs	5
2013 Commencements	446
2013 Enrolments	1,171
2013 Completions	269

2013 Commencement breakdowns

Gender	Females	344
	Males	102
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	10
	NESB	<5
	Low SES	269
	Regional & Remote	335

Time series commencements



Central Queensland University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
B Learning Design	Undergrad	Teacher Education: Vocational Education and Training	<5	<5	-	-	<5	-	-	-	-	-	-	-	-	-	-	5	13
B Learning Management (Secondary and Vocational Education and Training)	Undergrad	Teacher Education	8	34	45	20	10	-	<5	-	-	-	-	-	-	-	np	117	38
B Learning Management (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	np	32	32	21	13	<5	-	-	-	-	-	-	-	-	105	105	59
B Learning Management (Primary Education)	Undergrad	Teacher Education: Primary	<5	31	46	9	20	<5	-	-	-	-	-	-	-	-	111	111	83
GD Learning and Teaching	Postgrad	Teacher Education not elsewhere classified	-	108	-	-	-	-	-	-	-	-	-	-	-	-	108	108	74
BLM (Japanese)	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

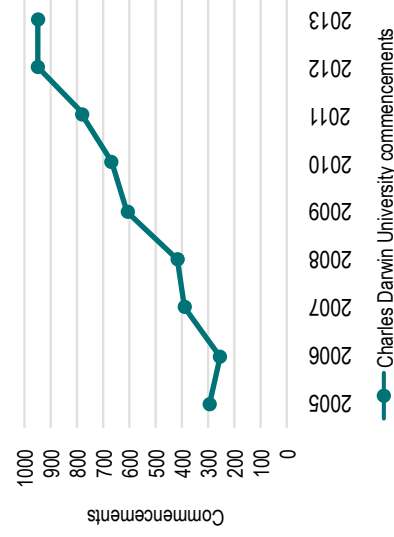
Aggregated data from all ITE programs

2013 Number of programs	14
2013 Commencements	948
2013 Enrollments	1,978
2013 Completions	504

2013 Commencement breakdowns

Gender	Females	727
	Males	221
Citizenship	Domestic	917
	Overseas	31
Equity group	Indigenous	53
	NESB	37
	Low SES	224
	Regional & Remote	509

Time series commencements



Charles Darwin University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013						
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown					
BACHELOR OF EDUCATION (PRIMARY TEACHING)	Undergrad	Teacher Education: Primary	25	53	63	36	25	-	25	-	-	-	-	25	33	30	26	7	6	75	202
BACHELOR OF EDUCATION SECONDARY TEACHING (HEALTH AND PHYSICAL EDUCATION)	Undergrad	Teacher Education: Secondary	<5	7	15	5	<5	-	<5	<5	<5	<5	<5	6	10	<5	<5	<5	-	8	33
BACHELOR OF EDUCATION SECONDARY TEACHING (HUMANITIES AND SOCIAL SCIENCE)	Undergrad	Teacher Education: Secondary	<5	11	8	<5	<5	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	5	<5	8	26
BACHELOR OF EDUCATION SECONDARY TEACHING (INFORMATION TECHNOLOGY)	Undergrad	Teacher Education: Secondary	-	<5	-	<5	<5	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5
BACHELOR OF EDUCATION SECONDARY TEACHING (MUSIC)	Undergrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5
BACHELOR OF EDUCATION SECONDARY TEACHING (SCIENCE)	Undergrad	Teacher Education: Secondary	<5	<5	<5	-	<5	-	<5	<5	<5	<5	<5	-	<5	<5	-	-	<5	<5	6
BACHELOR OF EDUCATION SECONDARY TEACHING (VISUAL ARTS)	Undergrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5
BACHELOR OF EARLY CHILDHOOD LEARNING	Undergrad	Teacher Education: Early Childhood	-	25	-	-	-	-	-	-	-	-	-	<5	<5	<5	-	-	-	22	25
BACHELOR OF TEACHING AND LEARNING/BACHELOR OF ARTS	Undergrad	Teacher Education	-	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Charles Darwin University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
BACHELOR OF TEACHING AND LEARNING/BACHELOR OF APPLIED SCIENCE	Undergrad	Teacher Education	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	
BACHELOR OF TEACHING AND LEARNING EARLY CHILDHOOD	Undergrad	Teacher Education: Early Childhood	10	23	12	26	12	12	-	7	11	10	<5	<5	<5	<5	47	83	9
BACHELOR OF TEACHING AND LEARNING INSERVICE (EARLY CHILDHOOD)	Undergrad	Teacher Education: Early Childhood	-	38	-	-	-	-	-	-	<5	<5	<5	<5	-	35	38	21	
BACHELOR OF TEACHING AND LEARNING (PRESERVICE)	Undergrad	Teacher Education	-	<5	-	<5	-	-	-	-	-	-	-	-	-	6	6	74	
GRADUATE DIPLOMA IN TEACHING AND LEARNING	Postgrad	Teacher Education	-	521	-	-	-	-	-	-	-	-	-	-	-	521	521	381	
BACHELOR OF ARTS/BACHELOR OF EDUCATION	Undergrad	Teacher Education																<5	
BACHELOR OF EDUCATION (PRESERVICE)	Undergrad	Teacher Education																	<5
BACHELOR OF TEACHING AND LEARNING/BACHELOR OF CREATIVE ARTS AND INDUSTRY	Undergrad	Teacher Education																	<5

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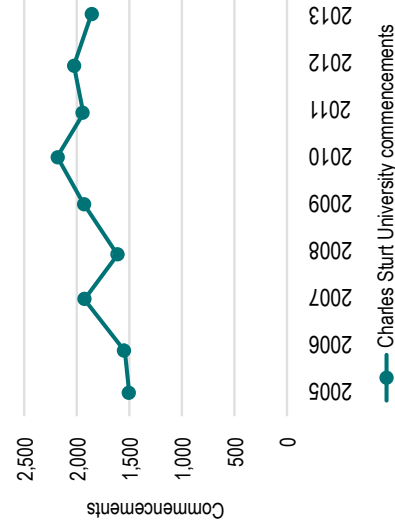
Aggregated data from all ITE programs

2013 Number of programs	18
2013 Commencements	1,857
2013 Enrollments	5,179
2013 Completions	1,081

2013 Commencement breakdowns

Gender	Females	1,482
	Males	375
Citizenship	Domestic	1,712
	Overseas	145
Equity group	Indigenous	76
	NESB	37
	Low SES	414
	Regional & Remote	873

Time series commencements



Charles Sturt University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown		
Associate Degree in Adult and Vocational Education	Undergrad	Teacher Education: Vocational Education and Training	16	<5	-	np	-	-	-	-	-	-	-	-	-	-	-	37	37
Bachelor of Adult and Vocational Education (With Specialisations)	Undergrad	Teacher Education: Vocational Education and Training	26	9	-	62	-	-	-	-	-	-	-	-	-	-	-	97	97
Bachelor of Arts/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	10	7	<5	<5	17	-	-	<5	<5	<5	<5	<5	6	<5	<5	42	42
Bachelor of Teaching (Birth to 5 Years)	Undergrad	Teacher Education: Early Childhood	-	<5	-	<5	-	-	-	-	-	-	-	-	-	-	-	7	7
Bachelor of Education (Secondary Mathematics)	Undergrad	Teacher Education: Secondary	np	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education (Early Childhood and Primary)	48	51	20	36	50	-	-	16	10	<5	<5	<5	16	<5	<5	205	205
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	37	27	np	22	60	<5	<5	9	23	15	<5	<5	13	23	15	166	166
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	23	228	-	-	-	-	-	-	-	-	-	-	-	-	-	251	251
Bachelor of Education (Birth to 5 Years)	Undergrad	Teacher Education: Early Childhood	191	np	<5	251	-	-	-	-	-	-	-	-	-	-	-	494	494

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Charles Sturt University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		Total Commencements 2013		
Bachelor of Early Childhood Studies	Undergrad	Teacher Education: Early Childhood	-	<5	-	np	-	-	-	-	-	-	-	-	-	-	12	9	
Bachelor of Education (Health and Physical Education)	Undergrad	Teacher Education: Secondary	6	<5	<5	<5	6	-	<5	<5	<5	<5	<5	<5	<5	<5	15	21	25
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary	20	<5	<5	<5	-	-	-	-	-	-	-	-	-	-	180	93	
Bachelor of Education (K-12 Middle Schooling)	Undergrad	Teacher Education	16	11	7	5	17	-	<5	<5	<5	<5	<5	<5	<5	<5	37	24	
Bachelor of Education (Technology and Applied Studies)	Undergrad	Teacher Education: Secondary	36	np	<5	36	7	-	<5	<5	<5	<5	<5	<5	<5	<5	82	27	
Bachelor of Primary Education Studies	Undergrad	Teacher Education: Primary	-	126	-	-	-	-	-	-	-	-	-	-	-	-	126	157	
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	
Bachelor of Education (Health and Physical Education) (Honours)	Undergrad	Teacher Education: Secondary	-	<5	-	-	<5	-	-	-	-	-	-	-	-	-	5	<5	
Graduate Diploma of Adult and Vocational Education	Postgrad	Teacher Education: Vocational Education and Training	-	np	-	<5	-	-	-	-	-	-	-	-	-	-	58	26	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Charles Sturt University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Bachelor of Social Science (Psychology)/ Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary															<5
Associate Degree in Vocational Education and Training	Undergrad	Teacher Education: Vocational Education and Training															34
Bachelor of Education (Health and PE)	Undergrad	Teacher Education: Secondary															5
Bachelor of Teaching (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood															28
Bachelor of Vocational Education and Training	Undergrad	Teacher Education: Vocational Education and Training															24
Bachelor of Social Science (Psychology)/ Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Social Science (Psychology)/ Bachelor of Teaching (Primary)	Undergrad	Psychology															<5
Bachelor of Education (K-12-Middle Schooling)	Undergrad	Teacher Education															<5
Bachelor of Science/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Christian Heritage College (Qld)

Aggregated data from all ITE programs

2013 Number of programs	6
2013 Commencements	119
2013 Enrollments	277
2013 Completions	43

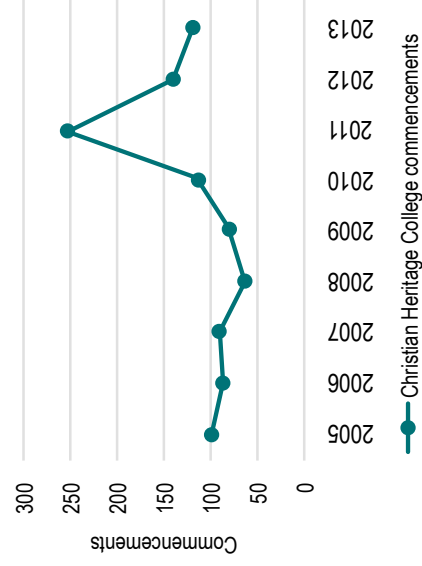
2013 Commencement breakdowns

Gender	Females	95
	Males	24
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	11
	Low SES	23
	Regional & Remote	11

Christian Heritage College - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
Bachelor of Education (Middle Years)	Undergrad	Teacher Education not elsewhere classified	<5	9	<5	<5	-	-	<5	-	-	-	-	-	-	12	15	
Bachelor of Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	<5	9	<5	-	-	<5	-	-	6	<5	-	<5	12	12	6
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	<5	6	31	14	<5	<5	18	10	<5	<5	<5	<5	24	56	15	15
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	<5	8	-	-	-	<5	<5	<5	<5	<5	-	6	11	<5	<5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	7	-	-	-	-	-	-	-	-	-	-	7	7	5	5
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	<5	np	-	-	-	-	-	-	-	-	-	-	18	18	15	15

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	3
2013 Commencements	330
2013 Enrolments	1,026
2013 Completions	170

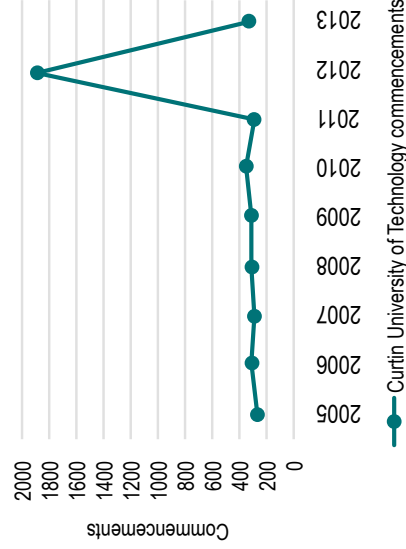
2013 Commencement breakdowns

Gender	Females	264
	Males	66
Citizenship	Domestic	325
	Overseas	5
Equity group	Indigenous	5
	NESB	10
	Low SES	68
	Regional & Remote	85

Curtin University of Technology - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	
Bachelor of Education (Primary Education)	Undergrad	Teacher Education: Primary	24	47	73	17	10	-	-	11	19	np	<5	128	88
Bachelor of Education (Secondary Education)	Undergrad	Teacher Education: Secondary	7	22	30	-	5	-	<5	6	5	<5	47	30	
Bachelor of Education (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	16	26	34	14	5	-	6	7	5	-	77	52	

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

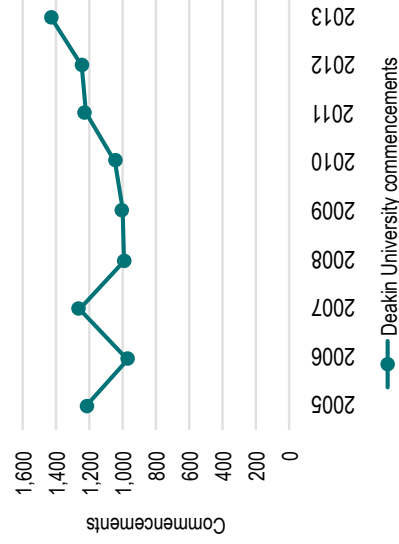
Aggregated data from all ITE programs

2013 Number of programs	14
2013 Commencements	1,428
2013 Enrolments	3,866
2013 Completions	824

2013 Commencement breakdowns

Gender	Females	1,131
	Males	297
Citizenship	Domestic	1,401
	Overseas	27
Equity group	Indigenous	40
	NESB	38
	Low SES	153
	Regional & Remote	322

Time series commencements



Deakin University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
BACHELOR OF HEALTH AND PHYSICAL EDUCATION	Undergrad	Teacher Education: Secondary	-	27	65	16	-	-	<5	8	19	36	27	np	9	108
BACHELOR OF TEACHING (SCIENCE)/ BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary	-	np	25	<5	-	-	<5	8	7	13	7	<5	-	37
BACHELOR OF EARLY CHILDHOOD EDUCATION	Undergrad	Teacher Education: Early Childhood	37	15	30	59	-	-	11	12	12	<5	<5	-	100	141
BACHELOR OF EARLY CHILDHOOD EDUCATION	Undergrad	Teacher Education: Early Childhood	np	<5	-	29	-	-	-	<5	-	-	-	-	np	43
BACHELOR OF TEACHING (SCIENCE)/ BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5
BACHELOR OF EDUCATION (PRIMARY)	Undergrad	Teacher Education: Primary	-	np	-	<5	-	-	<5	<5	<5	-	<5	<5	6	305
BACHELOR OF EDUCATION (PRIMARY)	Undergrad	Teacher Education: Primary	np	142	368	96	<5	<5	45	150	167	122	54	19	64	621
BACHELOR OF EARLY CHILDHOOD EDUCATION	Undergrad	Teacher Education: Early Childhood	<5	-	-	<5	-	-	-	-	-	-	-	-	<5	95
GRADUATE DIPLOMA OF TEACHING (PRIMARY)	Postgrad	Teacher Education: Primary	-	54	-	-	-	-	-	-	-	-	-	-	54	70

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Deakin University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
GRADUATE DIPLOMA OF EDUCATION (APPLIED LEARNING)	Postgrad	Teacher Education	-	70	-	-	-	-	-	-	-	-	-	-	-	70	70	63
MASTER OF TEACHING	Postgrad	Teacher Education not elsewhere classified	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	31
MASTER OF TEACHING - EARLY CHILDHOOD EDUCATION	Postgrad	Teacher Education not elsewhere classified	-	69	-	-	-	-	-	-	-	-	-	-	-	69	69	13
MASTER OF TEACHING - PRIMARY	Postgrad	Teacher Education not elsewhere classified	<5	np	-	-	-	-	-	-	-	-	-	-	-	186	186	43
MASTER OF TEACHING - SECONDARY	Postgrad	Teacher Education not elsewhere classified	-	89	-	-	-	-	-	-	-	-	-	-	-	89	89	29
BACHELOR OF TEACHING (SECONDARY)/ BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary																<5
BACHELOR OF TEACHING (SECONDARY)/ BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary																<5
BACHELOR OF TEACHING (SECONDARY)/ BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary																51

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

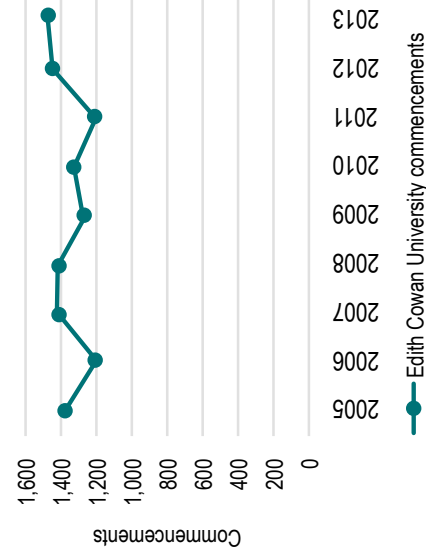
Aggregated data from all ITE programs

2013 Number of programs	12
2013 Commencements	1,472
2013 Enrolments	3,891
2013 Completions	1,018

2013 Commencement breakdowns

	2013 Commencement breakdowns	
	Females	Males
Gender	1,154	318
Citizenship	Domestic	1,424
	Overseas	48
Equity group	Indigenous	12
	NESB	25
	Low SES	158
	Regional & Remote	270

