

Initial teacher education

Program and commencement data

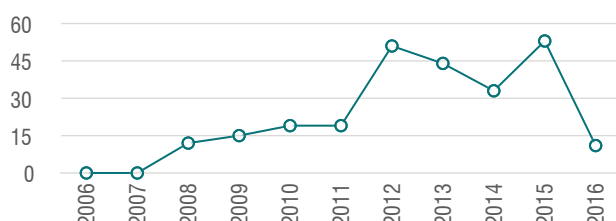
Student demographics

2016 commencing students

		Number	%
Total commencing students		11	100%
Student type	Domestic	11	100%
	International	0	0%
Gender	Male	< 5	np
	Female	np	np
Age	<20	0	0%
	20-24	< 5	np
	25-29	< 5	np
	30-39	5	45%
	40+	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	11	100%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	< 5	np
	Medium SES*	7	64%
	High SES*	< 5	np
	Metro*	11	100%
	Regional*	0	0
	Remote*	0	0%

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		11	100%
Basis of admission	Secondary education	0	0%
	Higher education course	< 5	np
	VET/TAFE	0	0%
	Mature entry	np	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	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	np	np
	Secondary	< 5	np
	Other	0	0%
Mode of attendance	Internal	5	45%
	External	0	0%
	Multi-modal	6	55%
Type of attendance	Full-time	6	55%
	Part-time	5	45%
Course level	Postgraduate	0	0%
	Undergraduate	11	100%

2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	33%
	Undergraduate	2	67%
	Total	3	100%

Initial teacher education

Completion data

Demographic and study characteristics

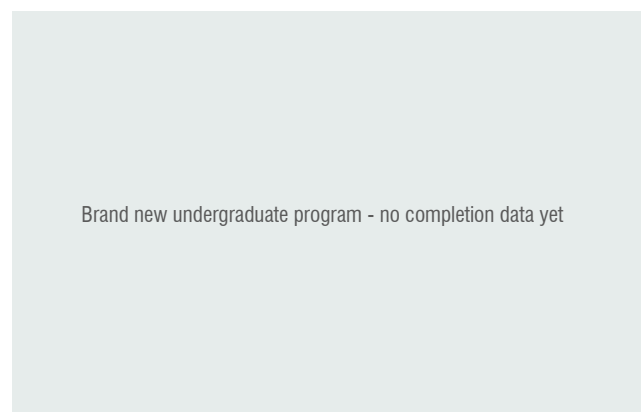
2016 completing students

		Number	%
Total completing students		29	100%
Gender	Male	5	17%
	Female	24	83%
Age	<20	0	0%
	20-24	< 5	np
	25-29	< 5	np
	30-39	6	21%
	40 +	15	52%
State/territory of permanent home address*	NSW	0	0%
	VIC	np	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
Equity status (domestic onshore students only)	International	0	0%
	NESB	0	0%
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	19	66%
	High SES*	9	31%
	Metro*	26	90%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	29	100%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	29	100%
	Undergraduate	0	0%

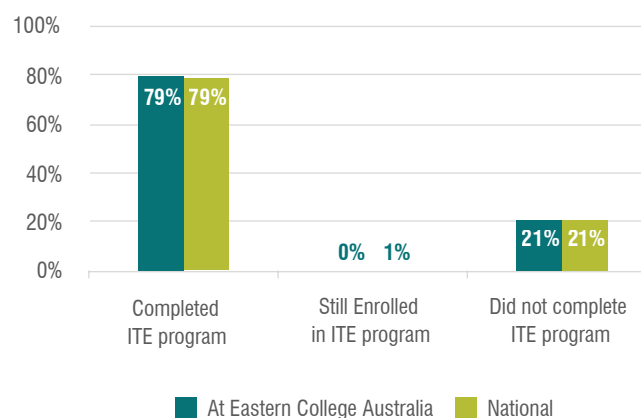
Average cohort completion rates after six years

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

Undergraduate

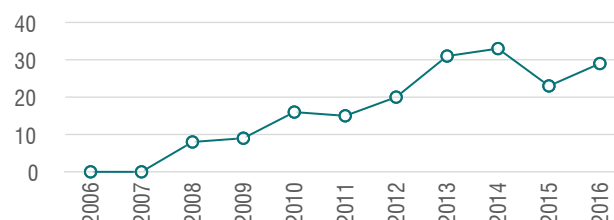


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

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.

