

Initial teacher education

Program and commencement data

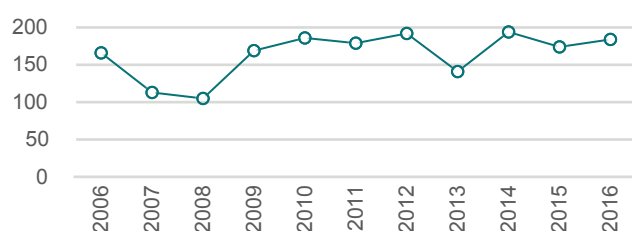
Student demographics

2016 commencing students

		Number	%
Total commencing students		183	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	57	31%
	Female	126	69%
Age	<20	69	38%
	20-24	63	34%
	25-29	18	10%
	30-39	15	8%
	40+	18	10%
State/territory of permanent home address*	NSW	137	75%
	VIC	7	4%
	QLD	22	12%
	WA	6	3%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	5	3%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	6	3%
	Low SES*	40	22%
	Medium SES*	123	69%
	High SES*	15	8%
	Metro*	136	76%
	Regional*	40	22%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to Attachment 2 for information about how to interpret the data.

Student entry and study characteristics

2016 commencing students

		Number	%
Total commencing students		183	100%
Basis of admission	Secondary education	31	17%
	Higher education course	137	76%
	VET/TAFE	np	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	< 5	np
	66-70	< 5	np
	71-75	< 5	np
	76-80	< 5	np
	81-85	0	0%
	86-90	< 5	np
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	11	35%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	31	17%
	Primary	75	41%
	Secondary	77	42%
	Other	0	0%
Mode of attendance	Internal	110	60%
	External	39	21%
	Multi-modal	34	19%
Type of attendance	Full-time	149	81%
	Part-time	34	19%
Course level	Postgraduate	32	17%
	Undergraduate	151	83%

2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	19%
	Undergraduate	17	81%
	Total	21	100%

Initial teacher education

Completion data

Demographic and study characteristics

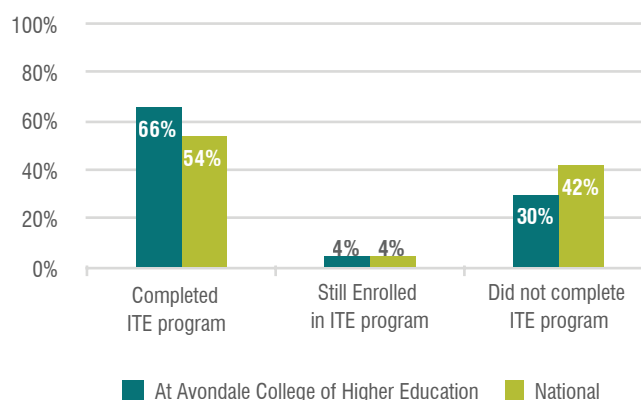
2016 completing students

		Number	%
Total completing students		80	100%
Gender	Male	28	35%
	Female	52	65%
Age	<20	0	0%
	20-24	55	69%
	25-29	10	13%
	30-39	9	11%
	40+	6	8%
State/territory of permanent home address*	NSW	59	74%
	VIC	5	6%
	QLD	9	11%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	0	0%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	24	30%
	Medium SES*	47	59%
	High SES*	8	10%
	Metro*	64	81%
	Regional*	14	18%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	5	6%
	Primary	38	48%
	Secondary	37	46%
	Other	0	0%
Course level	Postgraduate	13	16%
	Undergraduate	67	84%

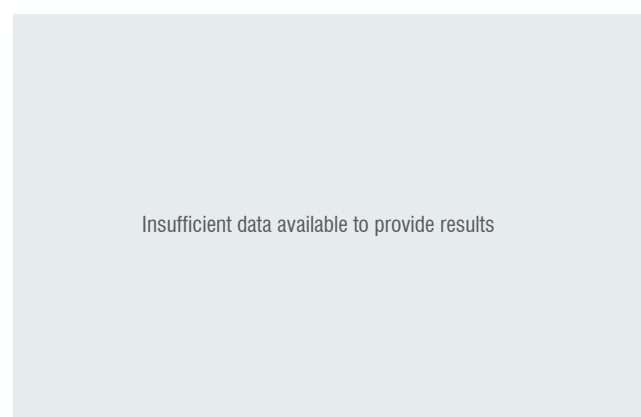
Average cohort completion rates after six years