Time series commencements



Edith Cowan University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
Graduate Diploma of Education (Early Childhood Studies)	Postgrad	Teacher Education: Early Childhood	-	19	-	-	-	-	-	-	-	-	-	-	-	-	-	19	19
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	12	19	17	18	5	-	-	-	-	-	-	-	-	-	-	71	71
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	13	<5	<5	9	<5	-	-	-	-	-	-	-	-	-	-	42	42
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	<5	15	<5	-	-	-	-	-	-	-	-	-	-	-	18	18
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	52	47	102	29	12	-	-	-	-	-	-	-	-	-	-	242	242
Graduate Diploma of Education (Early Childhood Studies)	Postgrad	Teacher Education: Early Childhood	-	80	-	-	-	-	-	-	-	-	-	-	-	-	-	80	80
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	252	-	-	-	-	-	-	-	-	-	-	-	-	-	252	252
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	84	-	-	-	-	-	-	-	-	-	-	-	-	-	84	84
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	147	-	-	-	-	-	-	-	-	-	-	-	-	-	147	147

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Edith Cowan University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR						Total Completions 2013	Total Commencements 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	34	-	-	-	-	-	-	-	-	-	-	-	34	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	72	56	116	44	14	-	<5	32	72	100	42	np	44	302	85
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	48	np	55	39	<5	-	<5	18	43	59	19	<5	39	181	47
Bachelor of Education	Undergrad	Teacher Education															<5
Bachelor of Arts (Training and Development)	Undergrad	Teacher Education: Vocational Education and Training															<5
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood															26
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															61
Bachelor of Arts (Education)/Bachelor of Science	Undergrad	Teacher Education: Secondary															60
Bachelor of Arts (Education)/Bachelor of Arts	Undergrad	Teacher Education: Secondary															16

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Edith Cowan University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Arts (Education)/Bachelor of Arts (Creative Arts)	Undergrad	Teacher Education: Secondary															13
Bachelor of Education (Primary to Middle Years)	Undergrad	Teacher Education not elsewhere classified															28
Bachelor of Education (Kindergarten through Primary)	Undergrad	Teacher Education: Primary															171
Bachelor of Arts (Education)/Bachelor of Creative Arts	Undergrad	Teacher Education: Secondary															36
Bachelor of Arts (Education)/Bachelor of Social Science	Undergrad	Teacher Education: Secondary															17
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary															6
Bachelor of Arts (Education)/Bachelor of Arts (Creative Arts)	Undergrad	Teacher Education: Secondary															<5

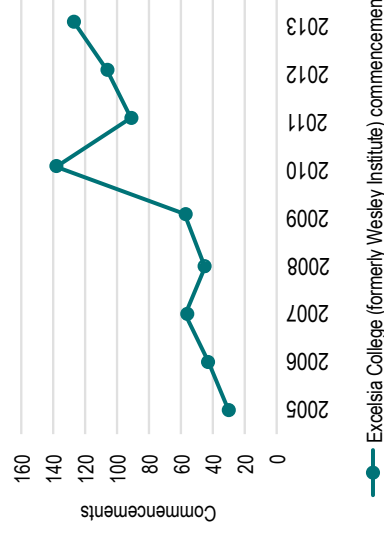
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Excelsia College (formerly Wesley Institute) (NSW)

Aggregated data from all ITE programs		
2013 Number of programs	2	
2013 Commencements	127	
2013 Enrolments	238	
2013 Completions	86	
2013 Commencement breakdowns		
Gender	Females	85
	Males	42
Citizenship	Domestic	127
	Overseas	-
Equity group	Indigenous	<5
	NESB	5
	Low SES	16
	Regional & Remote	13

Wesley Institute - individual program data for ITE programs (special course 22), 2013																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR									
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	112	-	-	-	-	-	-	-	-	-	-	-	112	73	
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	15	-	-	-	-	-	-	-	-	-	-	-	15	13	
																	Total Completions 2013	
																		Total Commencements 2013

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

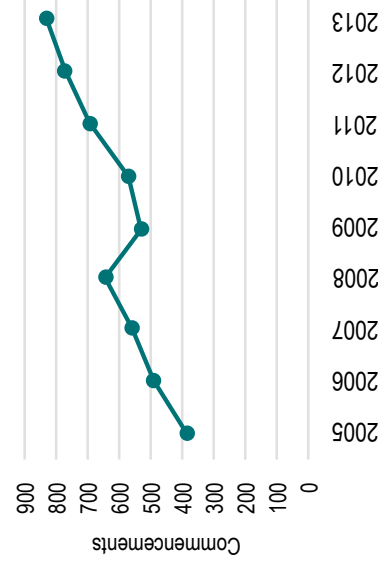
Aggregated data from all ITE programs

2013 Number of programs	12
2013 Commencements	830
2013 Enrolments	2,259
2013 Completions	321

2013 Commencement breakdowns

Gender	Females	553
	Males	277
Citizenship	Domestic	823
	Overseas	7
Equity group	Indigenous	11
	NESB	10
	Low SES	220
	Regional & Remote	202

Time series commencements



—●— Flinders University of South Australia commencements

Flinders University of South Australia - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013		
B Education (Early Childhood & Special Ed), B Disability Studies	Undergrad	Teacher Education not elsewhere classified	<5	5	24	<5	8	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	44	
B Education (Middle & Secondary/Special Ed), B Disability Studies	Undergrad	Teacher Education not elsewhere classified	-	<5	9	-	<5	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	13	
B Education (Primary R-7 & Special Ed), B Disability Studies	Undergrad	Teacher Education not elsewhere classified	<5	7	47	<5	5	-	<5	6	8	13	<5	<5	<5	<5	<5	61	
Bachelor of Education (Early Childhood), Bachelor of Arts	Undergrad	Teacher Education: Early Childhood	<5	10	28	np	17	-	<5	5	8	<5	<5	<5	<5	<5	<5	62	27
B Education (Middle & Secondary Schooling), B Arts	Undergrad	Teacher Education: Secondary	<5	26	132	<5	32	-	<5	18	24	20	<5	<5	np	116	194	90	
B Education (Middle & Secondary Schooling), B Health Sciences	Undergrad	Teacher Education: Secondary	<5	13	60	np	35	-	<5	9	9	7	<5	<5	<5	85	115	36	
B Education (Middle & Secondary Schooling), B Science	Undergrad	Teacher Education: Secondary	-	<5	31	-	np	-	<5	<5	6	<5	<5	<5	<5	26	40	11	
Bachelor of Education (Primary R-7), Bachelor of Arts	Undergrad	Teacher Education: Primary	<5	45	112	8	48	<5	<5	9	19	20	9	np	149	216	82		

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

Flinders University of South Australia - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013						
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown					
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	20	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	15	20
Master of Teaching (Primary R-7)	Postgrad	Teacher Education: Primary	-	46	-	-	-	-	-	-	-	-	-	-	46	-	-	-	-	-	25	46
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	13	-	-	-	-	-	-	-	-	-	-	13	-	-	-	-	-	9	13
Master of Teaching (Special Education) (Primary R-7)	Postgrad	Teacher Education: Special Education	-	6	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	9	6
Bachelor of Education (Junior Primary/Primary), Bachelor of Arts	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	-
Bachelor of Education (Junior Primary/Primary), Bachelor of Science	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-
Bachelor of Education (Middle School), Bachelor of Arts	Undergrad	Teacher Education not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	-
Bachelor of Education (Middle School), Bachelor of Health Sciences	Undergrad	Teacher Education not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	-

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Flinders University of South Australia - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown	
Bachelor of Education (Secondary), Bachelor of Arts	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Education (Secondary), Bachelor of Science	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Education (Special Education)	Undergrad	Teacher Education: Special Education															<5	
Bachelor of Education (Secondary) (Graduate Entry)	Undergrad	Teacher Education: Secondary															<5	
Master of Teaching (Special Education) (Secondary)	Postgrad	Teacher Education: Special Education															<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

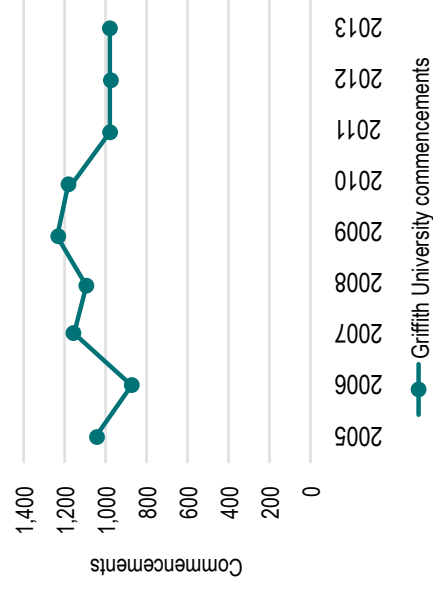
Aggregated data from all ITE programs

2013 Number of programs	13
2013 Commencements	979
2013 Enrolments	2,543
2013 Completions	754

2013 Commencement breakdowns

Gender	Females	687
	Males	292
Citizenship	Domestic	923
	Overseas	56
Equity group	Indigenous	25
	NESB	28
	Low SES	163
	Regional & Remote	87

Time series commencements



Griffith University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2013	Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown		
Bachelor of Education - Primary	Undergrad	Teacher Education: Primary	28	50	72	32	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	187	142
Bachelor of Education - Primary	Undergrad	Teacher Education: Primary	np	41	63	17	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	133	71
Bachelor of Education - Secondary	Undergrad	Teacher Education: Secondary	np	49	102	29	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	209	92
Bachelor of Education - Special Education	Undergrad	Teacher Education: Special Education	<5	<5	14	5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	25	16
Bachelor of Education - Primary	Undergrad	Teacher Education: Primary	12	9	19	9	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	49	43
Bachelor of Adult and Vocational Education	Undergrad	Teacher Education: Vocational Education and Training	-	7	<5	<5	-	-	-	-	-	-	-	-	-	-	-	13	20
Graduate Diploma of Education - Primary	Postgrad	Teacher Education: Primary	<5	np	-	-	-	-	-	-	-	-	-	-	-	-	-	61	75
Graduate Diploma of Education - Primary	Postgrad	Teacher Education: Primary	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	30	39
Graduate Diploma of Education - Secondary	Postgrad	Teacher Education: Secondary	5	135	-	-	-	-	-	-	-	-	-	-	-	-	-	140	126

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Griffith University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Graduate Diploma of Education - Secondary	Postgrad	Teacher Education: Secondary	<5	np	-	-	-	-	-	-	-	-	-	-	-	-	84	69
Graduate Diploma of Early Childhood Education	Postgrad	Teacher Education: Early Childhood	6	25	-	-	-	-	-	-	-	-	-	-	-	-	31	16
Master of Teaching - Primary	Postgrad	Teacher Education: Primary	-	np	-	<5	-	-	-	-	-	-	-	-	-	-	9	26
Master of Teaching - Secondary	Postgrad	Teacher Education: Secondary	-	8	-	-	-	-	-	-	-	-	-	-	-	-	8	15
Bachelor of Technology Education	Undergrad	Teacher Education: Vocational Education and Training																<5
Bachelor of Arts in Languages & Linguistics/Bachelor of Education	Undergrad	Teacher Education: Secondary																<5
Master of Teaching (Professional Practice) - Secondary	Postgrad	Teacher Education: Secondary																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Holmesgleng Institute of TAFE (Vic)

Aggregated data from all ITE programs

2013 Number of programs	1
2013 Commencements	74
2013 Enrolments	172
2013 Completions	24

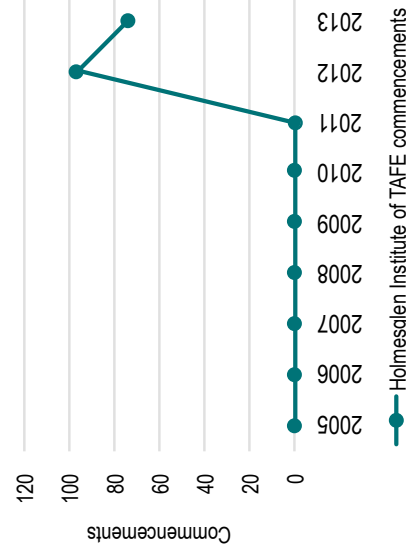
2013 Commencement breakdowns

Gender	Females	np
	Males	<5
Citizenship	Domestic	62
	Overseas	12
Equity group	Indigenous	-
	NESB	<5
	Low SES	12
	Regional & Remote	<5
		<5

Holmesgleng Institute of TAFE - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown	
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	<5	<5	11	58	-	-	-	-	-	-	-	-	-	-	74	24

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

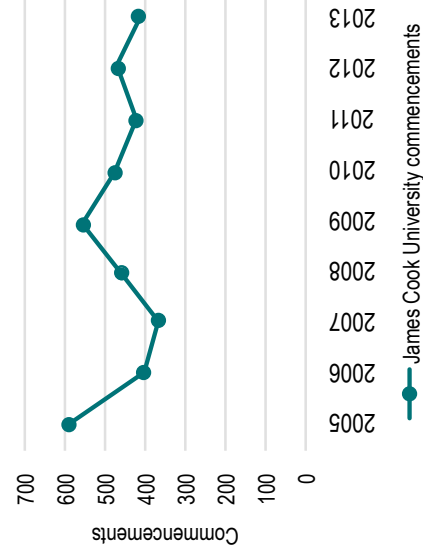
Aggregated data from all ITE programs

2013 Number of programs	7
2013 Commencements	417
2013 Enrolments	1,319
2013 Completions	185

2013 Commencement breakdowns

Gender	Females	327
	Males	90
Citizenship	Domestic	417
	Overseas	-
Equity group	Indigenous	30
	NESB	5
	Low SES	135
	Regional & Remote	119

Time series commencements



James Cook University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
Bachelor of Education with Honours	Undergrad	Teacher Education	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5
Bachelor of Education-Bachelor of Languages	Undergrad	Teacher Education	<5	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5
Bachelor of Education	Undergrad	Teacher Education	16	98	172	95	<5	np	-	50	33	21	np	275	<5	<5	388	<5	<5
Bachelor of Education Professional Development	Undergrad	Teacher Education	<5	<5	-	-	-	-	-	-	-	-	-	<5	-	-	<5	<5	<5
Bachelor of Education-Bachelor of Arts	Undergrad	Teacher Education	<5	<5	6	<5	-	-	-	<5	-	<5	-	7	<5	<5	12	<5	<5
Bachelor of Education-Bachelor of Science	Undergrad	Teacher Education	-	<5	<5	-	-	-	-	-	-	-	-	<5	-	-	<5	<5	<5
Bachelor of Sport and Exercise Science-Bachelor of Education	Undergrad	Human Movement	-	<5	<5	-	-	-	-	<5	-	<5	<5	<5	<5	<5	6	<5	<5
Bachelor of Education	Undergrad	Teacher Education																9	<5
Bachelor of Education with Honours	Undergrad	Teacher Education																	<5
Bachelor of Educational Services	Undergrad	Teacher Education not elsewhere classified																	5
Bachelor of Education-Bachelor of Psychology	Undergrad	Teacher Education																	<5
Bachelor of Education - Bachelor of Psychology with Honours	Undergrad	Teacher Education																	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

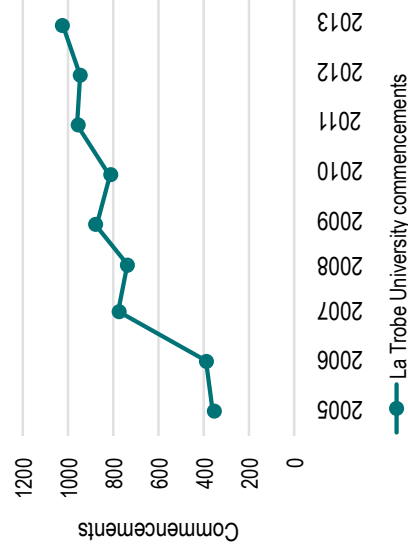
Aggregated data from all ITE programs

2013 Number of programs	12
2013 Commencements	1,025
2013 Enrolments	2,241
2013 Completions	546

2013 Commencement breakdowns

Gender	Females	719
	Males	306
Citizenship	Domestic	1,017
	Overseas	8
Equity group	Indigenous	<5
	NESB	<5
	Low SES	264
	Regional & Remote	492

Time series commencements



La Trobe University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	<5	12	26	np	-	-	<5	5	<5	<5	<5	<5	<5	<5	48	
Bachelor of Outreach and Community Education	Undergrad	Teacher Education	-	np	16	<5	-	-	<5	<5	<5	<5	<5	<5	<5	<5	35	
Bachelor of Teaching (Primary)	Undergrad	Teacher Education	<5	49	76	np	-	-	<5	7	11	7	<5	<5	<5	161		
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education	-	29	41	7	-	-	<5	7	8	<5	<5	<5	<5	77		
Bachelor of Physical and Health Education	Undergrad	Teacher Education not elsewhere classified	-	5	32	12	-	-	<5	5	8	<5	<5	<5	<5	49	25	
Bachelor of Physical and Outdoor Education	Undergrad	Teacher Education not elsewhere classified	-	<5	19	<5	-	-	<5	<5	<5	<5	<5	<5	<5	23	17	
Graduate Diploma in Technology Education	Postgrad	Teacher Education not elsewhere classified	-	14	-	10	-	-	-	-	-	-	-	-	-	24	24	
Graduate Diploma in Education (Middle Years)	Postgrad	Teacher Education not elsewhere classified	-	104	-	-	-	-	-	-	-	-	-	-	-	104	98	
Master of Teaching (P-12)	Postgrad	Teacher Education	-	74	-	-	-	-	-	-	-	-	-	-	-	74	35	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

La Trobe University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		Total Commencements 2013
Bachelor of Education	Undergrad	Teacher Education	8	32	125	14	-	-	9	12	19	6	np	<5	125	179	16
Bachelor of Education	Undergrad	Teacher Education	<5	8	22	<5	-	-	<5	<5	5	<5	<5	-	21	37	20
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	214	-	-	-	-	-	-	-	-	-	214	214	186	
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary														<5	
Master of Education (Applied Learning)	Postgrad	Teacher Education														<5	
Bachelor of Education	Undergrad	Teacher Education														112	
Graduate Certificate in Outdoor & Environmental Education	Postgrad	Teacher Education not elsewhere classified														<5	
Graduate Diploma in Technology Education	Postgrad	Teacher Education not elsewhere classified														6	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