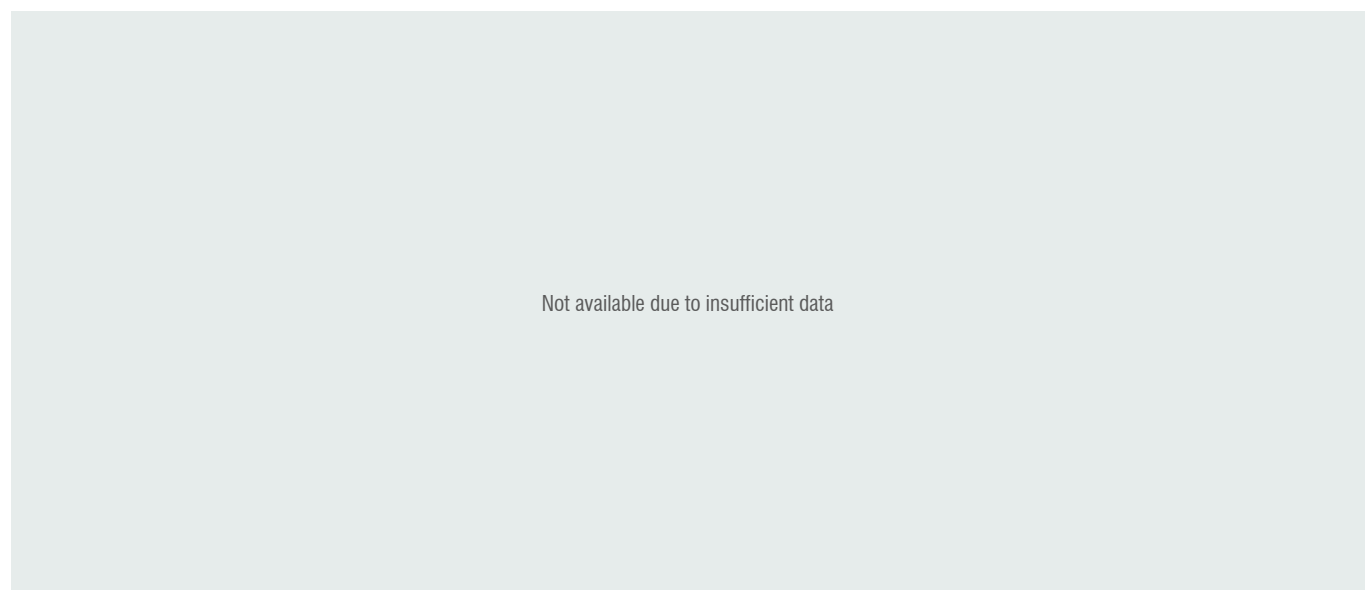
Initial teacher education

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.

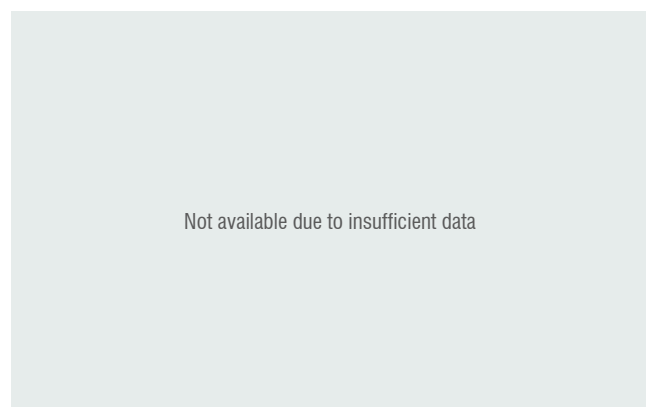
Student perceptions of ITE Course

Student Experience Survey 2014 – 2016*



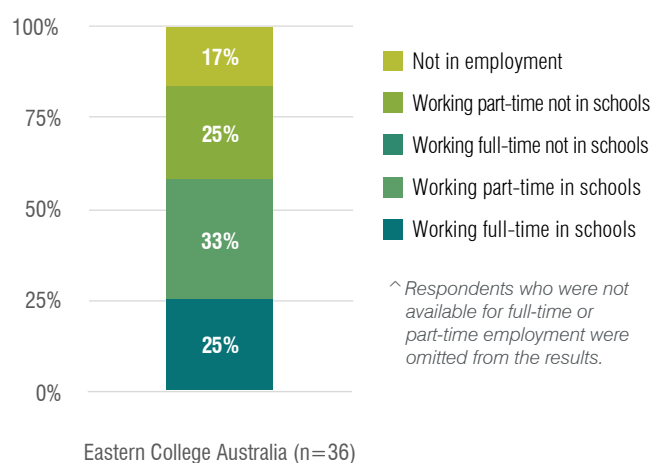
Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016*



Graduate employment outcomes

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



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