

InSights

Initial Teacher Education: Data Report 2013

Australian Institute for Teaching
and School Leadership
May 2013



Initial
Teacher
Education

Acknowledgments

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Chair's Foreword

Quality teaching is essential to student learning, and quality initial teacher education is critical to creating a high quality teaching workforce. AITSL is therefore delighted to have produced this first *Initial Teacher Education Data Report*. The more credible data we can assemble, the more likely we are to have the best evidence upon which to construct accurate analyses from which improvement can be planned and implemented.

This *Initial Teacher Education Data Report* is a new collation of public domain material as well as available custom data that has been retrieved from multiple sources. We might now say that the baseline data collection is in place and we can use it for assembling and testing responses to some of the key challenges facing us in providing new teachers with the best possible start to their careers.

AITSL's intention is for this to become an annual report, allowing the identification of trends and comparative analysis. It is also intended that the categories of data reported will be extended, and users are encouraged to provide suggestions about data that would prove valuable to the education community.

This report is the culmination of a national collaboration. On behalf of AITSL, my appreciation to all of the individuals and organisations who provided, collected and organised the data so effectively collated and presented in this report.



Anthony Mackay

Chair, AITSL Board



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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.
ATAR	A final year secondary student ranking that locates a student's overall achievement as a percentile ranking within each state/territory.
Commencements	Students who have confirmed their initial enrolment in courses at the date of the higher education enrolment census.
Field of education	The field of education (FoE) classification of data in this report is based on the 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. For example, in addition to the FoE of Education other fields include Information Technology, Health and Creative Arts (Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) 2012c, p. 53 and Australian Bureau of Statistics, ASCED 2001).
Graduate program	<p>A course of study that leads to the award of a graduate certificate, graduate diploma, master's degree or doctorate (DIISRTE 2012c, p. 55). Graduate programs usually involve a pre-requisite bachelor degree for entry.</p> <p>The graduate and undergraduate classifications in this report are based on the 'levels of education' classifications in the ASCED. The ASCED has no category for bachelors programs at the graduate level, so graduate-entry bachelors programs are classified as 'undergraduate'.</p>
Mature age	The age group 25 and over (DIISRTE 2012c, p. 54).
Not elsewhere classified (nec)	This includes particular categories such as 'Teacher Education – Vocational Education and Training' and 'Teacher Education – Higher Education' that are combined in a table where a number of other particular categories such as 'Teacher Education – Primary' are individually specified. In some tables nec includes not further defined (nfd).
Not further defined (nfd)	This is where data are coded under a general category, such as 'Teacher Education' in a table where other data are coded to a more specific category such as 'Teacher Education – Primary'.
Regional and Remote	Regional and remote categories are derived from MCEETYA classifications. They divide postcodes into eight categories (plus a further category for postcodes whose regionality cannot be determined) (DIISRTE 2012c, p. 54).
Socio-economic status (SES)	A measure of an applicant's social background based on postcode of permanent home residence. Socio-economic status (SES) takes values – high, medium, or low derived from the 2006 ABS Socio-Economic Index for Areas (SEIFA) Index of Education and Occupation (IEO) which uses data from the 2006 Population Census. The postcode measure of SES provides an indication of the level of disadvantage in a student's community. The postcode measure uses a population reference point of 25% for low SES. The postcodes that comprise the bottom 25% of the population aged between 15 to 64 years are considered low SES postcodes. Higher education students with permanent home address in these low-SES postcodes are classified as students from low SES backgrounds (DIISRTE 2012c, pp. 55-56).
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 (DIISRTE 2012c, p. 56.).

Acronyms

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
ASCED	Australian Standard Classification of Education
ATAR	Australian Tertiary Admissions Rank, formerly Tertiary Entrance Rank (TER)
BGS	Beyond Graduation Survey
CEQ	Course Experience Questionnaire
DEEWR	Department of Education, Employment and Workplace Relations (Australian Government)
DIISRTE	Department of Industry, Innovation, Science, Research and Tertiary Education (Australian Government)
FoE	Field of Education
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
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
SES	Socio-economic status
SiAS	Staff in Australian Schools Survey
STAT	Special Tertiary Admissions Test
VET	Vocational Education and Training

1. Introduction

1.1. Purpose

This report provides a collation of data on initial teacher education that is publicly available or available on request as customised data. Such data currently reside in a range of databases and documents across a number of organisations. This report seeks to bring together these data into one location so as to provide readers with a clearer picture of the initial teacher education landscape. It will also contribute to the evidence base of information relating to initial teacher education, building a dataset that, over time, will provide a key starting point for consideration of the context and outcomes of initial teacher education.

The report presents initial teacher education data at key intersections in the journey to becoming a teacher, including entry to initial teacher education, completion of initial teacher education, satisfaction with initial teacher education programs and employment after graduation.

This report is the first of what will be an annual report produced by AITSL on initial teacher education. It is intended that over time the categories of data reported will be extended, and users are encouraged to provide suggestions about data that would prove useful to the education community. A major focus of future work in this area will be to provide better data on the quality and outcomes of initial teacher education.

1.2. Structure

The remainder of this section outlines the types of data collated in this report and provides an overview of related projects and the national approach to program accreditation. Section 2 provides a summary of the report's key points of analysis and findings. Section 3 is a contextual overview of initial teacher education in Australia, providing information such as the number of providers and programs available and the diversity of students entering initial teacher education.

Section 4 considers entry into initial teacher education programs, highlighting the range of ways students enter programs. Section 5 provides information on the levels of satisfaction that both graduates and employers report about how well initial teacher education programs prepare teachers to teach. Information on employment rates after graduation is also presented.

The final section includes a range of program level data such as student demographics, ATAR bands, and commencements and completions by program.

1.3. Data sources and limitations

Data in this report has been sourced from:

- DIISRTE Higher Education Student Data Collection
- Graduate Careers Australia
- Staff in Australia's Schools Surveys

A range of assurance mechanisms has been applied to data presented in this report by the relevant data custodians. Further detail on the processes and methodology used is available in Appendix 1. Where relevant, analysis in this report includes discussion on data limitations and how these may affect interpretation of, or confidence in, the data.

Data reported are the latest available at the time of preparation of this report. There can be a lag between when agencies collect and then publish data, and these vary between agencies.

1.4. Related projects

The need for available data on initial teacher education has been widely acknowledged and two projects, attempting to either bring together existing data and/or capture and record new data, have been commenced in recent years. Both projects are funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) under the Teacher Quality National Partnership. These are the National Teaching Workforce Dataset project and the Longitudinal Teacher Education Workforce Study

National Teaching Workforce Dataset

The National Teaching Workforce Dataset (NTWD) project has been established to develop a system for the classification, collection, storage, analysis and reporting of national and jurisdictional data, pertaining to the Australian teaching workforce. This will be the first time that such a dataset has been established. The dataset aims to collect and collate core data items, covering a range of workforce planning data including demographics, qualifications, professional development, teacher registration, current employment status, exits from teaching and teacher supply and demand. The report is due to be released during 2013 and it is anticipated that the national dataset might be an ongoing collection, depending on future funding priorities.