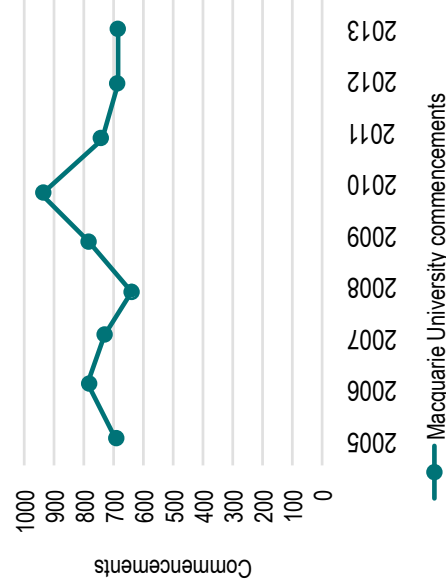
Aggregated data from all ITE programs

2013 Number of programs	12
2013 Commencements	686
2013 Enrollments	2,463
2013 Completions	379

2013 Commencement breakdowns

Gender	Females	541
	Males	145
Citizenship	Domestic	676
	Overseas	10
Equity group	Indigenous	14
	NESB	37
	Low SES	60
	Regional & Remote	42

Time series commencements



Macquarie University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR						Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown		
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Teacher Education	<5	<5	8	-	-	-	-	-	-	-	-	-	-	-	-	12
Bachelor of Arts with Diploma of Education in Faculty of Business & Econ	Undergrad	Economics and Econometrics	<5	<5	<5	-	-	-	-	-	-	-	-	-	-	-	-	5
Bachelor of Arts with the Diploma of Education in the Faculty of Science	Undergrad	Biological Sciences	<5	<5	6	-	-	-	-	-	-	-	-	-	-	-	-	14
Bachelor of Science with the Diploma of Education in Faculty of Human Sc	Undergrad	Behavioural Science	-	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Biological Sciences	10	<5	15	-	<5	-	-	-	-	5	np	<5	<5	20	32	
Bachelor of Teaching (Early Childhood Services)	Undergrad	Teacher Education: Early Childhood	7	-	-	-	-	-	-	-	-	-	-	-	-	7	7	
Graduate Diploma of Education	Postgrad	Teacher Education	<5	82	np	-	-	-	-	-	-	-	-	-	-	100	47	
Bachelor of Arts-Psychology with the Diploma of Education	Undergrad	Psychology	12	<5	43	-	<5	-	-	-	<5	<5	22	np	21	59	13	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	36	8	-	-	-	-	-	-	-	-	-	44	44	30	
Bachelor of Teaching (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood	19	17	np	35	<5	-	-	-	<5	<5	<5	-	76	81	20	
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Language and Literature	27	12	62	<5	<5	<5	<5	<5	8	26	14	58	106	<5	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Macquarie University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Education (Early Childhood Education) (Birth to 12)	Undergrad	Teacher Education: Early Childhood	72	np	53	55	<5	-	-	-	np	23	<5	184	225	101
Bachelor of Arts-Psychology with the Diploma of Education	Undergrad	Psychology														9
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Studies in Human Society														66
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Behavioural Science														62
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Biological Sciences														5
Bachelor of Science with the Diploma of Education in Faculty of Human Sc	Undergrad	Behavioural Science														<5
Bachelor of Arts with Diploma of Education in Faculty of Business & Econ	Undergrad	Economics and Econometrics														<5
Bachelor of Arts with the Diploma of Education in the Faculty of Science	Undergrad	Biological Sciences														<5
Graduate Diploma in Early Childhood	Postgrad	Teacher Education: Early Childhood														7
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Behavioural Science														<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Macquarie University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		Total Commencements 2013	
Graduate Diploma in Early Childhood	Postgrad	Teacher Education: Early Childhood																<5
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary																<5
Bachelor of Teaching (Early Childhood Services)	Undergrad	Teacher Education: Early Childhood																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

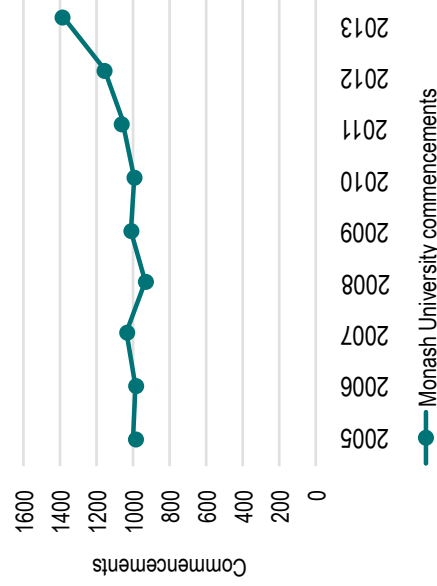
Aggregated data from all ITE programs

2013 Number of programs	24
2013 Commencements	1,386
2013 Enrolments	2,744
2013 Completions	946

2013 Commencement breakdowns

Gender	Females	Males
	1,052	334
Citizenship	Domestic	1,287
	Overseas	99
Equity group	Indigenous	6
	NESB	96
	Low SES	190
	Regional & Remote	272

Time series commencements



Monash University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Arts and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	<5	12	<5	<5	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	20
Bachelor of Science and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	np	24	<5	<5	-	<5	<5	<5	<5	7	15	9	<5	<5	37	
Bachelor of Arts and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	np	53	<5	<5	-	<5	<5	<5	<5	6	44	19	5	78		
Bachelor of Commerce and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	<5	<5	-	-	-	-	-	-	<5	<5	<5	<5	<5	6	
Bachelor of Science and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	<5	<5	<5	-	-	-	-	-	-	<5	<5	<5	<5	<5	<5	
Bachelor of Visual Arts and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	<5	<5	<5	<5	-	-	-	-	-	<5	<5	<5	<5	<5	5	
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Seco)	Undergrad	Teacher Education: Secondary	-	10	21	9	-	-	-	-	-	7	18	5	<5	<5	40	
Bachelor of Visual Arts and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	<5	5	<5	-	-	-	-	-	<5	<5	<5	<5	<5	10	
Bachelor of Education (P-10)	Undergrad	Teacher Education not elsewhere classified	<5	-	-	-	-	-	-	-	-	<5	<5	<5	<5	<5	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Bachelor of Education (P-10)	Undergrad	Teacher Education not elsewhere classified	<5	66	57	np	-	-	8	27	34	40	24	6	7	146	
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	109	-	-	-	-	-	-	-	-	-	-	109	109	
Bachelor of Arts and Social Sciences and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	<5	<5	<5	-	-	-	<5	<5	<5	<5	<5	-	5	
Bachelor of Education (Special Education)	Undergrad	Teacher Education: Special Education	-	7	7	5	-	-	<5	<5	5	7	<5	<5	<5	19	
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	56	40	37	-	-	23	19	41	25	13	<5	np	133	113
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	<5	21	np	18	-	-	6	8	8	10	8	-	16	56	47
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	<5	<5	-	-	-	-	-	-	-	<5	-	-	<5	19
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	6	-	-	-	-	-	-	-	-	-	-	6	6	103
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	378	-	-	-	-	-	-	-	-	-	-	378	378	226

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Prim	Undergrad	Teacher Education: Primary	-	12	9	6	-	-	5	<5	6	6	6	-	-	<5	27	<5
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	142	-	-	-	-	-	-	-	-	-	-	-	142	142	178
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	-	-	<5	-	-	-	<5	-	-	-	-	-	-	<5	5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	26
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	126	-	-	-	-	-	-	-	-	-	-	-	126	126	<5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	36	-	-	-	-	-	-	-	-	-	-	-	36	36	28
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013	Total Commencements 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown					
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Primary																	13	
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary																	<5	
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary																	<5	
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary																	<5	
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary																	41	
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary																	<5	
Bachelor of Commerce and Bachelor of Education	Undergrad	Teacher Education: Secondary																	5	
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Primary																	27	
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Primary																	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Primary																<5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary																<5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary																32
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary																5
Graduate Diploma of Teaching (Secondary)	Postgrad	Teacher Education: Secondary																33
Graduate Diploma of Teaching (Early Childhood)	Postgrad	Teacher Education: Secondary																20

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	2
2013 Commencements	13
2013 Enrolments	21
2013 Completions	<5

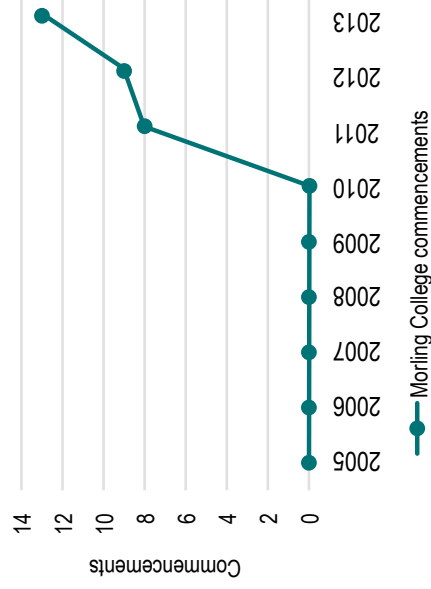
2013 Commencement breakdowns

Gender	Females	7
	Males	6
Citizenship	Domestic	np
	Overseas	<5
	Indigenous	-
Equity group	NESB	-
	Low SES	<5
	Regional & Remote	<5
		<5

Morling College - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Master of Teaching (Secondary)	Postgrad	Teacher Education	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education	-	11	-	-	-	-	-	-	-	-	-	-	-	-	11	<5

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

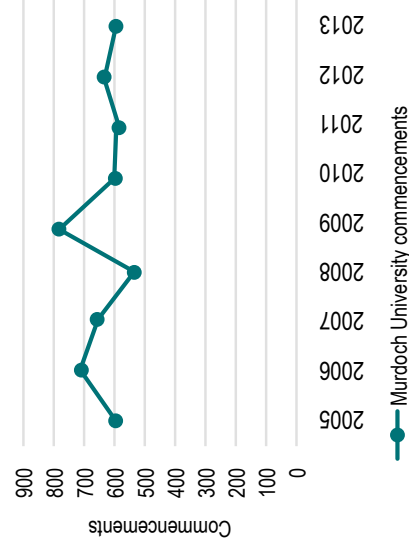
Aggregated data from all ITE programs

2013 Number of programs	16
2013 Commencements	595
2013 Enrolments	1,885
2013 Completions	277

2013 Commencement breakdowns

Gender	Females	458
	Males	137
Citizenship	Domestic	585
	Overseas	10
Equity group	Indigenous	10
	NESB	17
	Low SES	209
	Regional & Remote	159

Time series commencements



Murdoch University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary	-	6	6	<5	<5	-	-	<5	<5	<5	<5	<5	<5	<5	11	18
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ASIAN STUDIES	Undergrad	Teacher Education: Secondary	-	-	-	<5	-	-	<5	-	-	-	-	-	-	<5	<5	<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ASIAN STUDIES	Undergrad	Teacher Education: Secondary	-	-	-	-	<5	-	-	-	-	-	-	-	-	<5	<5	<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ENVIRONMENTAL SCIENCE	Undergrad	Teacher Education: Secondary	-	<5	<5	-	-	-	<5	<5	<5	<5	<5	<5	<5	<5	-	<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF MEDIA	Undergrad	Teacher Education: Secondary	-	-	<5	<5	-	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
BACHELOR OF EDUCATION (PRIMARY TEACHING) (COMBINATION)	Undergrad	Teacher Education: Primary	-	-	-	-	17	-	-	-	-	-	-	-	-	17	17	17
BACHELOR OF EDUCATION (PRIMARY)/BACHELOR OF ARTS (AUSTRALIAN INDIGENOUS)	Undergrad	Teacher Education: Primary	<5	<5	<5	-	<5	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SPORTS SCIENCE	Undergrad	Teacher Education: Secondary	<5	9	34	9	<5	-	<5	15	11	<5	<5	<5	23	57	57	57
BACHELOR OF EDUCATION (EARLY CHILDHOOD 0-8)	Undergrad	Teacher Education: Early Childhood	-	-	-	8	-	-	-	-	-	-	-	-	8	8	8	8

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Murdoch University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013
BACHELOR OF EDUCATION - PRIMARY	Undergrad	Teacher Education: Primary	7	27	30	23	14	-	<5	9	13	9	<5	<5	64	101	13
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary	<5	<5	19	<5	7	-	<5	<5	5	7	<5	<5	16	34	<5
BACHELOR OF EDUCATION - PRIMARY (GRADUATE)	Undergrad	Teacher Education: Primary	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY)	Undergrad	Teacher Education: Early Childhood	12	31	47	37	16	-	-	7	25	7	<5	<5	99	143	15
BACHELOR OF EDUCATION (PRIMARY, 1-10 HEALTH AND PHYSICAL EDUCATION)	Undergrad	Teacher Education not elsewhere classified	<5	7	13	11	<5	-	<5	<5	6	<5	<5	-	23	35	<5
GRADUATE DIPLOMA IN EDUCATION - PRIMARY	Postgrad	Teacher Education: Primary	-	106	-	-	-	-	-	-	-	-	-	-	106	106	104
GRADUATE DIPLOMA IN EDUCATION - SECONDARY	Postgrad	Teacher Education: Secondary	-	63	-	-	-	-	-	-	-	-	-	-	63	63	26
BACHELOR OF EDUCATION - PRIMARY	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	37

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Murdoch University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary																14
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ASIAN STUDIES	Undergrad	Teacher Education: Secondary																<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ASIAN STUDIES	Undergrad	Teacher Education: Secondary																<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF MEDIA	Undergrad	Teacher Education: Secondary																<5
BACHELOR OF EDUCATION (PRIMARY)/BACHELOR OF ARTS (AUSTRALIAN INDIGENOUS	Undergrad	Teacher Education: Primary																<5
BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY)	Undergrad	Teacher Education: Early Childhood																38
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SPORTS SCIENCE	Undergrad	Teacher Education: Secondary																15
BACHELOR OF EDUCATION (PRIMARY, 1-10 HEALTH AND PHYSICAL EDUCATION)	Undergrad	Teacher Education not elsewhere classified																5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

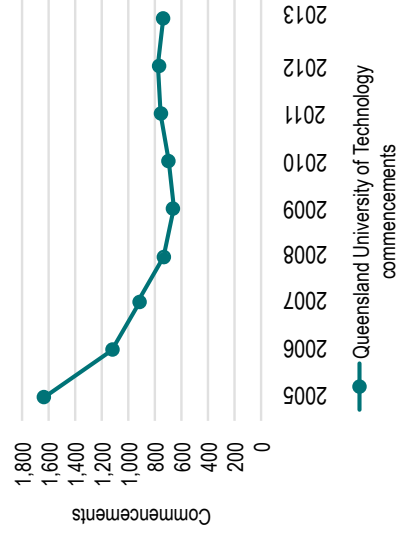
Aggregated data from all ITE programs

2013 Number of programs	5
2013 Commencements	738
2013 Enrolments	2,370
2013 Completions	407

2013 Commencement breakdowns

Gender	Females	535
	Males	203
Citizenship	Domestic	729
	Overseas	9
Equity group	Indigenous	24
	NESB	9
	Low SES	148
	Regional & Remote	131

Time series commencements



Queensland University of Technology - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR						Total Completions 2013	Total Commencements 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown		
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	19	37	190	15	-	20	-	20	170	17	19	71	<5	<5	<5	143	281
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	20	49	173	26	-	25	-	25	174	5	33	64	<5	<5	100	151	293
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	12	18	42	18	-	10	-	10	75	<5	<5	15	<5	<5	71	71	100
Bachelor of Education (Preservice Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	5	-	12	-	-	-	-	17	-	-	-	-	-	24	17	17
B Exercise and Movement Science / B Education (Secondary)	Undergrad	Human Movement	<5	5	38	<5	-	-	-	-	22	5	11	9	-	-	5	47	47
Bachelor of Applied Science / Bachelor of Education (Secondary)	Undergrad	Other Natural and Physical Sciences															<5		<5
B Applied Science (Human Movement Studies) / B Education (Secondary)	Undergrad	Human Movement															9		9
Bachelor of Music / Bachelor of Education (Secondary)	Undergrad	Music															<5		<5
Bachelor of Arts / Bachelor of Education (Early Childhood)	Undergrad	Studies in Human Society															<5		<5
Bachelor of Applied Science / Bachelor of Education (Primary)	Undergrad	Natural and Physical Sciences not elsewhere classified															<5		<5

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	4
2013 Commencements	264
2013 Enrolments	860
2013 Completions	180

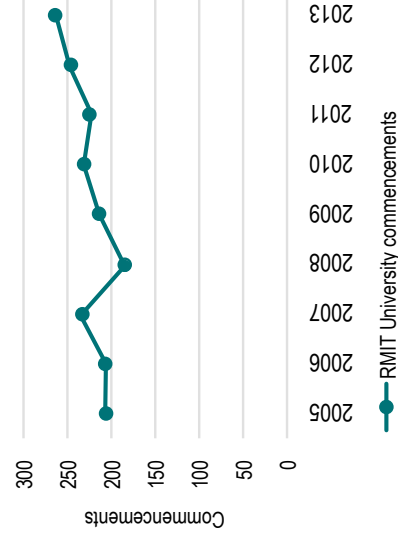
2013 Commencement breakdowns

Gender	Females	188
	Males	76
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	6
	Low SES	28
	Regional & Remote	16

RMIT University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
B App Sci (Physical Education)	Undergrad	Teacher Education: Secondary	-	32	33	10	-	-	-	6	11	26	18	10	<5	<5	75	63
Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	-	-	-	<5	-	-	-	<5	-	-	-	<5	<5	<5
Bachelor of Education	Undergrad	Teacher Education	-	40	73	27	-	-	19	21	49	27	15	<5	<5	140	79	
B Education (Brunswick)	Undergrad	Teacher Education	-	13	25	10	-	-	<5	11	15	12	<5	<5	<5	48	35	