2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016

Undergraduate

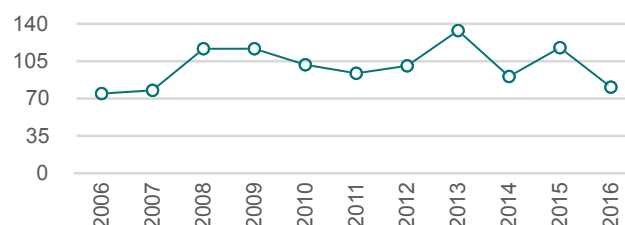


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

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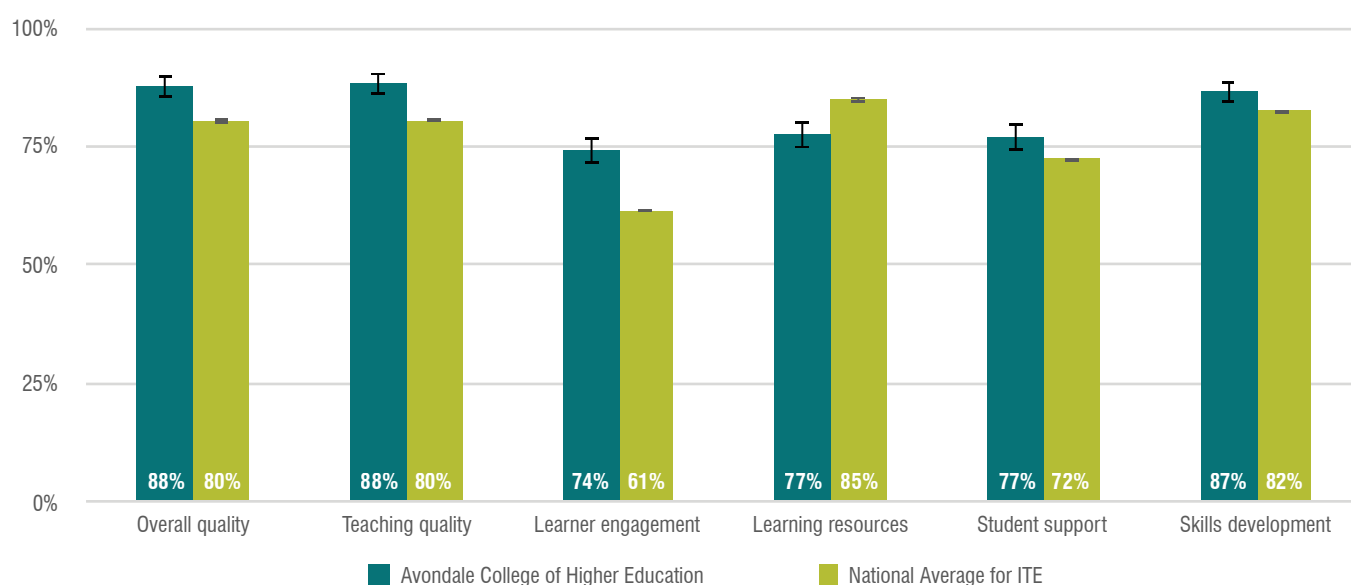
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire/Postgraduate Research Experience Questionnaire; and Graduate Destinations Survey/Graduate Outcomes Survey. Please refer to Attachment 1 for information about how the results are calculated.

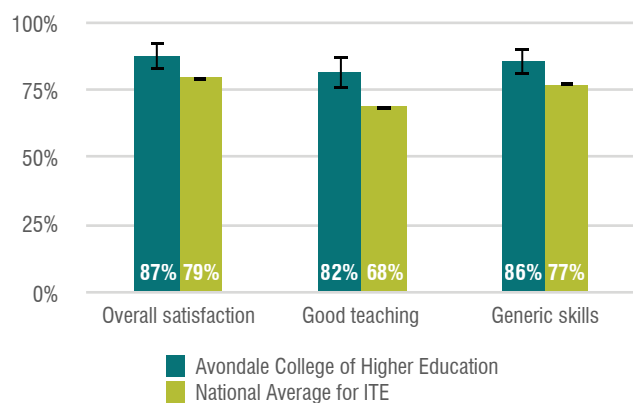
Student perceptions of ITE Course

Student Experience Survey 2014 – 2016*



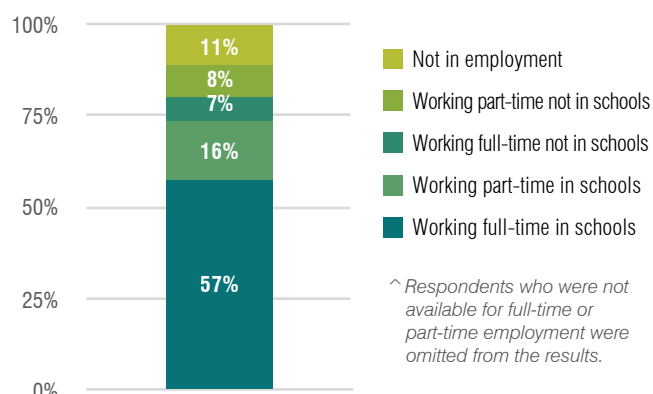
Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016*



Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2014 – 2016* ^



^ Respondents who were not available for full-time or part-time employment were omitted from the results.

Avondale College of Higher Education (n=122)

*Combined average for 2014, 2015 and 2016 survey data.