Longitudinal Teacher Education Workforce Study

A Longitudinal Teacher Education Workforce Study (LTEWS) of recent teacher education graduates is also being undertaken. The study aims to measure the effectiveness of teacher education programs and teacher workforce patterns. The study focuses on two main elements: firstly, the career progression from initial teacher education to employment as a teacher, and secondly, the perceived relevance and effectiveness of initial teacher education for beginning teachers. Data are being collected from both graduate teachers and principals and the study is due for completion in June 2013.

As these projects progress AITSL will investigate the possibility of incorporating data collected and reported under these projects into future editions of this *Initial Teacher Education: Data Report*.

1.5. The national approach to program accreditation

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

- improving teacher quality through continuous improvement of initial teacher education, and
- 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 initial teacher education programs must demonstrate that their programs meet the requirements as set out in the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (AITSL 2011b). The Standards and Procedures have three integrated elements:

- the Graduate Teacher Standards, which are the Graduate career stage of the *Australian Professional Standards for Teachers* (AITSL 2011a), and make explicit the knowledge, skills and attributes expected of graduates of nationally accredited programs
- the Program Standards, which describe key features expected of high-quality initial teacher education programs
- the accreditation process, which sets out a nationally consistent process for accrediting programs.

Providers of initial teacher education programs are required to submit evidence to the teacher regulatory authority in their jurisdiction to demonstrate how they meet the requirements of the *Standards and Procedures*.

As the body overseeing the national accreditation process, AITSL is responsible for supporting the ongoing implementation of accreditation.

Further details on the national accreditation process can be found on the AITSL website.

www.aitsl.edu.au/initial-teacher-education/initial-teacher-education.html.

2. Summary of key findings

1. Prospective students of initial teacher education have over 400 accredited programs from which to choose, covering all aspects of the teaching profession in Australia. Initial teacher education is offered by 48 providers across a wide range of locations, and in a number of delivery modes making it geographically accessible for many students.
2. The diversity of entrants to initial teacher education programs is a feature of the initial teacher education landscape, providing schools with qualified teachers from a range of backgrounds and histories.
3. Compared with all fields of higher education¹, a greater proportion of students commencing initial teacher education programs come from a lower socio-economic status (16% and 21% respectively) and/or from regional areas (18% and 26% respectively).
4. Initial teacher education programs also have a slightly higher proportion (2%) of Indigenous students when compared with the percentage across all fields of higher education (1%). However the representation of Indigenous students in initial teacher education does not yet match the proportion of Indigenous school students (4.9%).
5. There is a range of options for entry into initial teacher education programs and providers of initial teacher education use a range of mechanisms to assess and admit applicants.
6. Twenty-seven percent of all students commence initial teacher education programs on the basis of their senior secondary results (expressed as an ATAR), while 40% of commencements, by domestic students, in undergraduate programs are on the basis of an ATAR.
7. The data indicate that for those students who do enter initial teacher education based on their ATAR score, the majority have an ATAR of between 61 and 80, and 28% have an ATAR 81 and above.
8. Over 70% of students are non-ATAR admissions. The range of mechanisms used to admit non-ATAR applicants can take the form of interviews, additional testing, previous qualifications and work history.
9. Data collected through surveys of graduate teachers, existing teachers and principals provide information on satisfaction with initial teacher education programs. Overall students indicate high levels of satisfaction across a range of areas within their initial teacher education program. The level of satisfaction indicated by students is comparable to the aggregate level expressed across all fields of education.

¹ The field of education (FoE) classification of data in this report is based on the 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. For example, in addition to the FoE of Education other fields include Information Technology, Health and Creative Arts (Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) 2012c, p. 53 and Australian Bureau of Statistics, ASCED 2001).

10. Responses from principals on the capabilities of graduates exiting initial teacher education programs are mixed. Graduates are seen as well prepared to handle activities such as collaborating with colleagues and engaging students, but principals have reported graduates to be less well prepared in skills such as managing classroom activities and understanding differences among students.
11. For 2011 primary teaching graduates 14% were not working, 55% were working full-time and 31% part-time. For 2011 secondary teaching graduates 16% were not working, 56% were working full-time and 28% part-time.
12. For primary teaching graduates, 14% of those employed in either a part- or full-time capacity were not working in a school. For secondary graduates, 13% of those employed in either a part- or full-time capacity were not working in a school.
13. Of the percentages of primary and secondary teaching graduates who were working full-time, 93% and 92% respectively, were working in schools.
14. Generally, teacher education graduates seeking full-time employment have been as successful as bachelor graduates from other fields of education.

3. Initial teacher education in Australia

3.1. The initial teacher education landscape

Initial teacher education is delivered across the nation, with providers and programs available in a range of metropolitan and regional locations. Forty-eight institutions currently provide accredited programs which meet the qualifications requirement for registration as a teacher in Australia. The programs offered by initial teacher education providers cover a range of school stages and specialisations, allowing students to choose their preferred focus area.

There are currently over 400 accredited programs offered at numerous locations across Australia. A number of programs also provide options for distance education. Table 1 illustrates the range of programs delivered across both metropolitan and regional locations, highlighting the accessibility of teacher education programs to a broad range of prospective students. A full listing of initial teacher education programs detailing campus locations, entry level (graduate or undergraduate) and the date of accreditation expiry, is publicly available on the AITSL website at www.aitsl.edu.au/programlisting

Table 1: Location of initial teacher education programs

Jurisdiction	Metropolitan		Regional	
	No of campus locations	No of providers	No of campus locations	No of providers
ACT	2	2	–	–
NSW	12	11	12	6
NT	1	1	3	1
QLD	6	6	10	6
SA	7	4	–	–
TAS	1	1	2	1
VIC	18	11	10	5
WA	7	6	2	2

Source: www.aitsl.edu.au/programlisting (accessed 31 January 2013)

Table 2: Providers of accredited programs	
Institution Name	Institution Name
Alphacrucis College	Southern Cross University
Australian Catholic University	Swinburne University
Australian College of Physical Education	Tabor Adelaide
Avondale College	Tabor Victoria
Central Queensland University	The University of Melbourne
Charles Darwin University	The University of New England
Charles Sturt University	The University of New South Wales
Christian Heritage College	The University of Newcastle
Curtin University of Technology	The University of Notre Dame
Deakin University	The University of Queensland
Edith Cowan University	The University of Sydney
Flinders University	The University of Western Australia
Griffith University	University of Adelaide
Holmesglen TAFE	University of Ballarat
James Cook University	University of Canberra
La Trobe University	University of South Australia
Macquarie University	University of Southern Queensland
Monash University	University of Tasmania
Montessori World Educational Institute	University of Technology, Sydney
Morling College	University of the Sunshine Coast
Murdoch University	University of Western Sydney
Northern Melbourne Institute of TAFE	University of Wollongong
Queensland University of Technology	Victoria University
RMIT University	Wesley Institute

Source: www.aitsl.edu.au/programlisting (accessed 31 January 2013)

3.2. Initial teacher education students

Entrants to initial teacher education come from a diverse range of backgrounds and experiences. Many enter teacher education programs directly from secondary education, while others come to initial teacher education after undertaking tertiary education or work. As Table 3 shows, the majority of commencing students are female and choose to study full-time on campus. The age range of commencing students is depicted in Table 4 and shows that a majority of undergraduate students are under the age of 20, while a large proportion of students studying at the graduate level are between the ages of 20 and 30.