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

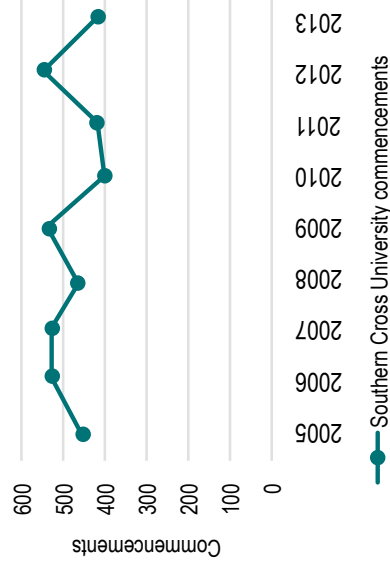
Aggregated data from all ITE programs

2013 Number of programs	8
2013 Commencements	416
2013 Enrolments	1,294
2013 Completions	298

2013 Commencement breakdowns

Gender	Females	280
	Males	136
Citizenship	Domestic	409
	Overseas	7
Equity group	Indigenous	12
	NESB	<5
	Low SES	117
	Regional & Remote	279

Southern Cross University commencements



Southern Cross University - individual program data for ITE programs (special course 22) with commencing students, 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
Graduate Diploma of Education	Postgrad	Teacher Education: Secondary	np	56	-	<5	<5	-	-	-	-	-	-	-	-	-	73	101
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	6	50	86	24	42	-	15	20	np	<5	<5	<5	<5	161	208	142
Bachelor of Technology Education	Undergrad	Teacher Education: Secondary	<5	15	12	13	<5	<5	-	<5	<5	<5	<5	<5	<5	43	47	19
Bachelor of Sport and Exercise Science/ Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	12	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	15	21	13
Bachelor of Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	11	17	<5	np	<5	<5	<5	<5	<5	<5	<5	25	37	10	
Bachelor of Visual Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	-	<5	-	<5	<5	<5	<5	-	-	-	-	<5	<5	5	6
Bachelor of Contemporary Music/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	5	7	<5	<5	<5	<5	-	-	-	<5	<5	14	16	6	6
Bachelor of Science/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	6	<5	<5	<5	<5	-	-	-	-	-	-	9	9	<5	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	5
2013 Commencements	71
2013 Enrolments	205
2013 Completions	32

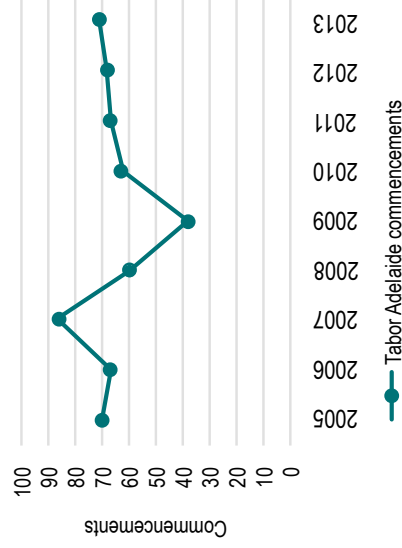
2013 Commencement breakdowns

Gender	Females	56
	Males	15
Citizenship	Domestic	71
	Overseas	-
	Indigenous	-
Equity group	NESB	<5
	Low SES	17
	Regional & Remote	8

Tabor Adelaide - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2013	Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Arts / Bachelor of Education (Secondary) - ED13AS	Undergrad	Teacher Education	np	<5	<5	-	-	-	<5	<5	<5	<5	<5	<5	<5	<5	17	<5
Bachelor of Education (Middle School) - ED13M	Undergrad	Teacher Education	<5	<5	<5	-	-	-	<5	<5	<5	<5	<5	<5	<5	<5	8	5
Bachelor of Education (Primary) - ED13P	Undergrad	Teacher Education	28	<5	<5	-	-	-	<5	<5	<5	<5	<5	<5	<5	<5	34	19
Bachelor of Education (Primary) - ED23P	Undergrad	Teacher Education	<5	<5	-	-	-	-	-	-	-	-	-	-	-	-	7	<5
Bachelor of Education (Secondary) - ED23S	Undergrad	Teacher Education	5	-	-	-	-	-	-	-	-	-	-	-	-	-	5	<5

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Tabor College Victoria (Vic)

Aggregated data from all ITE programs

2013 Number of programs	1
2013 Commencements	44
2013 Enrolments	68
2013 Completions	31

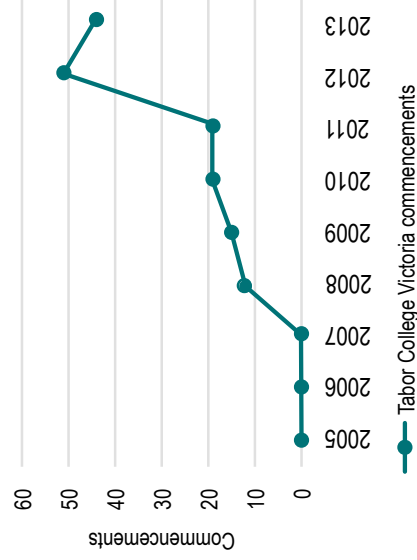
2013 Commencement breakdowns

Gender	Females	29
	Males	15
Citizenship	Domestic	44
	Overseas	-
Equity group	Indigenous	-
	NESB	-
	Low SES	8
	Regional & Remote	<5

Tabor College Victoria - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR						Total Completions 2013	Total Commencements 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	44	-	-	-	-	-	-	-	-	-	-	-	-	-	44	31

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Adelaide (SA)

Aggregated data from all ITE programs

2013 Number of programs	5
2013 Commencements	302
2013 Enrolments	727
2013 Completions	176

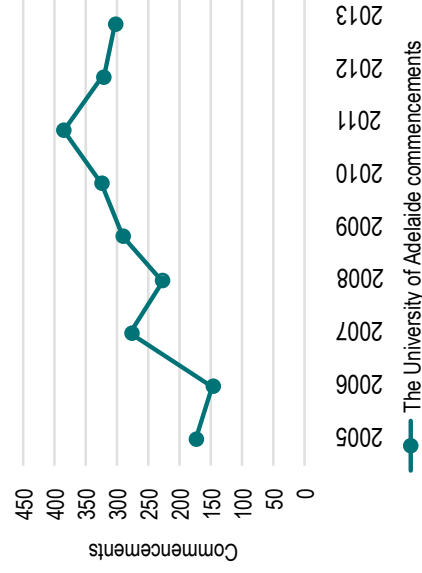
2013 Commencement breakdowns

Gender	Females	180
	Males	122
Citizenship	Domestic	294
	Overseas	8
Equity group	Indigenous	<5
	NESB	19
	Low SES	72
	Regional & Remote	58

The University of Adelaide - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013		
B. Teaching/B.Arts	Undergrad	Teacher Education	<5	np	100	-	29	-	<5	<5	<5	np	<5	<5	<5	<5	<5	138	58
B. Teaching/B.Economics	Undergrad	Teacher Education	-	-	<5	-	<5	-	<5	<5	<5	-	<5	<5	<5	<5	<5	<5	<5
B. Teaching/B.MathCompSc	Undergrad	Teacher Education	-	<5	np	-	-	-	<5	<5	<5	-	<5	<5	<5	<5	7	<5	<5
B. Teaching/B.Science	Undergrad	Teacher Education	-	<5	28	-	<5	-	<5	<5	<5	-	<5	11	8	<5	33	6	<5
GDip. Education	Postgrad	Teacher Education: Secondary	114	6	-	-	-	-	-	-	-	-	-	-	-	-	120	106	106

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

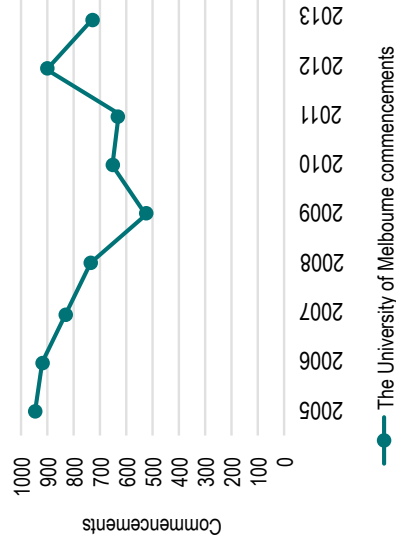
Aggregated data from all ITE programs

2013 Number of programs	5
2013 Commencements	728
2013 Enrollments	1,568
2013 Completions	613

2013 Commencement breakdowns

Gender	Females	501
	Males	227
Citizenship	Domestic	645
	Overseas	83
Equity group	Indigenous	<5
	NESB	32
	Low SES	42
	Regional & Remote	59

Time series commencements



The University of Melbourne - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Graduate Certificate in Tertiary Teaching	Postgrad	Teacher Education: Higher Education	-	15	-	-	-	-	-	-	-	-	-	-	-	15	10
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	77	-	-	-	-	-	-	-	-	-	-	-	77	43
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	177	-	-	-	-	-	-	-	-	-	-	-	177	155
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	458	-	-	-	-	-	-	-	-	-	-	-	458	285
Master of Teaching (Early Years)	Postgrad	Teacher Education: Primary	-	<5	-	-	-	-	-	-	-	-	-	-	-	<5	21
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

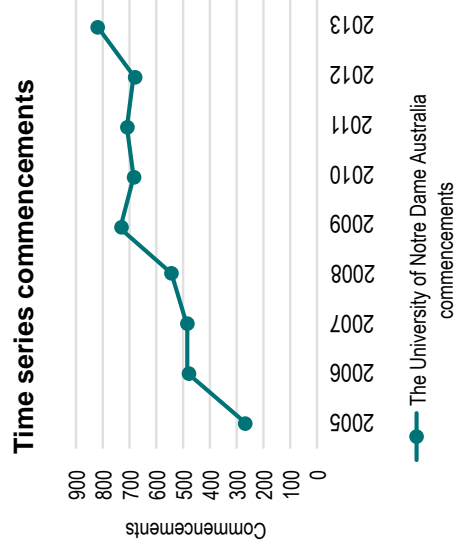
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Melbourne - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary																	58
Postgraduate Diploma in Teaching (Teach for Australia)	Postgrad	Teacher Education: Secondary																	37

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs		
2013 Number of programs	22	
2013 Commencements	819	
2013 Enrollments	2,591	
2013 Completions	504	
2013 Commencement breakdowns		
Gender	Females	617
	Males	202
Citizenship	Domestic	810
	Overseas	9
Equity group	Indigenous	<5
	NESB	<5
	Low SES	98
	Regional & Remote	64



The University of Notre Dame Australia - individual program data for ITE programs (special course 22), 2013																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR									
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Education (Primary) / Bachelor of Arts	Undergrad	Teacher Education: Primary	<5	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	
Bachelor of Education (Primary) / Bachelor of Behavioural Science	Undergrad	Teacher Education: Primary	-	-	<5	-	<5	-	-	-	-	-	-	-	-	5	5	
Bachelor of Education (Secondary) / Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	-	<5	-	<5	-	-	-	-	-	-	-	-	<5	<5	
Bachelor of Education (Early Childhood & Care: 0-8 years)	Undergrad	Teacher Education: Early Childhood	np	<5	12	-	-	38	-	-	-	-	-	-	-	59	59	
Bachelor of Education (Birth to Twelve Years)	Undergrad	Teacher Education: Early Childhood	15	<5	70	np	16	-	-	-	-	-	-	-	-	109	109	
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	38	<5	121	np	40	-	-	-	-	-	-	-	-	216	216	
Bachelor of Primary Education (Religious Education)	Undergrad	Teacher Education not elsewhere classified	<5	-	14	-	np	-	-	-	-	-	-	-	-	24	24	
Bachelor of Education (Secondary) and Arts	Undergrad	Teacher Education: Secondary	10	-	39	-	-	10	-	-	-	-	-	-	-	59	59	
Bachelor of Education (Secondary) and Business Studies	Undergrad	Teacher Education: Secondary	-	-	<5	-	-	<5	-	-	-	-	-	-	-	<5	<5	
																	Total Completions 2013	
																		Total Commencements 2013

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Notre Dame Australia - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Education (Kindergarten-Yr 7)	Undergrad	Teacher Education: Primary	-	<5	-	<5	-	-	-	-	-	-	-	-	-	-	5	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	np	<5	45	-	49	-	-	-	-	-	-	-	-	-	105	77
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	np	-	13	-	-	-	-	-	-	-	-	-	22	9
Bachelor of Arts / Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	<5	<5	<5	-	-	-	-	-	-	-	-	-	5	35
Bachelor of Health and Physical Education (Primary)	Undergrad	Teacher Education: Primary	-	<5	<5	-	np	-	-	-	-	-	-	-	-	-	9	<5
Bachelor of Health and Physical Education (Secondary)	Undergrad	Teacher Education: Secondary	<5	-	13	-	22	<5	<5	-	-	-	-	-	-	-	38	25
Bachelor of Education (Birth to Twelve)	Undergrad	Teacher Education: Early Childhood	<5	-	5	<5	<5	-	-	-	-	-	-	-	-	-	11	42
Bachelor of Science / Graduate Diploma of Education (Secondary)	Undergrad	Biological Sciences	-	<5	<5	<5	<5	-	-	-	-	-	-	-	-	-	<5	5
Bachelor of Arts / Graduate Diploma of Education (Secondary)	Undergrad	Studies in Human Society	-	-	5	-	<5	<5	-	-	-	-	-	-	-	-	9	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Notre Dame Australia - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	5	<5	13	<5	<5	-	-	-	-	-	-	-	-	24	24	162
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	68	13	-	9	-	-	-	-	-	-	-	-	90	90	71
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	<5	13	-	<5	-	-	-	-	-	-	-	-	-	15	15	8
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	<5	<5	-	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary															13	13
Master of Teaching (K-7)	Postgrad	Teacher Education: Primary															<5	<5
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood															38	38
Bachelor of Education (Middle Schooling) / Bachelor of Behavioural Science	Undergrad	Teacher Education not elsewhere classified															<5	<5
Bachelor of Health and Physical Education (Secondary) (Honours)	Undergrad	Teacher Education: Secondary															<5	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	9
2013 Commencements	542
2013 Enrolments	1,383
2013 Completions	305

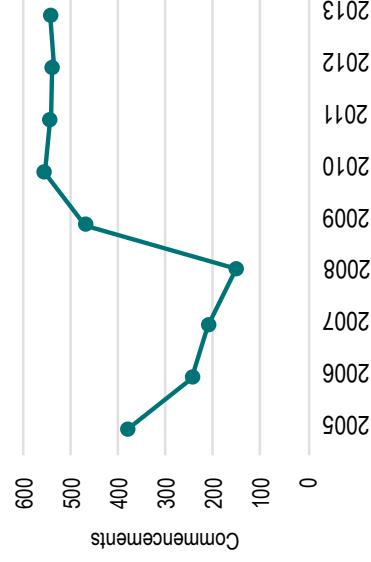
2013 Commencement breakdowns

Gender	Females	380
	Males	162
Citizenship	Domestic	520
	Overseas	22
	Indigenous	<5
Equity group	NESB	20
	Low SES	89
	Regional & Remote	78

The University of Queensland - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013	
Grad Dip Education	Postgrad	Teacher Education	-	6	-	-	-	-	-	-	-	-	-	-	-	6	6	
B Arts/BEducation(Sec)	Undergrad	Society and Culture	8	36	123	<5	<5	-	-	<5	42	31	87	171	13	10	81	
B Music/BEducation(Sec)	Undergrad	Music	np	<5	-	-	-	-	-	-	-	<5	np	13	10	10		
B Science/BEducation(Sec)	Undergrad	Natural and Physical Sciences not elsewhere classified	-	10	18	-	-	-	-	<5	<5	7	15	28	11	11		
B BusMan/BEducation(Sec)	Undergrad	Business Management	<5	<5	<5	-	-	-	-	-	<5	-	np	7	<5	<5		
B Education (Primary)	Undergrad	Teacher Education: Primary	5	46	50	7	-	-	-	<5	10	15	79	114	50	50		
B Ed (Middle Yrs School) UG	Undergrad	Teacher Education: Secondary	<5	7	14	<5	-	-	-	<5	<5	<5	16	24	<5	<5		
B CreativeArts/BEducation(Sec)	Undergrad	Creative Arts	<5	<5	26	-	-	-	-	5	8	5	11	29	<5	<5		
Grad Dip Education (Secondary)	Postgrad	Teacher Education: Secondary	<5	np	-	-	-	-	-	-	-	-	150	150	130	130		

Time series commencements



— The University of Queensland commencements

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Queensland - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
B Arts/Educ (MYS)	Undergrad	Studies in Human Society not elsewhere classified															7
B Bus(lp)/B Education (Sec)	Undergrad	Business and Management not elsewhere classified															<5
B Commerce/BEducation(Sec)	Undergrad	Management and Commerce not elsewhere classified															<5
B Education (Primary) (Honours)	Undergrad	Teacher Education: Primary															<5
B Ed (Middle Yrs School) UG (Honours)	Undergrad	Teacher Education: Secondary															<5
Grad Dip Education (Middle Years of Schooling)	Postgrad	Teacher Education not elsewhere classified															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

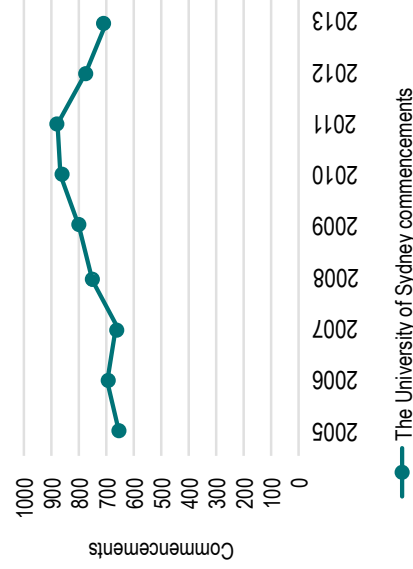
Aggregated data from all ITE programs

2013 Number of programs	15
2013 Commencements	710
2013 Enrolments	2,096
2013 Completions	354

2013 Commencement breakdowns

Gender	Females	533
	Males	177
Citizenship	Domestic	675
	Overseas	35
Equity group	Indigenous	9
	NESB	48
	Low SES	58
	Regional & Remote	23