Table 3: Initial teacher education, 2011 commencements and completions by sex, mode of study, type of attendance, level of course and state

	Commencements	Completions
Males	6 810	3 925
Females	21 393	12 663
Internal	20 554	11 841
External	5 055	2 196
Multi-modal	2 594	2 496
Full-time	23 040	12 843
Part-time	5 163	3 690
Undergraduate	19 546	10 044
Graduate	8 657	6 489
NSW	9 247	5 486
Vic	5 550	3 602
Qld	4 295	2 542
WA	2 983	1 666
SA	1 802	1 116
Tas	832	225
NT	804	398
ACT	545	277
Multi-State*	2 145	1 221
TOTAL 2011	28 203	16 533
Total 2010	28 640	17 392
% change 2010 to 2011	-1.5%	-4.9%

Source: DIISRTE Selected Higher Education Statistics, 2011

* Multi-State is the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT.

Table 4: Age range of commencing undergraduate, graduate and all initial teacher education students, 2011

	Undergraduate	Graduate	Total
<20	53%	0%	37%
20-24	23%	41%	28%
25-30	8%	23%	13%
30-39	10%	10%	14%
40+	5%	2%	8%

Source: DIISRTE Selected Higher Education Statistics, 2011

Table 5: Commencing students enrolled in courses for initial teacher training by level of course and detailed field of education, full year, 2011

Detailed field of education	Commencing students		
	Undergraduate	Graduate	TOTAL
Teacher Education*	3 071	1 842	4 913
Teacher Education: Early Childhood	3 555	315	3 870
Teacher Education: Primary	7 402	2 172	9 574
Teacher Education: Secondary	4 961	3 712	8 673
Teacher Education: Vocational Education and Training	180	59	239
Teacher Education: Higher Education	< 5	< 5	< 5
Teacher Education: Special Education	np	np	np
English as a Second Language Teaching	0	70	70
Teacher Education not elsewhere classified	352	470	822
TOTAL	19 546	19 546	28 203
Total 2010	20 036	8 604	28,640
% change on 2010	-2.4%	-2.4%	-1.5%

* Includes education programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations.

np - not published

Source: DIISRTE 2012b, Table 8 Special Courses, retrieved from <http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/2011StudentFullYear.aspx> (January 2013)

Data on commencing initial teacher education students (Table 5) also indicate that across all initial teacher education programs a high proportion of entrants study at the undergraduate level.

Low socio-economic status (SES) students are well represented in initial teacher education, as are students from regional backgrounds. Table 6 shows that the proportion of these groups in initial teacher education is higher than the proportion of these groups across all fields of education (FoE)².

Comparison can be drawn between the demographics of students entering initial teacher education and those preparing for other professions. Compared to entrants to medical programs, for example, teacher education programs include a larger proportion of students from lower SES categories and regional areas. A similar comparison with entrants to nursing programs indicates much greater similarity in representation of these students, as illustrated in Table 6.

Commencement data in Table 6 also illustrate that initial teacher education programs have a slightly higher proportion of Indigenous students when compared with the percentage across all fields of education. This proportion is still some way from the proportion of Indigenous students in Australia's schools (4.9%).

² A full listing of the field of education categories is available at <http://heimshelp.deewr.gov.au/sites/heimshelp/resources/pages/field-of-education-types>

Table 6: Commencements in undergraduate and graduate teacher education, nursing, medicine and all FoEs by non-English speaking background status, Indigenous status, socio-economic status and region, 2011

	Teaching		Nursing		Medical		All FoEs	
	Number	%	Number	%	Number	%	Number	%
Undergraduate								
<i>Total</i>	18 982	100%	13 508	100%	2 774	100%	340 429	100%
NESB students	216	1%	831	6%	87	3%	12 891	4%
Indigenous	435	2%	332	2%	70	3%	5 359	2%
Low SES	4 326	23%	3 328	25%	273	10%	56 710	17%
Regional	5 441	29%	3 927	29%	457	16%	63 833	19%
Remote	296	2%	231	2%	37	1%	3 786	1%
Graduate								
<i>Total</i>	7 997	100%	271	100%	304	100%	875 913	100%
NESB students	186	2%	23	8%	<5	<1%	30 595	3%
Indigenous	51	1%	<5	<1%	<5	<1%	11 753	1%
Low SES	1 333	17%	31	11%	18	6%	137 151	16%
Regional	1 482	19%	18	7%	16	5%	156 281	18%
Remote	82	1%	<5	<1%	-	0%	8 625	1%
All Course levels								
<i>Total</i>	26 979	100%	13 779	100%	3 078	100%	1 216 342	100%
NESB students	402	1%	854	6%	90	3%	43 486	4%
Indigenous	486	2%	335	2%	73	2%	17 112	1%
Low SES	5 659	21%	3 359	24%	291	9%	193 861	16%
Regional	6 923	26%	3 945	29%	473	15%	220 114	18%
Remote	378	1%	234	2%	37	1%	12 411	1%

Source: DIISRTE Selected Higher Education Statistics, 2011

3.3. Key findings

Prospective students of initial teacher education have over 400 accredited programs from which to choose covering all aspects of the teaching profession in Australia. Initial teacher education is offered by 48 providers across a wide range of locations, and in a number of delivery modes making it geographically accessible for many students.

The diversity of entrants to initial teacher education programs is a feature of initial teacher education, providing classrooms with qualified teachers from a range of backgrounds and histories.

Compared with all fields of higher education, a greater proportion of students commencing initial teacher education programs come from a lower socio-economic status (16% and 21% respectively) and/or from regional areas (18% and 26% respectively).

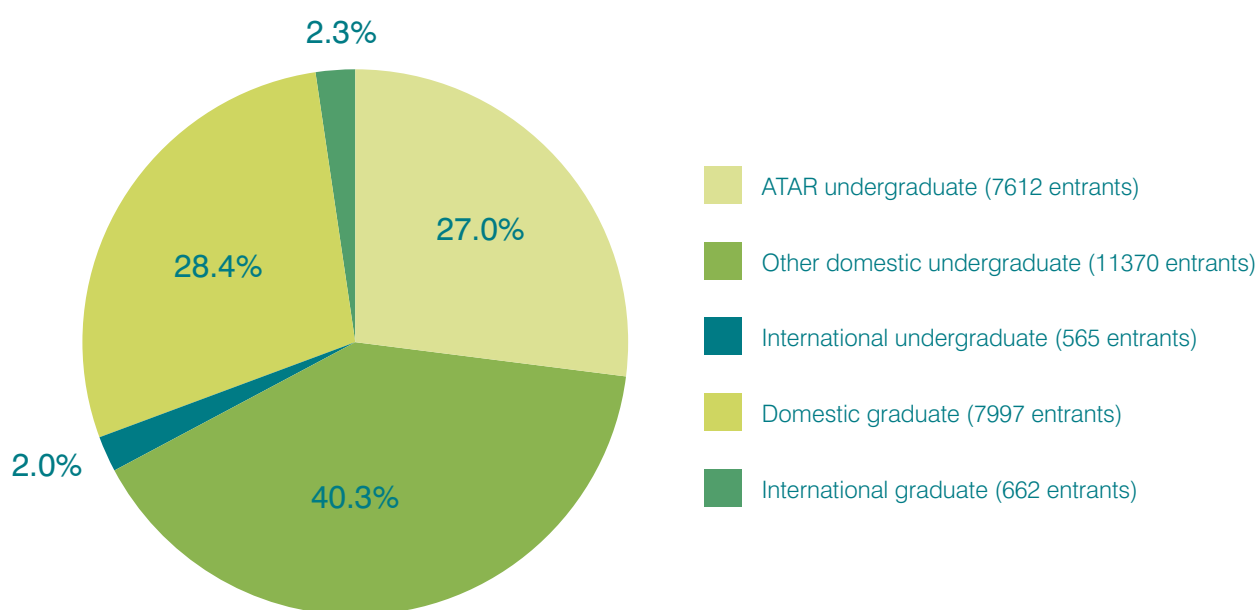
Initial teacher education programs also have a slightly higher proportion (2%) of Indigenous students when compared with the percentage across all fields of higher education (1%). However the representation of Indigenous students in initial teacher education does not yet match the proportion of Indigenous school students (4.9%).

4. Entry into initial teacher education programs

There is a range of options for entry into initial teacher education programs, including through secondary education, tertiary education, Vocational Education and Training (VET) and mature entry. The admission of students to initial teacher education programs is at the discretion of providers and different mechanisms can be employed in making selection decisions.

Initial teacher education students, whether domestic or international, enter both undergraduate and graduate programs. Domestic undergraduate students entering initial teacher education programs, on the basis of an ATAR score, constitute 27% of the total. Figure 1 compares different entrant categories.

Figure 1: 2011 commencing student entrant categories



Source: DIISRTE Selected Higher Education Statistics, 2011

4.1. ATAR

The Australian Tertiary Admissions Rank (ATAR) is a ranking that is intended to locate a final year secondary student's overall achievement as a percentile ranking within each state/territory. The ATAR has been designed so that those selecting entrants to tertiary programs can consider the ranking to be equivalent across states/territories.

In 2011, 40% of commencements in undergraduate initial teacher education programs by domestic students were on the basis of an ATAR. Twenty-seven percent of all commencements into undergraduate and graduate programs were on the basis of an ATAR.

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 cut off levels for particular programs are affected by the levels of demand and supply for the program. For example, a program with a large number of commencing students is likely to have a lower cut off and a smaller proportion of students in the top ATAR bands than a program with fewer commencements but otherwise identical in attractiveness to potential students.

When compared with most other specific fields of education, teacher education has a very large number of undergraduate students, so entrants are spread across the entire range of ATAR bands. In 2011 there were more ATAR-based commencements in initial teacher education with scores above 80 (2 161) than in medicine (1 039), though, in medicine, this represents a much larger proportion of total commencements due to the smaller number of students.

Table 7 shows the spread of ATAR across teacher education and highlights that the majority of commencing students have an ATAR between 61 – 80, while 28% of commencing initial teacher education students have an ATAR 81 and over.

Table 7 also illustrates that in comparison to all Fields of Education (FoE), initial teacher education programs have a greater percentage of commencing students with an ATAR 80 and below. A direct comparison with nursing commencements shows a similar spread across ATAR bands.

Table 7: Number of commencing domestic students who entered on the basis of an ATAR score in each ATAR band, initial teacher education and all FoEs, 2011

	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
Number of all those with ATAR-based entry						
Teaching	608	992	1 780	2 149	1 612	549
Nursing	377	643	1 230	1 394	831	289
Medical	2	3	4	10	42	996
All FOEs	4 968	9 041	16 643	22 914	26 445	26 712
Percentage of all those with ATAR-based entry						
Teaching	8%	13%	23%	28%	21%	7%
Nursing	8%	13%	26%	29%	17%	6%
Medical	0%	0%	0%	1%	4%	94%
All FOEs	5%	8%	16%	21%	25%	25%

Source: DIISRTE Selected Higher Education Statistics, 2011

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

4.2. Non-ATAR entrants

With more than half of entrants to initial teacher education programs entering programs without an ATAR it is important to understand how providers of initial teacher education assess and admit their other applicants.

The *2007 Top of the Class* (House of Representatives Standing Committee on Education and Vocational Training 2007) report found there to be a multitude of ways students can enter teacher education courses. Tertiary providers selecting mature-aged or career-change applicants used a range of mechanisms including interviews, references and the recognition of past qualifications and experience. For graduate programs previous qualifications are typically the basis for admission, with some attention paid to relevant work experience. The report also noted that it is common for providers to offer special entry provisions under equity and access programs to applicants from a wide range of backgrounds.

Some providers also rely on external testing to assess the suitability of their applicants, for example the Special Tertiary Admissions Test (STAT). The STAT is one method of assessing applicants who do not have a recent Year 12 certificate, and is externally administered by tertiary admissions centres in all Australian jurisdictions.

The following case study highlights the selection process undertaken by Deakin University.

Case Study:

Selection for Initial Teacher Education programs at Deakin University

Attracting, recruiting and selecting appropriate preservice teachers to our programs is sophisticated work. It involves raising awareness and aspiration among our communities so that a diverse range of committed people may consider teaching as a profession. It also involves rigorous selection processes.

Selection is conducted by highly trained teams of academics and professional colleagues who examine the selection data provided by all applicants. The teams also moderate and cross check the decisions made so that each program is able to select the most qualified and appropriate applicants.

Undergraduate Programs

Three significant sets of selection criteria are implemented:

1. *ATAR only* – applies only to school leaver applicants
2. *ATAR plus* – other information is considered by academic course selection officers as part of the selection process. This approach is used for selection of middle band ATAR applications. Information may come from the school a student attended, and typically includes additional information about personal circumstances such as low SES, disability or other factors, other equity grounds and unusual hardship during the year 12 assessment period
3. *Non-ATAR (including Direct Entry)* – Selection in this category is based on demonstration of:
 - Academic capability including prior studies in vocational or higher education programs, partial completion and/or completion of certificates, diplomas, associate degrees and degrees, completion of a STAT test and IELTS achievement where appropriate
 - Personal capability and capacity for the program to which the application is made, including personal qualities, references, personal and family circumstances, commitment to the program being requested, work and life experience, other successful studies.

Graduate Entry and Teach Next

The graduate entry selection process considers an applicant's academic performance as well as other relevant life experience. Graduate entry ITE programs, such as the Master of Teaching and Graduate Diploma of Education, require applicants to have completed a three- year bachelor degree. The selection processes for these programs consider evidence of an applicant's relevant undergraduate degree, including their academic progress and achievement. Additional relevant information, such as IELTS (for international students), STAT tests and a personal statement are also assessed during the selection process.

Teach Next, which provides an employment-based pathway for career change professionals, uses an online Teacher Suitability Assessment Tool to identify applicants' initial suitability based on their undergraduate qualifications, literacy and numeracy, and other personal qualities. This selection process also employs a performance-based interview process involving a panel of academics working closely with Department of Education personnel and school principals to assess suitability for teaching.

4.3. Key findings

There is a range of options for entry into initial teacher education programs and providers of initial teacher education use a range of mechanisms to assess and admit applicants.

Twenty-seven percent of students commence initial teacher education programs on the basis of their senior secondary scores (ATAR).