Time series commencements



The University of Sydney - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR							Total Commencements 2013	Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown		
Bachelor of Education(Secondary: Humanities & Soc Sc) & Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	16	166	<5	<5	-	-	-	-	-	-	-	-	-	-	186	
Bachelor of Education(Secondary: Science) & Bachelor of Science	Undergrad	Teacher Education: Secondary	-	<5	14	<5	<5	-	-	-	<5	5	<5	7	-	-	-	16	
Bachelor of Education(Secondary: Maths) & Bachelor of Science	Undergrad	Teacher Education: Secondary	<5	<5	28	-	-	-	-	-	-	15	9	9	-	-	-	33	
Bachelor of Education(Sec: Maths) & Bachelor of Science (Adv Maths)	Undergrad	Teacher Education: Secondary	-	-	<5	-	-	-	-	-	-	-	<5	-	-	-	-	<5	
Bachelor of Education (Secondary: Human Movement and Health Education)	Undergrad	Teacher Education: Secondary	-	10	41	<5	<5	-	-	-	-	np	<5	22	-	-	-	55	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	33	71	np	<5	-	-	-	<5	17	np	85	-	-	-	119	
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	<5	-	-	-	-	-	-	-	-	-	<5	-	-	-	<5	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	<5	-	-	-	<5	
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	<5	-	-	-	-	-	-	-	-	-	<5	-	-	-	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Sydney - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	19	-	-	-	-	-	-	-	-	-	-	19	16
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	102	-	-	-	-	-	-	-	-	-	-	102	83
Master of Teaching (School Counselling)	Postgrad	Teacher Education: Secondary	-	23	-	-	-	-	-	-	-	-	-	23	11	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	108	-	-	-	-	-	-	-	-	-	108	71	
Bachelor of Education (Secondary:Aboriginal Studies)	Undergrad	Teacher Education: Secondary	6	-	-	-	-	-	-	-	-	-	-	6	6	
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	12	19	np	<5	-	-	-	-	-	np	26	7	
Master of Teaching	Postgrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	<5	
Bachelor of Education (Human Movement and Health Education)	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	51	
Bachelor of Education (Human Movement and Health Educa	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	11	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

The University of Sydney - individual program data for ITE programs (special course 22), 2013

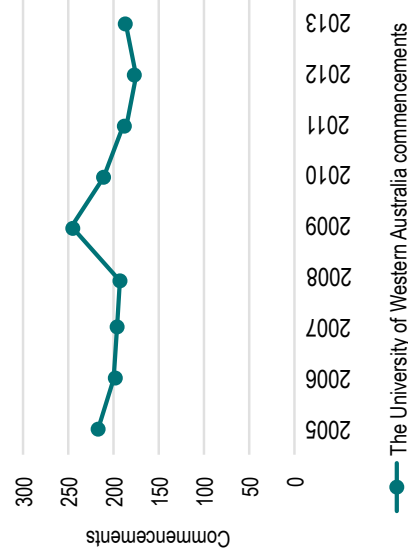
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																82
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																8
Bachelor of Education (Secondary, Humanities & Social Sciences)	Undergrad	Teacher Education: Secondary																<5
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	5	
2013 Commencements	187	
2013 Enrolments	328	
2013 Completions	157	
2013 Commencement breakdowns		
Gender	Females	135
	Males	52
Citizenship	Domestic	173
	Overseas	14
Equity group	Indigenous	<5
	NESB	17
	Low SES	<5
	Regional & Remote	39

Time series commencements



— The University of Western Australia commencements

The University of Western Australia - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Graduate Certificate in Tertiary Teaching	Postgrad	Teacher Education: Higher Education	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	
Master of Teaching - Coursework	Postgrad	Teacher Education	<5	np	-	-	-	-	-	-	-	-	-	-	67	67	
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary	-	116	-	-	-	-	-	-	-	-	-	-	116	116	105
Master of Teaching (Early Childhood) - Coursework	Postgrad	Teacher Education: Early Childhood	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	9
Master of Science Communication and Education - Coursework	Postgrad	Teacher Education	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education														5	
Bachelor of Music Education	Undergrad	Teacher Education															<5
Bachelor of Music Education	Undergrad	Teacher Education															<5
Bachelor of Music Education (Honours)	Undergrad	Teacher Education															8
Master of Teaching (Primary) - Coursework	Postgrad	Teacher Education: Primary															16
Master of Teaching (Secondary) - Coursework	Postgrad	Teacher Education: Secondary															8

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

Federation University Australia (formerly University of Ballarat) (Vic)



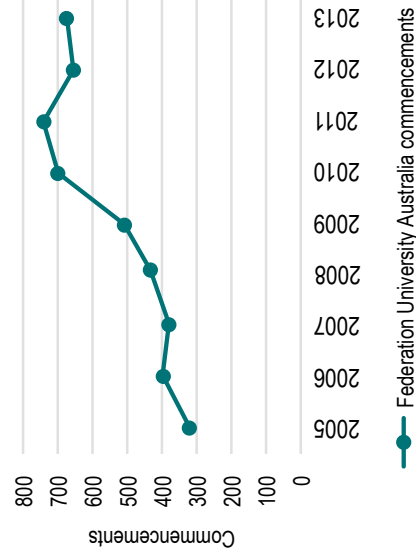
Aggregated data from all ITE programs

2013 Number of programs	10
2013 Commencements	675
2013 Enrolments	1,769
2013 Completions	204

2013 Commencement breakdowns

Gender	Females	468
	Males	207
Citizenship	Domestic	663
	Overseas	12
Equity group	Indigenous	13
	NESB	10
	Low SES	163
	Regional & Remote	471

Time series commencements



University of Ballarat (now Federation University) - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013	
Bachelor of Science/Bachelor of Education	Undergrad	Teacher Education: Secondary	<5	<5	-	<5	-	<5	-	<5	-	<5	-	<5	-	<5	<5	<5
Bachelor of Visual Arts/Bachelor of Education	Undergrad	Teacher Education: Secondary	<5	5	6	<5	-	<5	-	8	<5	<5	<5	<5	-	<5	14	14
Bachelor of Mathematical Sciences/Bachelor of Education	Undergrad	Teacher Education: Secondary	-	5	<5	-	<5	-	<5	-	-	<5	-	<5	-	np	7	7
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	10	27	np	<5	<5	-	14	9	5	<5	<5	-	16	47	47
Bachelor of Education (Physical Education)	Undergrad	Teacher Education: Secondary	-	20	56	np	<5	<5	-	10	20	18	12	np	<5	21	88	88
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	84	-	-	-	-	-	-	-	-	-	-	-	84	84	84
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	53	-	-	-	-	-	-	-	-	-	-	-	53	53	53
Bachelor of Education	Undergrad	Teacher Education: Primary	12	71	114	32	-	-	-	73	44	23	np	<5	-	79	229	229
Bachelor of Arts/Bachelor of Education	Undergrad	Teacher Education: Secondary	-	10	22	7	-	-	-	9	<5	13	5	<5	-	7	39	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

University of Ballarat (now Federation University) - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	-	37	5	68	-	-	-	-	-	-	-	-	-	-	110	27
			Total Commencements 2013							Total Completions 2013								
			-							110							27	

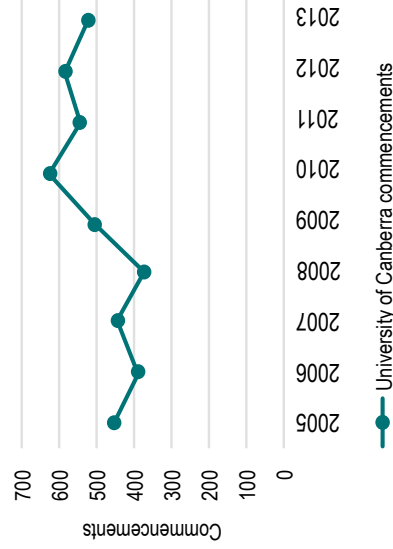
Aggregated data from all ITE programs

2013 Number of programs	14
2013 Commencements	522
2013 Enrolments	1,424
2013 Completions	260

2013 Commencement breakdowns

Gender	Females	368
	Males	154
Citizenship	Domestic	516
	Overseas	6
Equity group	Indigenous	11
	NESB	13
	Low SES	44
	Regional & Remote	122

Time series commencements



University of Canberra - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013									
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown										
Bachelor of Education (UC)/Bachelor of Science (ANU)	Undergrad	Teacher Education not elsewhere classified	<5	<5	5	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	<5	<5	<5	<5	7	
Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU)	Undergrad	Teacher Education not elsewhere classified	<5	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	<5	<5	<5	<5	<5	5
Bachelor of Education/Bachelor of Science	Undergrad	Teacher Education not elsewhere classified	np	5	20	<5	10	-	-	-	<5	6	10	11	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	42
Bachelor of Education (Graduate Entry)	Undergrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	<5	<5	<5	8	8	<5	<5	<5	8	8	<5	<5	24	44	
Bachelor of Teaching (Graduate Entry)	Undergrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	9	18	
Bachelor of Education in Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary	<5	-	<5	-	-	-	-	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education not elsewhere classified	np	<5	31	6	13	-	-	-	<5	5	16	16	np	-	-	<5	16	16	np	-	15	60	
Bachelor of Education	Undergrad	Teacher Education: Primary	38	34	85	29	86	-	-	-	23	51	52	41	np	<5	<5	<5	52	41	np	<5	89	272	

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Canberra - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Master of Teaching	Postgrad	Teacher Education: Secondary	-	5	-	-	-	-	-	-	-	-	-	-	5	<5
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary	<5	<5	<5	-	-	-	<5	<5	<5	<5	<5	<5	5	90
Graduate Diploma in Education in Secondary Teaching	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5
Graduate Diploma in Education in Secondary Teaching	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	<5	<5
Graduate Diploma in Education in Secondary Teaching	Postgrad	Teacher Education: Secondary	-	57	-	-	-	-	-	-	-	-	-	-	57	45
Bachelor of Education in Early Childhood/Primary/Secondary Teaching Conv	Undergrad	Teacher Education not elsewhere classified	-	-	<5	-	-	-	<5	-	-	-	-	<5	<5	<5
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	6
Bachelor of Education/Bachelor of Commerce	Undergrad	Teacher Education not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Canberra - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013								
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown									
Bachelor of Education/Bachelor of Science	Undergrad	Teacher Education not elsewhere classified																					<5	
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary																						10
Bachelor of Education in Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary																						<5
Bachelor of Education in Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary																						<5
Bachelor of Education in Secondary Teaching (Design and Technology)	Undergrad	Teacher Education: Secondary																						9
Bachelor of Education in Secondary Teaching (Health and Physical Educa	Undergrad	Teacher Education: Secondary																						<5
Bachelor of Education in Secondary Teaching (Health and Physical Educati	Undergrad	Teacher Education: Secondary																						<5
Bachelor of Education in Secondary Teaching (Health and Physical Educati	Undergrad	Teacher Education: Secondary																						9
Bachelor of Education in Secondary Teaching (Health and Physical Educati	Undergrad	Teacher Education: Secondary																						13

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Canberra - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Education in Early Childhood Teaching (CIT)	Undergrad	Teacher Education: Early Childhood																<5
Bachelor of Education in Early Childhood Teaching (Birth-8) (UC/CIT)	Undergrad	Teacher Education: Early Childhood																14
Bachelor of Education in Early Childhood Teaching (Graduate Entry)	Undergrad	Teacher Education: Early Childhood																<5
Bachelor of Education in Primary Teaching (Graduate Entry)	Undergrad	Teacher Education: Primary																22
Bachelor of Education in Early Childhood Teaching (3-8 Years)	Undergrad	Teacher Education: Early Childhood																9
Bachelor of Education in Middle School Teaching (K-10)	Undergrad	Teacher Education not elsewhere classified																7

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

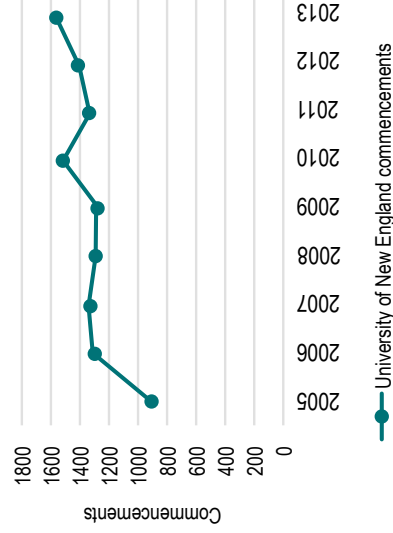
Aggregated data from all ITE programs

2013 Number of programs	19
2013 Commencements	1,563
2013 Enrolments	4,054
2013 Completions	638

2013 Commencement breakdowns

Gender	Females	Males
	1,273	290
Citizenship	Domestic	1,555
	Overseas	8
Equity group	Indigenous	51
	NESB	12
	Low SES	468
	Regional & Remote	597

Time series commencements



University of New England - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not elsewhere classified	8	46	15	7	16	-	np	6	7	8	8	<5	<5	53	92
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not elsewhere classified	<5	<5	-	-	-	-	-	<5	<5	-	-	<5	<5	<5	<5
Bachelor of Business/Bachelor of Teaching	Undergrad	Business and Management	-	<5	-	<5	<5	-	-	<5	<5	-	-	<5	<5	np	8
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education: Primary	9	83	20	37	13	-	23	15	12	11	<5	<5	95	162	
Bachelor of Education (K-12 Teaching)	Undergrad	Teacher Education: Secondary	16	75	10	13	6	-	12	<5	10	11	9	<5	70	120	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	8	-	-	-	-	<5	-	-	-	-	-	np	8	
Bachelor of Information Technology/Bachelor of Teaching	Undergrad	Computer Science	-	<5	<5	-	<5	-	<5	<5	-	-	-	-	<5	6	
Bachelor of Music/Bachelor of Teaching	Undergrad	Music	<5	5	5	6	-	<5	<5	<5	<5	<5	<5	<5	10	20	
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Mathematics	<5	5	<5	-	<5	-	<5	<5	<5	<5	<5	<5	6	11	

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013
Bachelor of Science/Bachelor of Teaching	Undergrad	Natural and Physical Sciences	<5	<5	<5	-	<5	-	<5	-	<5	<5	<5	<5	7	13	
Bachelor of Special Education (Primary)/ Bachelor of Disability Studies	Undergrad	Human Welfare Studies and Services not elsewhere classified	7	16	5	8	<5	<5	<5	<5	<5	<5	<5	29	39		
Master of Teaching (Primary)	Postgrad	Teacher Education	40	198	-	-	-	-	-	-	-	-	-	238	238		
Master of Teaching (Primary)	Postgrad	Teacher Education	-	<5	-	-	-	-	-	-	-	-	-	<5	<5		
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	<5	-	-	-	-	-	-	-	-	-	<5	<5		90
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	41	104	27	40	51	-	23	18	22	np	<5	168	263		<5
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	28	np	<5	47	-	120	20	8	6	5	-	145	205		83
Graduate Diploma in Education	Postgrad	Teacher Education	-	293	-	-	-	-	-	-	-	-	-	293	293		128
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	<5	<5		29

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	80	-	-	-	-	-	-	-	-	-	-	80	<5
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	17
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	22
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not elsewhere classified	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Bachelor of Business/Bachelor of Teaching	Undergrad	Business and Management	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Business/Bachelor of Teaching	Undergrad	Business and Management	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Business/Bachelor of Teaching	Undergrad	Business and Management	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	13

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																6
Bachelor of Educational Studies	Undergrad	Teacher Education																<5
Bachelor of General Studies/Bachelor of Teaching	Undergrad	Teacher Education: Primary																<5
Bachelor of General Studies/Bachelor of Teaching	Undergrad	Teacher Education: Primary																9
Bachelor of General Studies/Bachelor of Teaching	Undergrad	Teacher Education: Primary																19
Bachelor of Music/Bachelor of Teaching	Undergrad	Music																<5
Bachelor of Music/Bachelor of Teaching	Undergrad	Music																<5
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Mathematics																<5
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Mathematics																<5
Bachelor of Science/Bachelor of Teaching	Undergrad	Natural and Physical Sciences																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Bachelor of Science/Bachelor of Teaching	Undergrad	Natural and Physical Sciences															5
Bachelor of Special Education (Primary)/ Bachelor of Disability Studies	Undergrad	Human Welfare Studies and Services not elsewhere classified															<5
Bachelor of Special Education (Primary)/ Bachelor of Disability Studies	Undergrad	Human Welfare Studies and Services not elsewhere classified															<5
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood															5
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood															20
Graduate Diploma in Education	Postgrad	Teacher Education															52
Master of Teaching (Primary)	Postgrad	Teacher Education															91

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary																<5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	7
2013 Commencements	400
2013 Enrolments	1,109
2013 Completions	258

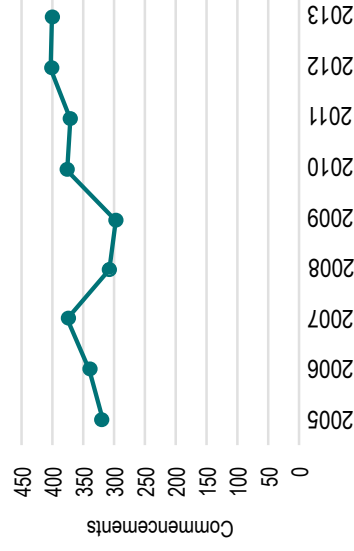
2013 Commencement breakdowns

Gender	Females	280
	Males	120
Citizenship	Domestic	345
	Overseas	55
Equity group	Indigenous	<5
	NESB	54
	Low SES	38
	Regional & Remote	17