Forty percent of commencements in undergraduate programs by domestic students are on the basis of an ATAR.

National data are available on applicants who apply for entry using their ATAR scores and indicate that the majority of these commencements are by students with an ATAR between 61 and 80, while 28% have an ATAR 81 and above.

The data illustrate that initial teacher education programs have entrants from both the low (less than 51) and high (greater than 90) ATAR bands with 7.9% and 7.1% respectively.

Over 70% of students are non-ATAR admissions. The range of mechanisms used to admit non-ATAR applicants is diverse and can take the form of interviews, additional testing, previous qualifications and work history.

5. Satisfaction and employment rates

5.1. Graduate teacher satisfaction

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

Graduate Careers Australia

Graduate Careers Australia conducts an annual Course Experience Questionnaire (CEQ) which provides information about the satisfaction of graduates with their courses. The questionnaire covers students across all fields of tertiary education and a full report is available on the Graduate Careers Australia website at <http://www.graduatecareers.com.au/>

Table 8 shows the available data 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 initial teacher education programs. This is not the case at the graduate level, where there is no appropriate differentiation between initial and post-initial teacher education programs.

As illustrated in Table 8, graduates of bachelors and graduate programs in Education generally had levels of satisfaction similar to those of graduates of all FoE programs.

Table 8: Course Experience Questionnaire (CEQ) mean percentage agreement scores for the GTS, GSS and OSE scale of selected teacher education, all Education and all FoEs graduates, 2011 Course Experience Questionnaire scales*

	Good Teaching Scale	Generic Skills Scale	Overall Satisfaction Item
<i>Bachelors programs</i>			
Early childhood	64.5%	78.7%	81.7%
Primary	61.8%	75.1%	79.6%
Secondary	62.8%	76.3%	76.0%
All Education	63.7%	75.8%	79.8%
All FoEs	64.8%	77.4%	82.3%
<i>Graduate coursework programs</i>			
Teaching	68.3%	68.9%	80.5%
All FOEs	66.8%	73.2%	82.1%

Source: 2011 Graduate Course Experience Tables and Figures (Carroll, 2012)

* 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

Staff in Australia's Schools

The Staff in Australia's Schools survey (SiAS) (McKenzie et al., 2011) also provides information on the levels of graduate teacher satisfaction. The SiAS survey was carried out in 2007 and 2010 by the Australian Council for Educational Research (ACER) and specifically focuses on school teachers. ACER has been commissioned to carry out a new SiAS, which is due for completion by December 2013.

One element of the SiAS was to seek from early career teachers (teaching for five years or less) their perceptions of the helpfulness of their preservice teacher education course. Tables 9 and 10 below have been reproduced from the SiAS report and illustrate how helpful both primary and secondary early career teachers found elements of their initial teacher education courses.

Specifically, both primary and secondary early career teachers found their courses particularly helpful in preparing them for: 'reflecting on my practice', 'developing and teaching a unit of work', 'working effectively with other teachers' and 'teaching the subject matter I am expected to teach'. Primary teachers also found their preservice courses helpful in preparing them for 'developing students' numeracy skills' and 'developing students' literacy skills' (though less so than the other areas), while secondary teachers found their courses less helpful in these areas.

The areas considered least helpful for both primary and secondary early career teachers were 'teaching students from Indigenous backgrounds', 'teaching students from different cultural backgrounds', 'teaching students with learning difficulties', and 'working effectively with parents and guardians'.

Table 9: Early career primary teachers: perceptions of the helpfulness of their initial teacher education course (%)

How helpful was your pre-service teacher education course in preparing you for:	Very helpful	Helpful	Of some help	Not at all helpful	Total
Reflecting on my own teaching practices	29%	49%	20%	2%	100%
Developing and teaching a unit of work	25%	50%	21%	5%	100%
Working effectively with other teachers	20%	46%	26%	8%	100%
Teaching the subject matter I am expected to teach	16%	45%	33%	7%	100%
Developing students' numeracy skills	14%	51%	29%	6%	100%
Developing students' literacy skills	12%	48%	33%	7%	100%
Handling a range of classroom management situations	12%	36%	43%	9%	100%
Using teaching standards to improve my teaching practices	11%	39%	36%	13%	100%
Using a variety of instructional methods for diverse student needs	11%	40%	41%	7%	100%
Assessing students' performance	10%	36%	44%	11%	100%
Selecting and adapting curriculum and instructional materials	9%	39%	42%	10%	100%
Working effectively with parents/guardians	8%	29%	39%	25%	100%
Teaching students with learning difficulties	8%	23%	50%	20%	100%
Teaching students from different cultural backgrounds	8%	21%	50%	21%	100%
Teaching students from Indigenous backgrounds	7%	23%	43%	27%	100%

Source: Reproduced from Staff in Australia's Schools 2010: Main Report on the survey (McKenzie, et al., 2011), Table A.5.11, p.170

Note: The items are ordered in terms of the proportions who responded 'very helpful'. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. The figures have been rounded from the original to whole numbers.

Table 10: Early career secondary teachers: perceptions of the helpfulness of their initial teacher education course (%)

How helpful was your pre-service teacher education course in preparing you for:	Very helpful	Helpful	Of some help	Not at all helpful	Total
Developing and teaching a unit of work	36%	44%	16%	4%	100%
Reflecting on my own teaching practices	34%	45%	18%	3%	100%
Teaching the subject matter I am expected to teach	30%	44%	20%	7%	100%
Working effectively with other teachers	25%	40%	26%	9%	100%
Using teaching standards to improve my teaching practices	16%	42%	30%	12%	100%
Using a variety of instructional methods for diverse student needs	14%	43%	33%	9%	100%
Selecting and adapting curriculum and instructional materials	14%	46%	31%	9%	100%
Assessing students' performance	13%	47%	31%	9%	100%
Handling a range of classroom management situations	11%	34%	40%	15%	100%
Developing students' literacy skills	7%	30%	42%	21%	100%
Teaching students from different cultural backgrounds	6%	25%	46%	23%	100%
Developing students' numeracy skills	6%	24%	40%	30%	100%
Teaching students with learning difficulties	6%	22%	44%	28%	100%
Working effectively with parents/guardians	6%	25%	38%	31%	100%
Teaching students from Indigenous backgrounds	5%	21%	41%	34%	100%

Source: Reproduced from Staff in Australia's Schools 2010: Main Report on the survey (McKenzie, et al., 2011), Table A.5.12, p.171

Note: The items are ordered in terms of the proportions who responded 'very helpful'. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. The figures have been rounded from the original to whole numbers.

5.2. Employer satisfaction

Data on employer satisfaction with graduates of initial teacher education programs are not currently available at the national level. Future information on employer satisfaction may become available through the Longitudinal Teacher Education Workforce Study (LTEWS), which will provide information on satisfaction with initial teacher education programs of both recent graduates and, indirectly, principals (employers).

However the SiAS (2010, pp. 116-117) report did capture responses from principals who were asked their perceptions as to how well graduate teachers were prepared for teaching. Table 11 illustrates the range of principal responses. Principals were asked to consider the preparedness of teaching graduates across a range of responsibilities. The responses indicated that in some areas, such as collaborating with teaching colleagues and engaging students in learning activities, principals thought graduate teachers were 'very well prepared' or 'well prepared'. Achievement of skills such as managing classroom activities effectively, providing feedback to students to support their learning, and understanding the differences among students and how to cater for them, was viewed less favourably by principals.

Table 11: Principals' perceptions of the preparation of recent teacher graduates

In your experience, how well prepared are recent teacher graduates in regard to:	"Very well prepared" or "Well prepared"	
	Primary %	Secondary %
Collaborating with teaching colleagues	63.3	65.9
Engaging students in learning activities	58.0	60.1
Accessing and using teaching materials and resources effectively	57.0	71.3
Understanding the subject matter they are expected to teach	52.9	75.8
Using effective strategies to help students learn	41.1	57.7
Knowing about how students learn and understand new concepts	40.4	49.8
Communicating with parents/guardians	30.9	26.1
Managing classroom activities effectively	30.4	26.6
Providing effective feedback to students to support their learning	30.3	36.5
Understanding the differences among students and how to cater for them	25.5	30.8

Note: The areas are listed in the order of the % of primary principals who indicated "very well prepared" or "well prepared". The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents.

Source: Staff in Australia's Schools 2010: Main Report on the Survey (McKenzie et al., 2011), Table 12.17, p 116.

5.3. Employment rates

A key source of information about the employment rates in the profession after graduation comes from Graduate Careers Australia, who have been tracking the employment and other destinations of graduates of Australian higher education providers since 1974.

Data are collected through the Graduate Destination Survey (GDS) and the Beyond Graduation Survey (BGS). Full details of the GDS and BGS surveys are available on the Graduate Careers Australia website <http://www.graduatecareers.com.au/>

Table 12: Destinations of bachelor graduates in Education, 2011

	Teacher education early childhood	As a % of total graduate responses	Teacher education primary	As a % of total graduate responses	Teacher education secondary	As a % of total graduate responses
Total number of responses from graduates	1,098		2,582		1,232	
Total not working, seeking employment	54	5%	114	4%	52	4%
Numbers undertaking further study	98	9%	75	3%	91	7%
Number unavailable for work, study or destination unknown	67	6%	164	6%	59	5%
Total not in employment	219	20%	353	14%	202	16%
Total working full-time	506	46%	1,417	55%	684	56%
Total working part-time	373	34%	812	31%	346	28%
Total in employment	879	80%	2,229	86%	1,030	84%
Total number working full-time in schools	358	33%	1,314	51%	631	51%
Total number working part-time in schools	211	19%	608	24%	260	21%
Total number working in schools	569	52%	1,922	74%	891	72%
% of those in employment (full-time and part-time) working in schools	65%		86%		87%	
% of those in full-time employment working in schools	71%		93%		92%	
% of those in part-time employment working in schools	57%		75%		75%	
Numbers of graduates employed part-time in schools seeking full-time work	91		363		141	
As a % of those working part-time	43%		60%		54%	

Note: some % do not add to 100 due to rounding

Source: CGA custom data from the Graduate Destination Survey

Note: Australian citizens and permanent residents only. The Graduate Destination Survey is carried out around four months after students complete their courses. 'Teacher education: early childhood' also prepared graduates for work in the non-school early childhood sector. The very large majority of those in 'Total Education' would have been prepared for teaching in schools, but the category includes a small number with non-school VET or higher education teaching qualifications or other non-school teaching qualifications, as well as those prepared for early childhood non-school settings.

Table 12 illustrates the destinations for 2011 initial teacher education graduates based on information provided by respondents to the GDS. For primary teaching graduates 14% were not working, 55% were working full-time and 31% part-time. For secondary graduates 16% were not working, 56% were working full-time and 28% part-time.

For primary teaching graduates, 14% of those employed in either a part- or full-time capacity were not working in a school. For secondary graduates, 13% of those employed in either a part- or full-time capacity were not working in a school.

Of the percentages of primary and secondary teaching graduates who were working full-time, 93% and 92% respectively, were working in schools.

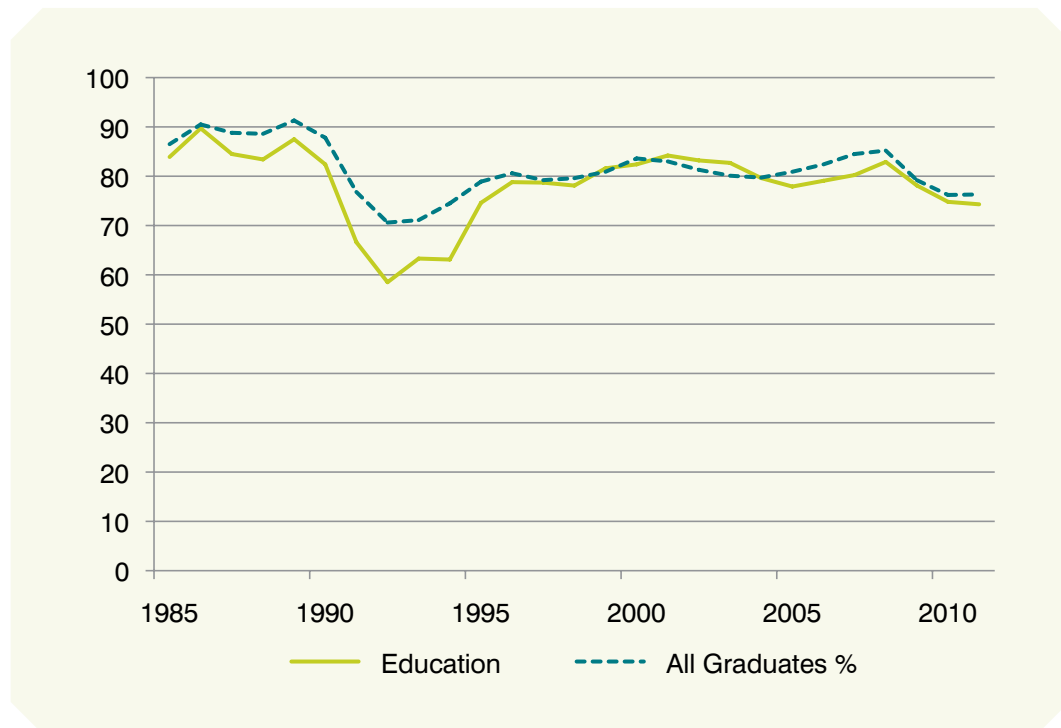
Table 12 also highlights that of those graduates who were working part-time in schools, the majority were seeking full-time employment.

There is limited information on the medium term employment outcomes of initial teacher education graduates. However, the GCA Beyond Graduation Survey (BGS) does capture some data for graduates who completed in 2007 and were surveyed initially in 2008 and most recently in 2011. These data need to be treated with caution because of the relatively low response rates over the period. However, several apparent findings can be noted from custom data provided by GCA.

First, of all graduates of primary, secondary and all Education programs, a higher percentage of total graduates were working full time in schools in 2011 than in 2008, and the percentage working part time in schools more than halved over the period. Of those graduates who were working full time in any occupation in 2008 and 2011, the percentage of primary graduates working full time in schools increased between 2008 and 2011, while the percentage of secondary graduates working full time in schools declined.