University of New South Wales - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Commerce/Education (Secondary)	Undergrad	Management and Commerce	<5	-	np	-	-	<5	-	<5	<5	<5	<5	<5	<5	<5	8
Bachelor of Social Arts/Education (Secondary)	Undergrad	Society and Culture	15	43	112	9	5	-	-	62	43	13	57	184	<5	<5	
Bachelor of Economics/Education	Undergrad	Economics	<5	-	<5	-	-	-	-	-	<5	-	<5	<5	<5	<5	
Bachelor of Science/Education	Undergrad	Natural and Physical Sciences	<5	15	24	<5	-	-	9	12	12	10	43	<5	<5	<5	
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	-	-	-	-	<5	-	-	<5	<5	<5	<5	<5	
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	<5	72	-	<5	-	-	-	-	-	-	75	75	75	65	
Master of Education	Postgrad	Teacher Education	<5	np	-	-	-	-	-	-	-	-	83	83	83	48	
Bachelor of Music/Education	Undergrad	Music															29
Bachelor of Arts/Education (Secondary)	Undergrad	Society and Culture															89
Bachelor of Science/Education	Undergrad	Natural and Physical Sciences															25

Time series commencements



—●— University of New South Wales commencements

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

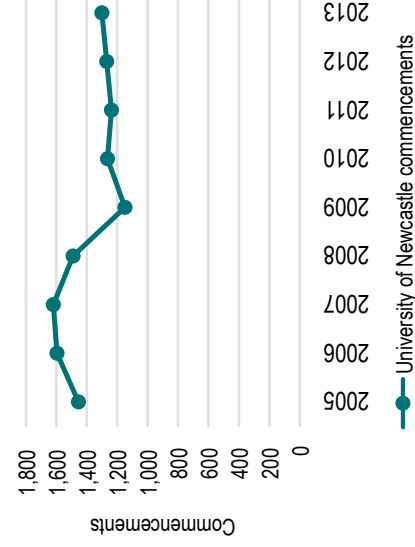
Aggregated data from all ITE programs

2013 Number of programs	10
2013 Commencements	1,301
2013 Enrolments	4,116
2013 Completions	736

2013 Commencement breakdowns

Gender	Females	926
	Males	375
Citizenship	Domestic	1,286
	Overseas	15
Equity group	Indigenous	39
	NESB	15
	Low SES	453
	Regional & Remote	171

Time series commencements



University of Newcastle - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown			
Bachelor of Teaching (Secondary) / Bachelor of Technology	Undergrad	Teacher Education: Secondary	<5	9	25	11	np	-	<5	<5	11	-	<5	<5	<5	<5	39	55	
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	52	-	-	-	-	-	-	-	-	-	-	-	-	52	52	29
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	<5	58	-	<5	-	-	-	-	-	-	-	-	-	-	64	64	50
Bachelor of Teaching (Secondary) / Bachelor of Arts	Undergrad	Teacher Education: Secondary	<5	39	101	10	54	<5	<5	<5	20	20	10	<5	<5	151	207	93	
Bachelor of Teaching (Primary) / Bachelor of Arts	Undergrad	Teacher Education: Primary	<5	81	229	np	132	-	-	45	57	34	np	<5	<5	347	495	345	
Bachelor of Teaching (Primary) / Bachelor of Early Childhood Studies	Undergrad	Teacher Education: Early Childhood	5	41	98	49	36	-	-	20	19	17	8	-	-	165	229	100	
Bachelor of Teaching (Secondary) / Bachelor of Fine Art	Undergrad	Teacher Education: Secondary	<5	np	10	8	13	-	-	<5	<5	<5	<5	-	-	32	37	14	
Bachelor of Teaching (Second) / Bachelor of Health & Physical Education	Undergrad	Teacher Education: Secondary	<5	np	58	8	22	-	-	5	28	np	<5	-	-	54	95	71	
Bachelor of Teaching (Secondary) / Bachelor of Science	Undergrad	Teacher Education: Secondary	-	10	18	<5	np	-	-	<5	<5	<5	<5	-	-	29	39	11	

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Newcastle - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Bachelor of Teaching (Secondary) / Bachelor of Mathematics	Undergrad	Teacher Education: Secondary	<5	8	11	<5	6	<5	-	-	<5	<5	<5	<5	<5	21	28	10
Bachelor of Education	Undergrad	Teacher Education																<5
Bachelor of Teaching / Bachelor of Arts	Undergrad	Teacher Education																<5
Bachelor of Teaching / Bachelor of Arts	Undergrad	Teacher Education																<5
Bachelor of Teaching / Bachelor of Arts (VisualArt)	Undergrad	Teacher Education: Secondary																<5
Bachelor of Teaching / Bachelor of Science	Undergrad	Teacher Education: Secondary																<5
Bachelor of Teaching / Bachelor of Design and Technology	Undergrad	Teacher Education: Secondary																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

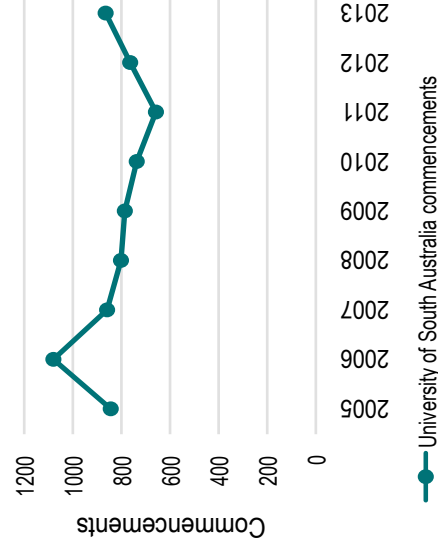
Aggregated data from all ITE programs

2013 Number of programs	21
2013 Commencements	865
2013 Enrolments	2,780
2013 Completions	677

2013 Commencement breakdowns

Gender	Females	646
	Males	219
Citizenship	Domestic	834
	Overseas	31
Equity group	Indigenous	24
	NESB	39
	Low SES	247
	Regional & Remote	158

Time series commencements



University of South Australia - individual program data for ITE programs (special course 22) with commencing students, 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013											
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown										
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	5	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	5		
Master of Teaching (Secondary (Arts Education))	Postgrad	Teacher Education: Secondary	-	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32	
Master of Teaching (Secondary (Design and Technology Education))	Postgrad	Teacher Education: Secondary	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	np	13	114	41	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	177
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33
B.Arts (Aboriginal Studies), B.Education (Middle and Secondary) (BEq(M,S))	Undergrad	Teacher Education	-	-	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B.Arts (Australian Studies), B.Education (Middle and Secondary) (BEq(MidSe))	Undergrad	Teacher Education	<5	-	8	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5	11
Master of Teaching (Secondary (English Education))	Postgrad	Teacher Education: Secondary	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7
Bachelor of Education (Design and Technology Education) (Home Economics)	Undergrad	Teacher Education: Secondary	-	5	20	12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	42
Master of Teaching (Secondary (Health and Physical Education))	Postgrad	Teacher Education: Secondary	-	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of South Australia - individual program data for ITE programs (special course 22) with commencing students, 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Master of Teaching (Secondary (Humanities and Social Sciences))	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	-	-	<5	<5	10
Master of Teaching (Secondary (Languages Education))	Postgrad	Teacher Education: Secondary	-	5	-	-	-	-	-	-	-	-	-	-	-	5	5	9
Bachelor of Education (Design and Technology Education)	Undergrad	Teacher Education: Secondary	-	<5	16	np	10	-	-	<5	<5	<5	<5	23	33	18	21	
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	24	-	-	-	-	-	-	-	-	-	24	24	11	<5	
Master of Teaching (Secondary (Mathematics Education))	Postgrad	Teacher Education: Secondary	-	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	<5	
Bachelor of Education (Primary and Middle)	Undergrad	Teacher Education	10	18	151	7	6	-	<5	-	37	32	106	192	13	126		
Master of Teaching (Primary and Middle)	Postgrad	Teacher Education	-	25	-	-	-	-	-	-	-	-	25	25	13	13		
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	14	15	90	11	25	-	-	<5	np	29	109	155	126			
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	56	-	-	-	-	-	-	-	-	56	56	38	38		

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of South Australia - individual program data for ITE programs (special course 22) with commencing students, 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Science, Bachelor of Education (BScience)	Undergrad	Natural and Physical Sciences not elsewhere classified	-	<5	np	-	-	-	-	5	<5	<5	-	6	15	10
Master of Teaching (Secondary (Science Education))	Postgrad	Teacher Education: Secondary	-	20	-	-	-	-	-	-	-	-	20	-	20	35
B.Arts (Aboriginal Studies), B.Education (Middle and Secondary) (BA(AS))	Undergrad	Indigenous Studies														<5
B.Arts (Australian Studies), B.Education (Middle and Secondary) (BA(AustSt	Undergrad	Indigenous Studies														12
Bachelor of Science, Bachelor of Education (BEducation)	Undergrad	Teacher Education: Secondary														10
Bachelor of Education (Primary and Middle) (Honours)	Undergrad	Teacher Education														<5
Bachelor of Early Childhood Education (Honours)	Undergrad	Teacher Education: Early Childhood														<5
Bachelor of Education (Junior Primary and Primary) (Honours)	Undergrad	Teacher Education: Primary														9
Bachelor of Education (Primary and Middle)	Undergrad	Teacher Education														110
Bachelor of Education (Junior Primary and Primary)	Undergrad	Teacher Education: Primary														<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73–74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	1
2013 Commencements	366
2013 Enrolments	725
2013 Completions	272

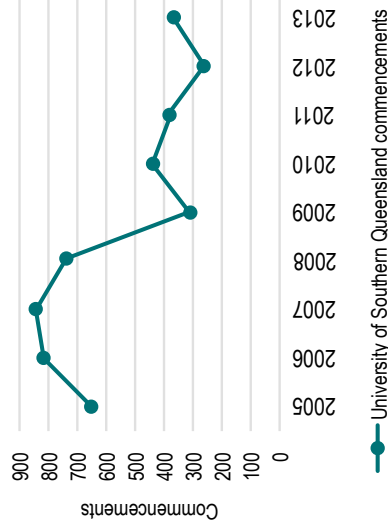
2013 Commencement breakdowns

Gender	Females	272
	Males	94
Citizenship	Domestic	359
	Overseas	7
Equity group	Indigenous	<5
	NESB	<5
	Low SES	84
	Regional & Remote	139

University of Southern Queensland - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013		
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown			
Graduate Diploma of Learning and Teaching	Postgrad	Teacher Education	9	357	-	-	-	-	-	-	-	-	-	-	-	-	366	263
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood																6
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																<5
Bachelor of Education (Senior and Middle Schooling)	Undergrad	Teacher Education: Secondary																<5
Bachelor of Education (Primary and Middle Schooling)	Undergrad	Teacher Education: Primary																<5

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	4
2013 Commencements	828
2013 Enrollments	2,055
2013 Completions	286

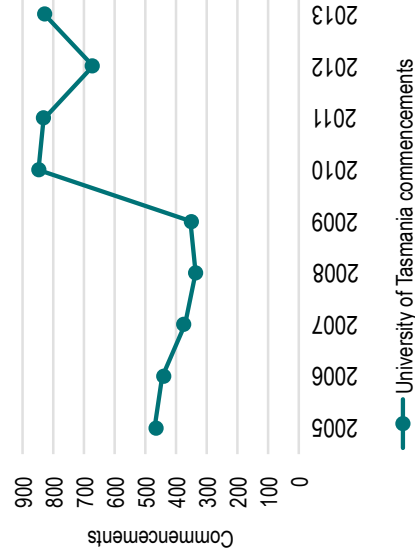
2013 Commencement breakdowns

Gender	Females	635
	Males	193
Citizenship	Domestic	811
	Overseas	17
Equity group	Indigenous	14
	NESB	18
	Low SES	313
	Regional & Remote	420

University of Tasmania - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown			
Bachelor of Education (Early Childhood) (43A)	Undergrad	Teacher Education: Primary	<5	53	27	40	<5	-	<5	<5	<5	<5	<5	<5	<5	<5	114	123	22
Bachelor of Education (Primary) (43B)	Undergrad	Teacher Education: Primary	<5	150	129	70	7	<5	<5	14	10	11	<5	<5	<5	311	360	88	
Bachelor of Education (43D)	Undergrad	Teacher Education	<5	14	42	np	-	-	<5	<5	8	<5	-	45	40	66	40		
Bachelor of Education (E3A)	Postgrad	Teacher Education	252	np	<5	-	-	-	-	-	-	-	-	279	118	279	118		
Master of Teaching (E7G)	Undergrad	Teacher Education																18	

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Technology, Sydney (NSW)

Aggregated data from all ITE programs

2013 Number of programs	3
2013 Commencements	263
2013 Enrolments	663
2013 Completions	188

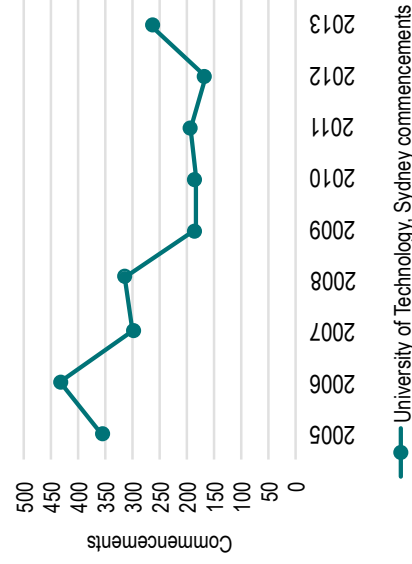
2013 Commencement breakdowns

Gender	Females	186
	Males	77
Citizenship	Domestic	258
	Overseas	5
Equity group	Indigenous	<5
	NESB	16
	Low SES	26
	Regional & Remote	9

University of Technology, Sydney - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown		
Bachelor of Teaching in Secondary Education	Undergrad	Teacher Education: Secondary	<5	143	-	<5	-	-	-	-	-	-	-	-	-	-	148	103
Bachelor of Education in Primary Education	Undergrad	Teacher Education: Primary	<5	14	45	27	<5	<5	<5	<5	11	11	<5	66	92	75		
Bachelor of Education Bachelor of Arts in International Studies	Undergrad	Teacher Education: Primary	<5	<5	17	<5	-	-	<5	<5	<5	10	-	8	23	10		

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Initial teacher education: data report 2015, AITSL, 2015

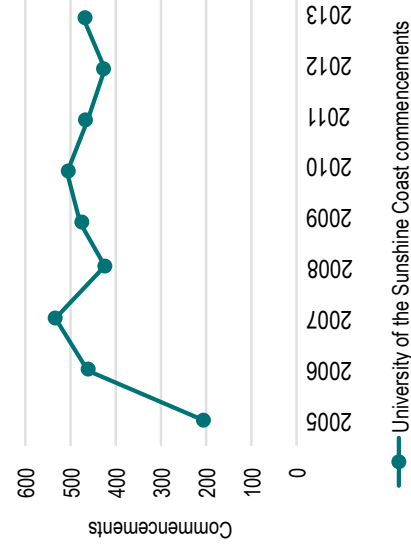
Aggregated data from all ITE programs

2013 Number of programs	8
2013 Commencements	468
2013 Enrolments	1,184
2013 Completions	294

2013 Commencement breakdowns

Gender	Females	326
	Males	142
Citizenship	Domestic	431
	Overseas	37
Equity group	Indigenous	9
	NESB	6
	Low SES	84
	Regional & Remote	138

Time series commencements



University of the Sunshine Coast - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown			
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education: Secondary	5	9	23	11	-	-	-	-	-	-	-	-	-	-	-	48	21
Bachelor of Education/Bachelor of Business	Undergrad	Teacher Education: Secondary	-	-	<5	<5	-	-	-	-	-	-	-	-	-	-	-	<5	5
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	<5	np	11	17	-	-	-	-	-	-	-	-	-	-	-	39	6
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	np	22	66	40	-	-	-	-	-	-	-	-	-	-	-	149	55
Graduate Diploma in Education (Prep to Year 3)	Postgrad	Teacher Education: Early Childhood	-	np	<5	-	-	-	-	-	-	-	-	-	-	-	-	9	19
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	<5	np	-	-	-	-	-	-	-	-	-	-	-	-	-	74	70
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	6	74	-	-	-	-	-	-	-	-	-	-	-	-	-	80	66
Bachelor of Education/Bachelor of Science	Undergrad	Natural and Physical Sciences not elsewhere classified	<5	11	41	np	-	-	-	-	-	-	-	-	-	-	-	65	23
B Education (Early Childhood)/B Human Services	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of the Sunshine Coast - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013				
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown					
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary																		8

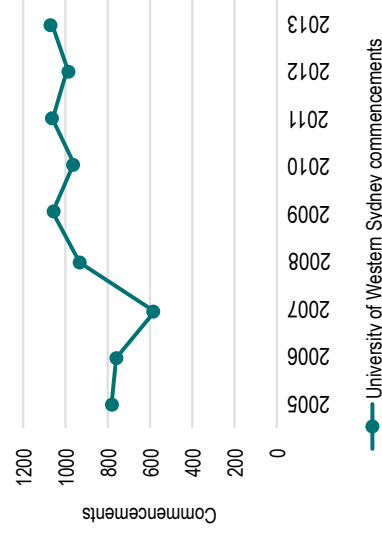
Aggregated data from all ITE programs

2013 Number of programs	4
2013 Commencements	1,071
2013 Enrolments	2,053
2013 Completions	956

2013 Commencement breakdowns

Gender	Females	780
	Males	291
Citizenship	Domestic	1,013
	Overseas	58
Equity group	Indigenous	28
	NESB	78
	Low SES	256
	Regional & Remote	52

Time series commencements



University of Western Sydney - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013	
Master of Arts (TESOL)	Postgrad	English as a Second Language Teaching	<5	44	-	<5	-	-	-	-	-	-	-	-	-	-	47	34
Bachelor of Education (Primary) - AREP mode	Undergrad	Teacher Education: Primary	13	<5	-	<5	-	-	-	-	-	-	-	-	-	-	15	13
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	14	406	24	5	-	-	-	-	-	-	-	-	-	-	449	412
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	19	509	32	-	-	-	-	-	-	-	-	-	-	-	560	485
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																<5
Master of Arts (TESOL)	Postgrad	English as a Second Language Teaching																<5
Master of Arts (TESOL)	Postgrad	English as a Second Language Teaching																<5
Bachelor of Education (Primary) - AREP mode	Undergrad	Teacher Education: Primary																<5
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Western Sydney - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013	Total Commencements 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown					
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary																	<5	
Bachelor of Teaching - Early Childhood	Undergrad	Teacher Education: Early Childhood																	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