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 much less available than positions for graduates of other fields. Figure 2 shows the pattern for teacher education and all graduates seeking full time positions since 1985.

Figure 2: Bachelor degree graduates working full-time as a percentage of those available for full-time employment, education and all FoEs, 1985-2011



Source: GCA, 2011 Graduate Destinations Tables and Figures (Guthrie, 2012), Table T5
 Note: The 'Education' data are the GCA's 'Education – Initial' category

5.4. Key findings

A range of publicly available sources currently provide information on satisfaction with programs and employment rates after graduation.

Overall, students indicate high levels of satisfaction across a range of areas within their initial teacher education program. The levels of satisfaction indicated by students is comparable to the general levels expressed across all fields of education.

Available data about principals' satisfaction with the capabilities of graduates exiting initial teacher education programs indicates graduates were seen as well prepared to handle activities such as collaborating with colleagues and engaging students, but less well prepared for managing classroom activities and understanding differences among students.

For 2011 primary teaching graduates 14% were not working, 55% were working full-time and 31% part-time. For 2011 secondary graduates 16% were not working, 56% were working full-time and 28% part-time.

For primary teaching graduates, 14% of those employed in either a part- or full-time capacity were not working in a school. For secondary graduates, 13% of those employed in either a part- or full-time capacity were not working in a school.

Of the percentages of primary and secondary teaching graduates who were working full-time, 93% and 92% respectively, were working in schools.

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

6. Program specific information

This section includes two tables of data from the DIISRTE Selected Higher Education Statistics, 2011 collection concerning programs that institutions classify as providing 'initial teacher training', though 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 tables are derived from two sets of data provided by DIISTRE, one set concerned only with commencements data and the other concerned only with completions data. Table 13 covers all programs included in the commencements dataset, and incorporates data on completions where there is a match between programs in the two sets of data from DIISRTE. Programs with '-' completions did not have a matching program in the second set of data provided by DIISTRE, though it is possible that no match was found because institutions did not give identical courses names and FoEs.

Table 14 is concerned only with programs for which no commencements data was provided, and it is likely that programs in this table are being phased out.

In both tables, any classification with five or fewer students is described as '<5' by DIISRTE to avoid any risk of disseminating identifiable data.

A couple of key points should be considered when viewing the data presented in Tables 13 and 14. Firstly, ATAR bands showing zero represent those programs who have not admitted students on the basis of ATAR entry, for example honours programs (where listed separately to the undergraduate program) and graduate entry programs. Secondly, the data on commencements and completions relate to the numbers of students commencing and completing during 2011, rather than data on a single cohort of students.

It is envisaged that future versions of this report will contain further analysis of data at the program level. The data provided in Tables 13 and 14 will provide a base level of data from which future reports will be able to investigate findings and analyse trends. Future reports may include additional data for example, the identification of programs offering distance education.

Table 13: Programs that provide initial teacher education, State/Territory, institution, course name, course level, detailed field of education, 2011 completions, 2011 commencements, and 2011 commencements by sex, citizenship, equity group, basis of admission and ATAR bands³

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands				
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90
New South Wales																					
ACPE Limited																					
B Dance Edn	Bachelor's Pass	Teacher Edn: Sec	26	44	np	<5	<5	0	11	0	<5	<5	38	0	0	<5	<5	<5	<5	0	0
BEd (Phys & Health Edn)	Bachelor's Pass	Teacher Edn: Sec	92	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	0	0
BEd (Phys & Health Edn) (Hons)	Bachelor's Honours	Teacher Edn: Sec	<5	<5	<5	<5	0	0	<5	0	0	0	<5	0	0	<5	0	0	0	0	0
Alphacrucis College																					
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	-	12	np	<5	12	0	<5	<5	<5	12	0	0	0	0	0	0	0	0	0
Avondale College																					
BA/BTeach	Bachelor's Pass	Teacher Edn: Sec	16	40	23	17	np	<5	<5	11	0	8	17	21	<5	0	<5	<5	<5	5	<5
BA/BTeach (Hons)	Bachelor's Honours	Teacher Edn: Sec	<5	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	<5	44	44	0	44	0	15	0	12	9	8	23	<5	<5	<5	<5	<5	<5	0
BEd (Early Childhood) (Hons)	Bachelor's Pass	Teacher Edn: Early Childhood	-	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	32	44	38	6	44	0	10	0	<5	17	16	9	<5	<5	<5	<5	<5	<5	0
BEd (Primary) (Hons)	Bachelor's Honours	Teacher Edn: Primary	<5	<5	0	<5	<5	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	7	23	11	12	np	<5	10	<5	0	<5	7	13	<5	0	<5	<5	6	<5	<5
BSc/BTeach	Bachelor's Pass	Teacher Edn: Sec	7	6	<5	np	6	0	0	0	0	0	<5	<5	<5	0	<5	0	<5	<5	0
BTeach (Primary)	Bachelor's Pass	Teacher Edn: Primary	-	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0
BTeach (Sec)	Bachelor's Pass	Teacher Edn: Sec	10	17	8	9	np	<5	5	0	<5	17	0	0	0	<5	0	<5	<5	<5	<5

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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State/Territory Institution Program name		Program Level	Detailed FOE	2011 Completions	2011 Commencements																	
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100					
BTeach (Sec)	Bachelor's Graduate Entry	Teacher Edn: Sec		109	187	75	255	7	6	59	9	92	257	<5	<5	0	0	0	0	0	0	
B VET	Bachelor's Pass	Teacher Edn: VET		28	35	26	61	0	<5	10	0	22	9	0	49	0	0	0	0	0	0	
Graduate DipEd (VET)	Grad.(Post) Dip. - new area	Teacher Edn: VET		21	33	10	43	0	0	7	0	19	29	0	14	0	0	0	0	0	0	
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary		51	<5	0	<5	0	0	<5	0	<5	<5	0	0	0	0	0	0	0	0	
Macquarie University																						
BArts / DipEd Fac Bus & Econ	Bachelor's Pass	Economics		-	<5	0	<5	0	0	0	0	0	0	0	<5	0	0	0	0	0	0	
BArts / DipEd Fac Bus & Econ	Bachelor's Pass	Economics & Econometrics		-	<5	<5	<5	0	0	<5	0	0	<5	<5	0	0	0	0	<5	0	0	
BArts / DipEd Fac Bus & Econ	Bachelor's Pass	Marketing		-	<5	0	<5	0	0	0	0	<5	0	<5	0	0	0	0	<5	0	0	
BArts / DipEd Fac Bus & Econ	Bachelor's Pass	Studies in Human Society		-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	<5	0	0	
BArts / DipEd Fac Arts	Bachelor's Pass	Communication & Media Studies		-	<5	0	<5	0	0	0	0	0	0	<5	0	0	<5	0	0	0	0	
BArts / DipEd Fac Arts	Bachelor's Pass	Curriculum & Edn Studies		5	<5	<5	<5	0	0	0	0	<5	0	<5	0	0	0	0	<5	0	0	
BArts / DipEd Fac Arts	Bachelor's Pass	Eastern Asian Languages		-	<5	<5	<5	<5	0	0	<5	<5	<5	<5	0	<5	0	0	<5	0	0	
BArts / DipEd Fac Arts	Bachelor's Pass	English Language		<5	30	7	np	<5	0	<5	<5	<5	<5	16	<5	<5	0	0	6	6	<5	
BArts / DipEd Fac Arts	Bachelor's Pass	History		<5	50	33	50	0	<5	<5	<5	<5	9	31	5	<5	0	0	10	11	5	
BArts / DipEd Fac Arts	Bachelor's Pass	Language & Literature		23	<5	<5	<5	0	0	0	0	<5	<5	<5	0	<5	0	0	0	0	0	
BArts / DipEd Fac Arts	Bachelor's Pass	Literature		-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	<5	0	0	