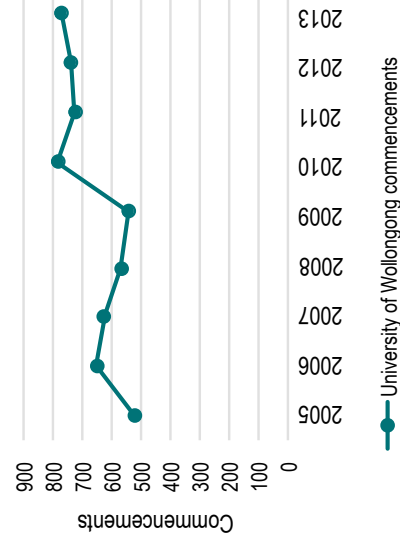
Aggregated data from all ITE programs

2013 Number of programs	27
2013 Commencements	766
2013 Enrolments	1,819
2013 Completions	556

2013 Commencement breakdowns

Gender	Females	538
	Males	228
Citizenship	Domestic	744
	Overseas	22
Equity group	Indigenous	18
	NESB	13
	Low SES	201
	Regional & Remote	171

Time series commencements



University of Wollongong - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2013	
Bachelor of Education - The Early Years (Dean's Scholar)	Undergrad	Teacher Education: Early Childhood	-	<5	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	50
Bachelor of Mathematics Education (Dean's Scholar)	Undergrad	Teacher Education: Secondary	<5	-	-	-	-	-	-	-	<5	<5	-	-	<5	<5	<5	19
Bachelor of Science Education (Dean's Scholar)	Undergrad	Teacher Education: Secondary	-	<5	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	50
Bachelor of Physical and Health Education	Undergrad	Teacher Education: Secondary	8	10	52	<5	<5	<5	<5	17	<5	<5	-	-	<5	<5	<5	76
Bachelor of Education - The Early Years	Undergrad	Teacher Education: Early Childhood	11	9	18	<5	<5	<5	<5	10	<5	<5	-	-	<5	<5	<5	43
Bachelor of Physical and Health Education (Dean's Scholar)	Undergrad	Teacher Education not elsewhere classified	-	<5	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	<5
Bachelor of Primary Education (Dean's Scholar)	Undergrad	Teacher Education: Primary	<5	<5	<5	-	-	-	-	-	<5	<5	-	-	<5	<5	<5	6
Graduate Diploma in TESOL	Postgrad	English as a Second Language Teaching	-	9	-	-	-	-	-	-	-	-	-	-	-	-	9	5

University of Wollongong - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013			
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown				
Graduate Diploma in Adult Education	Postgrad	Teacher Education: Vocational Education and Training	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	64
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	73	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	73	100
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	110	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	110	<5
Graduate Diploma in Education Conversion (Primary)	Postgrad	Teacher Education: Primary	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Graduate Diploma in Education Conversion (Secondary)	Postgrad	Teacher Education: Secondary	<5	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	53	120	32	<5	-	-	-	-	np	49	24	<5	146	179	241	179	
Bachelor of Mathematics Education	Undergrad	Teacher Education: Secondary	<5	8	<5	-	-	-	-	-	<5	<5	<5	10	17	11	17	11	
Bachelor of Science Education	Undergrad	Teacher Education: Secondary	<5	6	13	<5	-	-	-	-	5	<5	<5	13	22	<5	22	<5	
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	14	-	-	-	-	-	-	-	-	-	-	-	-	14	14	14	

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University of Wollongong - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	Total Commencements 2013
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	6	-	-	-	-	-	-	-	-	-	-	6	<5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	10	-	-	-	-	-	-	-	-	-	10	6	
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	11	-	-	-	-	-	-	-	-	-	11	7	
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	8	-	-	-	-	-	-	-	-	-	8	12	
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	8	-	-	-	-	-	-	-	-	-	8	7	
Graduate Diploma in TESOL	Postgrad	English as a Second Language Teaching	-	29	-	-	-	-	-	-	-	-	-	29	10	
Graduate Diploma in Adult Education	Postgrad	Teacher Education: Vocational Education and Training	-	<5	-	7	-	<5	-	-	-	-	-	12	<5	
Graduate Diploma in Vocational Education and Training	Postgrad	Teacher Education: Vocational Education and Training	-	<5	-	-	-	<5	-	-	-	-	-	<5	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

University of Wollongong - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	27	-	-	-	-	-	-	-	-	-	-	-	27	24
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	22	-	-	-	-	-	-	-	-	-	-	-	22	19

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Aggregated data from all ITE programs

2013 Number of programs	2
2013 Commencements	704
2013 Enrolments	2,283
2013 Completions	400

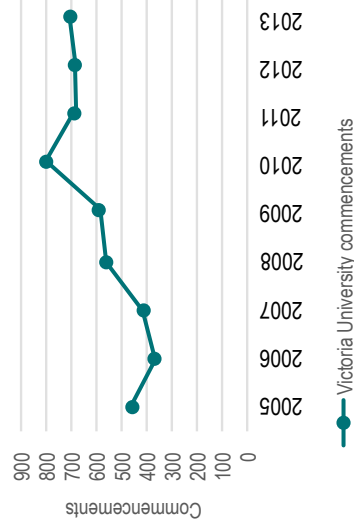
2013 Commencement breakdowns

Gender	Females	511
	Males	193
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	6
	Low SES	155
	Regional & Remote	78

Victoria University - individual program data for ITE programs (special course 22), 2013

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2013	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
BACHELOR OF EDUCATION (EARLY CHILDHOOD/PRIMARY)	Undergrad	Teacher Education: Early Childhood	<5	np	49	49	-	-	53	24	14	7	np	<5	31	89
BACHELOR OF EDUCATION	Undergrad	Teacher Education: Secondary	<5	135	322	104	np	-	215	143	84	36	16	6	69	22
BACHELOR OF EDUCATION (VET SECONDARY TEACHING)	Undergrad	Teacher Education														11
MASTER OF EDUCATION	Postgrad	Teacher Education														<5
BACHELOR OF EDUCATION	Undergrad	Teacher Education: Primary														276

Victoria University commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 73-74 for further detail).

Appendix 1: Full data tables

Appendix Table 1: Commencements in initial teacher education programs (special course 22) by mode of attendance and student and other program characteristics, 2013

	2013 Commencements							
	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
Gender								
Male	5,708	27.09	1,119	5.83	731	24.83	7,558	25.54
Female	15,366	72.91	4,458	23.24	2,213	75.17	22,037	74.46
Total	21,074	100.00	5,577	29.07	2,944	100.00	29,595	100.00
Type of attendance								
Full-time	19,184	91.03	2,636	47.27	2,599	88.28	24,419	82.51
Part-time	1,890	8.97	2,941	52.73	345	11.72	5,176	17.49
Total	21,074	100.00	5,577	100.00	2,944	100.00	29,595	100.00
Level of qualification								
Postgraduate	6,451	30.61	2,348	42.10	894	30.37	9,693	32.75
Undergraduate	14,623	69.39	3,229	57.90	2,050	69.63	19,902	67.25
Total	21,074	100.00	5,577	100.00	2,944	100.00	29,595	100.00
Age range								
<20	9,386	44.54	228	4.09	1,056	35.87	10,670	36.05
20–24	6,618	31.40	1,234	22.13	922	31.32	8,774	29.65
25–29	2,450	11.63	1,380	24.74	421	14.30	4,251	14.36
30–39	1,454	6.90	1,538	27.58	308	10.46	3,300	11.15
40>	1,166	5.53	1,197	21.46	237	8.05	2,600	8.79
Total	21,074	100.00	5,577	100.00	2,944	100.00	29,595	100.00

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Appendix Table 2: Enrolments in initial teacher education programs (special course 22) by mode of attendance and student and other program characteristics, 2013

	2013 Enrolments							
	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
Gender								
Male	13,337	25.26	2,499	17.90	2,975	23.13	18,811	23.63
Female	39,462	74.74	11,464	82.10	9,886	76.87	60,812	76.37
Total	52,799	100.00	13,963	100.00	12,861	100.00	79,623	100.00
Type of attendance								
Full-time	46,171	87.45	5,448	39.02	11,377	88.46	62,996	79.12
Part-time	6,628	12.55	8,515	60.98	1,484	11.54	16,627	20.88
Total	52,799	100.00	13,963	100.00	12,861	100.00	79,623	100.00
Level of qualification								
Postgraduate	10,155	19.23	4,795	34.34	1,631	12.68	16,581	20.82
Undergraduate	42,644	80.77	9,168	65.66	11,230	87.32	63,042	79.18
Total	52,799	100.00	13,963	100.00	12,861	100.00	79,623	100.00
Age range								
<20	15,957	30.22	318	2.28	2,637	20.50	18,912	23.75
20–24	24,083	45.61	2,710	19.41	6,695	52.06	33,488	42.06
25–29	6,438	12.19	3,463	24.80	1,601	12.45	11,502	14.45
30–39	3,670	6.95	4,217	30.20	1,088	8.46	8,975	11.27
40>	2,651	5.02	3,255	23.31	840	6.53	6,746	8.47
Total	52,799	100.00	13,963	100.00	12,861	100.00	79,623	100.00

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Appendix Table 3: Completions in initial teacher education programs (special course 22) by mode of attendance and student and other program characteristics, 2013

	2013 Completions									
	Internal		External		Multi-modal		All units completed through OLA or OLA/other institution		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Gender										
Male	2,880	24.04	579	20.69	713	23.20	11	20.75	4,183	23.36
Female	9,099	75.96	2,219	79.31	2,360	76.80	42	79.25	13,720	76.64
Total	11,979	100.00	2,798	100.00	3,073	100.00	53	100.00	17,903	100.00
Type of attendance										
Full-time	10,239	85.47	1,357	48.50	2,618	85.19	43	81.13	14,257	79.63
Part-time	1,740	14.53	1,441	51.50	455	14.81	10	18.87	3,646	20.37
Total	11,979	100.00	2,798	100.00	3,073	100.00	53	100.00	17,903	100.00
Level of qualification										
Postgraduate	5,304	44.28	1,463	52.29	692	22.52	53	100.00	7,512	41.96
Undergraduate	6,675	55.72	1,335	47.71	2,381	77.48	-	-	10,391	58.04
Total	11,979	100.00	2,798	100.00	3,073	100.00	53	100.00	17,903	100.00
Age range										
<20	7	0.06	<5	N/A	NP	0.29	-	-	17	0.09
20–24	7,486	62.49	NP	N/A	1,931	62.84	6	11.32	9,970	55.69
25–29	2,424	20.24	762	27.23	526	17.12	17	32.08	3,729	20.83
30–39	1,163	9.71	813	29.06	336	10.93	19	35.85	2,331	13.02
40>	899	7.50	NP	N/A	NP	N/A	11	20.75	1,856	10.37
Total	11,979	100.00	2,798	100.00	3,073	100.00	53	100.00	17,903	100.00

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Appendix Table 4: Domestic commencements, enrolments and completions in initial teacher education programs (special course 22) by mode of attendance and equity status, 2013

Commencements	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
NESB	265	1.31	91	1.65	43	1.50	399	1.40
Indigenous	319	1.58	193	3.51	98	3.42	610	2.14
Low SES – SA1	3,556	17.64	1,230	22.36	587	20.50	5,373	18.84
Medium SES – SA1	11,377	56.44	2,976	54.10	1,484	51.83	15,837	55.53
High SES – SA1*	5,223	25.91	1,295	23.54	792	27.66	7,310	25.63
Metro – 2011 AGS	15,960	79.18	3,244	58.97	1,586	55.40	20,790	72.90
Regional – 2011 AGS	4,070	20.19	2,044	37.16	1,229	42.93	7,342	25.74
Remote Australia 2011 AGS	99	0.49	194	3.53	42	1.47	335	1.17
Total domestic commencements (excluding domestic students whose permanent home address is overseas)	20,156		5,501		2,863		28,520	

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: Equity group numbers exclude domestic students whose permanent home address is overseas

* Unknowns have been added to this category.

Enrolments	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
NESB	519	1.02	185	1.35	117	0.93	821	1.06
Indigenous	734	1.44	485	3.53	385	3.05	1,604	2.08
Low SES – SA1	8,761	17.23	3,167	23.04	2,854	22.63	14,782	19.15
Medium SES – SA1	28,748	56.53	7,473	54.38	6,731	53.38	42,952	55.63
High SES – SA1	13,345	26.24	3,103	22.58	3,025	23.99	19,473	25.22
Metro – 2011 AGS	40,829	80.29	7,905	57.52	7,119	56.46	55,853	72.34
Regional – 2011 AGS	9,715	19.10	5,312	38.65	5,305	42.07	20,332	26.33
Remote Australia 2011 AGS	237	0.47	473	3.44	166	1.32	876	1.13
Total domestic enrolments (excluding domestic students whose permanent home address is overseas)	50,854		13,743		12,610		77,207	

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: Equity group numbers exclude domestic students whose permanent home address is overseas.

Completions	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
NESB	101	0.99	32	1.34	16	0.58	149	0.97
Indigenous	112	1.09	48	2.00	48	1.74	208	1.35
Low SES – SA1	1,660	16.20	460	19.21	532	19.23	2,652	17.21
Medium SES – SA1	5,633	54.96	1,256	52.44	1,561	56.44	8,450	54.83
High SES – SA1	2,956	28.85	679	28.35	673	24.33	4,308	27.96
Metro – 2011 AGS	8,466	82.60	1,461	61.00	1,781	64.39	11,708	75.97
Regional – 2011 AGS	1,736	16.94	848	35.41	942	34.06	3,527	22.89
Remote Australia 2011 AGS	36	0.35	75	3.13	33	1.19	144	0.93
Total domestic completions (excluding domestic students whose permanent home address is overseas)	10,249		2,395		2,766		15,410	

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: Equity group numbers exclude domestic students whose permanent home address is overseas.

Appendix Table 5: Commencements in initial teacher education programs (special course 22) by level of qualification and student and other program characteristics, 2013

	2013 Commencements					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	4,719	23.71	2,839	29.29	7,558	25.54
Female	15,183	76.29	6,854	70.71	22,037	74.46
Total	19,902	100.00	9,693	100.00	29,595	100.00
Type of attendance						
Full-time	16,814	84.48	7,605	78.46	24,419	82.51
Part-time	3,088	15.52	2,088	21.54	5,176	17.49
Total	19,902	100.00	9,693	100.00	29,595	100.00
Mode of attendance						
Internal	14,623	73.48	6,451	66.55	21,074	71.21
External	3,229	16.22	2,348	24.22	5,577	18.84
Multi-modal	2,050	10.30	894	9.22	2,944	9.95
Total	19,902	100.00	9,693	100.00	29,595	100.00
Age range						
<20	NP	53.59	<5	N/A	10,670	36.05
20–24	4,766	23.95	4,008	41.35	8,774	29.65
25–29	1,618	8.13	2,143	22.11	3,761	12.71
30–39	1,737	8.73	2,053	21.18	3,790	12.81
40>	1,115	5.60	NP	N/A	2,600	8.79
Total	19,902	100.00	9,693	N/A	29,595	100.00

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Appendix Table 6: Enrolments in initial teacher education programs (special course 22) by level of qualification and student and other program characteristics, 2013

	2013 Enrolments					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	14,237	22.58	4,574	27.59	18,811	23.63
Female	48,805	77.42	12,007	72.41	60,812	76.37
Total	63,042	100.00	16,581	100.00	79,623	100.00
Type of attendance						
Full-time	51,946	82.40	11,050	66.64	62,996	79.12
Part-time	11,096	17.60	5,531	33.36	16,627	20.88
Total	63,042	100.00	16,581	100.00	79,623	100.00
Mode of attendance						
Internal	42,644	67.64	10,155	61.24	52,799	66.31
External	9,168	14.54	4,795	28.92	13,963	17.54
Multi-modal	11,230	17.81	1,631	9.84	12,861	16.15
Total	63,042	100.00	16,581	100.00	79,623	100.00
Age range						
24 and under	46,537	73.82	5,863	35.36	52,400	65.81
25–29	7,122	11.30	4,380	26.42	11,502	14.45
30–39	5,456	8.65	3,519	21.22	8,975	11.27
40 >	3,927	6.23	2,819	17.00	6,746	8.47
Total	63,042	100.00	16,581	100.00	79,623	100.00

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Appendix Table 7: Completions in initial teacher education programs (special course 22) by level of qualification and student and other program characteristics, 2013

	2013 Completions					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	2,062	19.84	2,121	28.23	4,183	23.36
Female	8,329	80.16	5,391	71.77	13,720	76.64
Total	10,391	100.00	7,512	100.00	17,903	100.00
Type of attendance						
Full-time	8,298	79.86	5,959	79.33	14,257	79.63
Part-time	2,093	20.14	1,553	20.67	3,646	20.37
Total	10,391	100.00	7,512	100.00	17,903	100.00
Mode of attendance						
Internal	6,675	64.24	5,304	70.61	11,979	66.91
External	1,335	12.85	1,463	19.48	2,798	15.63
Multi-modal	2,381	22.91	692	9.21	3,073	17.16
All units completed through OLA or OLA/other institution	-	-	53	0.71	53	0.30
Total	10,391	100.00	7,512	100.00	17,903	100.00
Age range						
<20	NP	N/A	<5	N/A	17	0.09
20–24	6,959	72.54	3,011	40.08	9,970	55.69
25–29	1,524	15.89	1,857	24.72	3,381	18.89
30–39	1,110	11.57	1,569	20.89	2,679	14.96
40>	NP	N/A	NP	N/A	1,856	10.37

Source: Customised data provided by the Department of Education and Training Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Appendix Table 8: Domestic commencements, enrolments and completions in initial teacher education programs (special course 22) by level of qualification and equity status, 2013

Commencements	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
NESB	222	1.14	177	1.96	399	1.40
Indigenous	527	2.7	83	0.92	610	2.14
Low SES – SA1	4,117	21.12	1,256	13.92	5,373	18.84
Medium SES – SA1	11,086	56.86	4,751	52.65	15,837	55.53
High SES – SA1	4,293	22.02	3,017	33.43	7,310	25.63
Metro – 2011 AGS	13,667	70.1	7,123	78.93	20,790	72.90
Regional – 2011 AGS	5,537	28.4	1,806	20.01	7,343	25.75
Remote Australia 2011 AGS	253	1.3	82	0.91	335	1.17
Total domestic commencements (excluding domestic students whose permanent home address is overseas)	19,496		9,024		28,520	

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: Equity group numbers exclude domestic students whose permanent home address is overseas.

Enrolments	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
NESB	508	0.82	313	2.03	821	1.06
Indigenous	1,459	2.36	145	0.94	1,604	2.08
Low SES – SA1	12,616	20.42	2,166	14.05	14,782	19.15
Medium SES – SA1	34,899	56.48	8,053	52.22	42,952	55.63
High SES – SA1	14,272	23.1	5,201	33.73	19,473	25.22
Metro – 2011 AGS	43,696	70.72	12,157	78.84	55,853	72.34
Regional – 2011 AGS	17,246	27.91	3,086	20.01	20,332	26.33
Remote Australia 2011 AGS	725	1.17	151	0.98	876	1.13
Total domestic enrolments (excluding domestic students whose permanent home address is overseas)	61,787		15,420		77,207	

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: Equity group numbers exclude domestic students whose permanent home address is overseas.



Completions	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
NESB	42	0.46	107	1.70	149	0.97
Indigenous	164	1.80	44	0.70	208	1.35
Low SES – SA1	1,768	19.42	884	14.02	2,652	17.21
Medium SES – SA1	5,112	56.14	3,338	52.94	8,450	54.83
High SES – SA1	2,225	24.45	2,083	33.04	4,308	27.96
Metro – 2011 AGS	6,691	73.48	5,017	79.57	11,708	75.97
Regional – 2011 AGS	2,300	25.26	1,226	19.44	3,527	22.88
Remote Australia 2011 AGS	91	1.00	53	0.84	144	0.93
Total domestic completions (excluding domestic students whose permanent home address is overseas)	9,105		6,305		15,410	

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Note: Equity group numbers exclude domestic students whose permanent home address is overseas.

Appendix Table 9: Principals' perceptions of the preparation of recent teacher graduates

In your experience, how well prepared are recent graduates in regard to:	"Very well prepared" or "well prepared"	
	Primary %	Secondary %
1. Know students and how they learn		
Teaching wide range of students	19.5	29.9
Teaching ATSI students	7.5	11.8
Supporting students with disabilities	5.6	14.5
2. Know the content and how to teach it		
Making effective use of ICT	70.4	76.1
Developing and teaching a unit of work	42.4	58.3
Subject content knowledge	40.1	62.2
Developing strategy for teaching numeracy	33.7	27.4
Developing strategy for teaching literacy	33.1	24.4
3. Plan for and implement effective teaching and learning		
Resources available in their teaching areas	41.5	57.9
Developing skills in classroom communication	37.3	52.9
Evaluating and improving their own teaching	25.8	45.1
Involving parents and guardians	17.6	26.9
4. Create and maintain supportive and safe learning environments		
Managing classroom activities	29.1	32.4
Dealing with difficult student behaviour	11.8	11.2
5. Assess, provide feedback and report on student learning		
Making effective use of student assessment information	23.3	31.8
Ensuring their assessments are consistent and comparable with other teachers	17.7	31.3
Interpreting national or statewide achievement reports	14.3	22.2
6. Engage in professional learning		
Developing their own literacy skills	37.6	30.1
Developing their own numeracy skills	37.6	24.9
7. Engage professionally with colleagues, parents/carers and the community		
Meeting their professional and ethical responsibilities	48.5	60.0
Complying with legislative and organisational requirements	34.9	50.5
Developing contacts with professional teaching networks	23.6	40.0
Engaging with performance and development plans	19.7	33.1

Source: *Staff in Australia's Schools 2013: Main Report on the Survey, Table 12.17, pp. 133–134.*

Appendix Table 10: Total commencements in initial teacher education programs (special course 22) by home residence, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
ACT	462	411	445	379	489	540	481	545	580
NSW	7,782	8,913	9,154	8,963	9,472	10,374	9,986	10,898	10,080
NT	222	193	284	215	282	261	277	353	315
QLD	5,510	4,780	4,711	4,095	4,262	4,568	4,392	4,476	4,301
SA	1,465	1,803	1,837	1,786	1,836	1,913	2,072	2,244	2,414
TAS	478	441	412	339	405	732	734	579	659
VIC	4,685	4,600	5,312	4,901	5,275	6,086	6,386	7,185	7,218
WA	2,545	2,474	2,612	2,692	2,888	2,761	2,513	2,994	2,947
International	1,360	1,540	1,392	1,454	1,381	1,370	1,295	1,172	1,074
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 11: ITE commencements, enrolments and completions in initial teacher education programs (special course 22), 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Commencements	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595
Enrolments	63,194	64,975	68,759	68,088	69,516	72,808	74,491	78,212	79,623
Completions	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 12: Total commencements in initial teacher education programs (special course 22) by jurisdiction, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
ACT	453	389	443	373	505	624	545	583	522
Multi-state	1,146	1,409	1,365	1,490	1,801	1,996	2,145	2,132	2,017
NSW	8,053	9,134	9,159	8,808	9,019	9,901	9,247	9,371	9,406
NT	294	255	441	406	643	681	804	949	948
QLD	5,421	4,614	4,633	4,093	4,247	4,482	4,295	4,017	4,075
SA	1,471	1,784	1,780	1,714	1,643	1,694	1,802	1,926	2,068
TAS	465	440	375	319	350	847	832	673	828
VIC	4,481	4,231	4,926	4,571	4,744	5,247	5,550	5,981	6,328
WA	2,725	2,899	3,037	3,051	3,338	3,168	2,983	4,825	3,403
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 13: Total commencements in initial teacher education programs (special course 22) by mode of attendance, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Internal	19,191	19,279	19,937	18,722	19,639	20,539	20,554	21,103	21,074
External	2,893	3,459	3,890	3,818	4,336	5,447	5,055	6,698	5,577
Multi-modal	2,425	2,417	2,332	2,285	2,315	2,654	2,594	2,656	2,944
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 14: Total commencements in initial teacher education programs (special course 22) by detailed qualification type, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Bachelor – graduate entry	2,371	1,974	1,521	1,321	1,339	988	437	531	713
Bachelor (pass & honours)	16,855	16,942	17,796	16,683	17,070	18,910	18,979	21,292	19,152
Other – sub-bachelor	15	32	113	15	43	138	130	52	37
Graduate diploma/Postgraduate diploma (pass or honours)	5,063	5,885	5,762	4,733	4,991	5,095	4,749	4,696	5,369
Master's – coursework	111	135	879	1,954	2,461	3,070	3,540	3,544	4,122
Other postgraduate qualifications	94	187	88	119	386	439	368	342	202

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Other – sub-bachelor refers to associate degrees and other degrees and certificates at the sub-bachelor level.

Note: Graduate Diploma/Postgraduate Diploma extending skills and knowledge and Graduate Certificate capture the small number of commencements in programs that have been recorded by institutions as special course 22; however, they would not meet the current requirements for accreditation as an initial teacher education program.

Appendix Table 15: Total commencements in initial teacher education programs (special course 22) by detailed field of education, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Teacher Education	4,284	5,474	5,796	5,281	5,686	5,417	4,920	4,856	4,865
Teacher Education: Early-Childhood	2,358	2,494	2,948	2,801	3,187	3,903	3,870	4,746	4,131
Teacher Education: Primary	8,963	8,817	8,817	8,653	8,806	9,784	9,574	10,738	9,979
Teacher Education: Secondary	7,681	7,091	7,110	6,864	7,686	8,339	8,673	8,791	9,134
Teacher Education: Other	1,223	1,279	1,488	1,226	925	1,197	1,166	1,326	1,486
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies.

Note: Any adjustments to account for non-published figures and students commencing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: Other data.

Appendix Table 16: Total completions in initial teacher education programs (special course 22) by jurisdiction, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
ACT	306	312	296	238	243	267	277	311	260
Multi-state	1,075	1,018	966	990	1,013	1,145	1,230	1,191	1,454
NSW	5,288	5,618	5,872	5,919	5,923	5,885	5,706	5,534	5,770
NT	111	130	203	183	237	294	398	421	504
QLD	3,113	3,419	3,050	2,978	3,004	2,969	2,542	2,300	2,529
SA	1,093	995	1,085	1,080	1,161	1,167	1,116	1,070	1,206
TAS	305	332	325	256	221	231	225	221	286
VIC	3,155	3,386	3,399	3,216	3,608	3,592	3,623	3,760	3,768
WA	1,928	1,792	1,777	1,666	1,736	1,842	1,666	1,842	2,126
Total	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Multi-state refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at The University of Notre Dame Australia are included with the Western Australia commencement figures.

Appendix Table 17: Completions by detailed field of education, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Teacher Education	2,398	2,988	3,344	3,047	3,231	2,974	2,946	2,665	2,762
Teacher Education: Early Childhood	1,733	1,599	1,566	1,717	1,781	1,828	1,789	1,873	2,101
Teacher Education: Primary	6,206	6,297	6,049	6,262	6,089	6,347	6,004	6,263	6,719
Teacher Education: Secondary	5,250	5,213	5,046	4,494	5,099	5,416	5,309	5,128	5,629
Teacher Education: Other	787	905	968	1,006	946	827	735	721	692
Total	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies.

Note: Any adjustments to account for non-published figures and students completing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: Other data.

Appendix Table 18: Total commencing domestic students and secondary entrants in initial teacher education programs (special course 22) by ATAR band, combined school leaver and non-school leaver, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
30–50	218	265	315	361	544	352	608	667	806
51–60	469	503	664	698	870	750	992	1,171	1,236
61–70	1,139	1,464	1,737	1,619	1,738	1,624	1,780	2,182	2,051
71–80	2,125	2,132	2,386	2,210	2,207	2,285	2,149	2,335	2,229
81–90	2,259	1,911	1,861	1,572	1,396	1,729	1,612	1,623	1,531
91–100	893	631	633	555	517	680	549	609	643
Total	7,103	6,906	7,596	7,015	7,272	7,420	7,690	8,587	8,496

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 19: Total commencing domestic students and secondary entrants in initial teacher education programs (special course 22) by ATAR band, school leaver, 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
30–50	57	57	84	87	190	78	131	189	330
51–60	199	212	314	336	493	395	507	611	649
61–70	668	983	1,308	1,109	1,201	1,148	1,197	1,548	1,406
71–80	1,487	1,669	1,936	1,699	1,668	1,770	1,617	1,760	1,666
81–90	1,462	1,493	1,460	1,222	1,135	1,448	1,301	1,341	1,214
91–100	543	499	500	425	424	543	447	492	509
Total	4,416	4,913	5,602	4,878	5,111	5,382	5,200	5,941	5,774

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix 2: Data sources

Higher Education Student Data Collection

Data collected, released and published by the Department of Education and Training are subject to the provisions of the Higher Education Support Act. The following statement is displayed on the Department of Education and Training's website:

Under the Higher Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual.

To avoid any risk of disseminating identifiable data, a disclosure control technique called data suppression has been utilised. Cells that have values of less than five have been primarily suppressed and annotated as '< 5'. To prevent cells that have been primarily suppressed from being calculated, other cells may also need to be suppressed. This is known as consequential or secondary suppression. These cells are annotated as 'np' (not published). In the data cube (uCube), a disclosure control technique called input perturbation has been applied to the data, whereby small random adjustments are made to cell counts.

This is applicable to all of the Department of Education's Higher Education data that is either published on the Department's website or custom tabular data provided to clients.

Access to the full suite of higher education student data and further information on data requests and data protocols are available from the department website via the following links:

[<https://education.gov.au/student-data>](https://education.gov.au/student-data)

[<https://education.gov.au/data-requests-data-protocols-and-data-privacy>](https://education.gov.au/data-requests-data-protocols-and-data-privacy).

Australian Standard Classification of Education (ASCED)

The ASCED is the basis of the fields of education (FoE) classifications used by both the Department of Education and Training and Graduate Careers Australia for data in this report. The classifications are high level and do not provide detailed descriptors specifying all the distinct areas of initial teacher education programs. For example, the 'Teacher Education: Early Childhood' classification does not differentiate between school and non-school settings. Similarly, the ASCED does not make any distinction between 'initial training' and 'post/other training'.

Further information is available via the Australian Bureau of Statistics website:

[<http://www.abs.gov.au/ausstats/abs@.nsf/mf/1272.0>](http://www.abs.gov.au/ausstats/abs@.nsf/mf/1272.0).

²⁶Department of Education and Training, Data Requests, Data Protocols and Data Privacy, DET, Canberra, 2014, viewed 10 April 2014, [<https://education.gov.au/data-requests-data-protocols-anddata-privacy>](https://education.gov.au/data-requests-data-protocols-anddata-privacy).

Graduate Careers Australia

GCA carries out three separate surveys: first, the main Australian Graduate Survey (AGS) that incorporates items concerned with graduates' destinations (Graduate Destination Survey or GDS) and course experiences (the Course Experience Questionnaire or CEQ), which are treated separately; second, the Postgraduate Research Experience Questionnaire (PREQ); and, third, the Beyond Graduation Survey (BGS).

Further information and survey reports are available from the Graduate Careers website <<http://www.graduatecareers.com.au/research/surveys/>>.

The Graduate Course Experience 2013 report outlines some of the key considerations in interpreting the reported data:

While the CEQ is conducted as part of a national graduate census, the extent of non-responses to the survey means that it is reasonable to consider the secured response to be a sample of the overall graduate population. As has been recommended in previous editions of this report, differences in CEQ scores of five points or more may be considered to be of practical interest because they represent a difference of at least a fifth of a standard deviation. It is important to bear this in mind when interpreting the results presented in this report and in the supplementary tables and figures.²⁷

Populations surveyed and response rates

The surveys are censuses, not sample surveys – that is, 'all new graduates receive a survey form or an invitation to complete one online or via a telephone interview'. Each higher education institution conducts its own data collection. A minimum response rate of 50 per cent is required for the publication of data (though institutions may make internal use of data pertaining to their graduates with lower response rates). The total (domestic and overseas/international students) 2013 AGS response rate was 54.6 per cent, and the response rate for domestic students only was 59.9 per cent.²⁸

Classifications

It should also be noted that GCA does not differentiate postgraduate initial teacher education programs from all other postgraduate coursework programs in the education FoE. For example, even though a Master of Teaching is an initial teacher education program and a Master of Education a post-initial program, GCA cannot differentiate between graduates of the two types of programs because both are similarly classified according to the ACSED FoE codes. Similarly, there can be no differentiation between initial and post-initial graduate diplomas.

²⁷ Graduate Careers Australia, *Graduate course experience 2013: A report on the course experience perceptions of recent graduates*.

²⁸ Graduate Careers Australia, *Australian Graduate Survey 2013: A report on the conduct of the 2013 Australian Graduate Survey*.

Staff in Australia's Schools survey

The questionnaires used for SiAS 2007 and 2010 provide a basis for the SiAS 2013 instruments. Those questionnaires were developed through an extensive consultation and pilot testing process. In addition, it was important to preserve comparability between the surveys so that changes over time in key variables could be measured.

SiAS 2013 involved two questionnaires:

- a Teacher questionnaire
- a Leader questionnaire.

Chapter 2 of the SiAS Main report specifically outlines information on the questionnaire design, sampling and response rates.

The Staff in Australia's Schools survey reports are available from the Department of Education and Training website <<https://education.gov.au/school-teacher-workforce-data-reports>>.

The SiAS data included in this report focus on early career teachers and provides, where relevant, breakdowns between early career teachers who have been working for one to two years, and for three to five years and one to five years in both 2013 and 2010. It should be noted that the SiAS 2010 and 2013 surveys used the same definition of early career teachers: those who had been teaching for five years or less; however, the method of collecting this data differed from 2010 to 2013. In both surveys there was a suite of questions asked of early career teachers only.

In the 2013 survey, teachers were asked 'For how many years have you been teaching in total (counting this year as one)?' and they could answer in years only. Those who answered from one to five were presented with the additional early career questions, and were used as the early career sample in the analysis of the 2013 survey.

In the 2010 survey, participants were initially asked if they had been teaching for five years or less. Those who answered yes were given three additional questions. Later in the survey all participants were asked 'For how long have you been teaching in total?' and they could answer in years and months. In all cases where early career teacher responses were analysed for the 2010 survey report, responses to the first question were used as the sample.

The differing ways in which this data were collected present some difficulties in ensuring reasonable comparability between the surveys. In the 2010 sample, teachers who had indicated they had been teaching for 'five years or less' included teachers who later indicated that they had been teaching for five years and several months. In the 2013 sample, teachers should have counted a part year as one year, so those teaching for five years and some months should have answered 'six'.

For the analysis in this report, teachers in 2010 were split from the mid-point of the year (six months). That is, all teachers who had taught for less than a year up to two years and six months were placed in the one to two years bracket. All teachers from two years seven months to five years and six months were

placed in the three to five year bracket. As a result, a few respondents with more than five years and six months experience, who were included in the SiAS 2010 analysis of early career teachers, are not included here.

Early career teachers represent a small proportion of the total sample and standard errors are correspondingly higher. A discussion of standard errors and confidence intervals can be found in the SiAS Main report, chapter 2, and standard errors are provided for early career results in chapter 8. In this report, the sub-sample of early career teachers has been split again (1–2 years, 3–5 years) and the resulting standard errors are slightly higher than those presented in the SiAS Main report. As such, the figures provided here should be treated as indicative rather than representative, and differences between the 2010 and 2013 figures may be the result of sample selection.

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