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements																		
				Sex		Citizenship		Equity group				Basis of admission				ATAR bands						
				Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	
BArts / DipEd Fac Arts	Bachelor's Pass	Music	-	<5	<5	<5	0	0	0	<5	0	<5	0	0	0	0	<5	0	0	<5	0	0
BArts / DipEd Fac Arts	Bachelor's Pass	Southern European Languages	-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	<5	0	<5	0	<5
BArts / DipEd Fac Arts	Bachelor's Pass	Studies in Human Society	19	34	12	34	0	0	<5	<5	<5	12	16	<5	<5	0	0	0	5	<5	<5	<5
BArts / DipEd Fac Arts	Bachelor's Pass	Teacher Edn	-	<5	<5	<5	0	0	0	0	0	0	<5	<5	0	0	0	<5	<5	0	0	0
BArts / DipEd Fac Arts	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	<5	0	0	0	0	0	<5	<5	0	0	0	0	0	0	0	0	0
BArts / DipEd Fac Human Sciences	Bachelor's Pass	Behavioural Science	13	9	<5	np	<5	0	<5	<5	0	0	6	<5	0	0	0	<5	<5	<5	<5	<5
BArts / DipEd Fac Human Sciences	Bachelor's Pass	Curriculum & Edn Studies	106	10	<5	10	0	0	0	0	0	<5	<5	<5	<5	0	0	0	<5	0	0	0
BArts / DipEd Fac Human Sciences	Bachelor's Pass	Language & Literature	<5	5	<5	5	0	0	<5	<5	<5	0	5	0	0	0	0	<5	<5	<5	0	0
BArts / DipEd Fac Human Sciences	Bachelor's Pass	Linguistics	-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	<5	0	0	0	0
BArts / DipEd Fac Human Sciences	Bachelor's Pass	Psychology	-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	<5	0	0	0	0
BArts / DipEd Fac Human Sciences	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	<5	0	0	0	0	0	0	<5	0	0	0	0	<5	<5	<5	0	0
BArts / DipEd Fac Science	Bachelor's Pass	Biological Sciences	<5	7	<5	7	0	<5	<5	0	0	<5	<5	<5	0	0	0	<5	0	<5	0	<5
BArts / DipEd Fac Science	Bachelor's Pass	Curriculum & Edn Studies	-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
BArts / DipEd Fac Science	Bachelor's Pass	Earth Sciences nec	-	<5	0	<5	0	<5	0	<5	0	0	0	<5	<5	0	0	0	0	0	0	0
BArts / DipEd Fac Science	Bachelor's Pass	Mathematics	-	7	<5	7	0	0	0	0	0	<5	<5	<5	0	0	0	0	0	0	0	<5
BA-Psychology / DipEd	Bachelor's Pass	Curriculum & Edn Studies	-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	<5	0	0
BA-Psychology / DipEd	Bachelor's Pass	Psychology	18	60	48	np	<5	0	<5	0	<5	16	40	<5	<5	0	0	0	0	17	13	0
BA-Psychology / DipEd	Bachelor's Pass	Teacher Edn	-	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements											
				Sex	Citizenship			Equity group				Basis of admission			
					Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	ATAR bands
				Females	<5	0	0	0	0	0	0	<5	0	0	<5
				Males	<5	0	0	0	0	0	0	<5	0	0	<5
BA-Psychology / DipEd	Bachelor's Pass	Teacher Edn: Primary	-	<5	0	0	0	0	0	0	0	<5	0	0	<5
BEd (ECE)	Bachelor's Pass	Teacher Edn: Early Childhood	90	263	9	266	6	<5	37	16	23	56	64	72	15
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	34	21	5	np	<5	0	0	<5	0	19	5	0	0
BSc / DipEd Fac Human Sciences	Bachelor's Pass	Behavioural Science	-	<5	<5	5	0	<5	<5	<5	<5	<5	0	0	<5
BSc / DipEd Fac Human Sciences	Bachelor's Pass	Teacher Edn: Sec	-	<5	0	<5	0	0	0	0	0	<5	0	0	<5
BSc / DipEd Fac Science	Bachelor's Pass	Atmospheric Sciences	-	<5	0	<5	0	0	0	0	0	<5	0	0	<5
BSc / DipEd Fac Science	Bachelor's Pass	Behavioural Science	-	<5	0	<5	0	0	0	0	0	<5	<5	0	0
BSc / DipEd Fac Science	Bachelor's Pass	Biological Sciences	12	9	6	np	<5	0	<5	<5	<5	7	0	<5	<5
BSc / DipEd Fac Science	Bachelor's Pass	Curriculum & Edn Studies	-	<5	0	<5	0	0	0	0	<5	0	0	0	0
BSc / DipEd Fac Science	Bachelor's Pass	Earth Sciences nec	-	<5	0	<5	0	0	<5	0	0	0	0	0	0
BSc / DipEd Fac Science	Bachelor's Pass	Mathematics	-	<5	<5	<5	0	<5	0	<5	0	<5	0	<5	0
BSc / DipEd Fac Science	Bachelor's Pass	Physics	-	<5	0	<5	0	<5	0	0	<5	<5	0	0	<5
BSc / DipEd Fac Science	Bachelor's Pass	Teacher Edn	-	<5	0	<5	0	0	0	0	0	<5	0	0	<5
BTech (Birth to Five Years)	Bachelor's Pass	Teacher Edn: Early Childhood	<5	25	0	25	0	<5	0	<5	<5	0	16	0	0
BTech (Early Childhood Services)	Bachelor's Pass	Teacher Edn: Early Childhood	6	11	0	11	0	6	0	5	0	0	0	0	0
Grad Dip in Early Childhood	Grad. (Post) Dip. - new area	Teacher Edn: Early Childhood	12	39	0	39	0	10	0	6	37	0	0	0	0
Grad DipEd	Grad. (Post) Dip. - new area	Teacher Edn	108	48	36	np	<5	5	<5	<5	58	23	0	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements															
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands			
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			
Morling College																				
Grad DipEd	Grad.(Post) Dip. - new area	Teacher Edn	-	8	np	<5	np	<5	0	0	0	<5	7	0	0	0	0	0		
Southern Cross University																				
BA/BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	15	33	21	12	33	0	<5	15	0	27	9	<5	7	13	0	0		
BContemporary Music/BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	7	20	8	12	20	0	0	12	0	13	<5	<5	<5	10	0	0		
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	135	233	181	52	233	0	<5	90	<5	189	75	21	36	93	<5	0		
BSc/BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	<5	5	<5	<5	5	0	0	<5	0	5	<5	<5	0	<5	0	0		
BSport & Exercise Sc/BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	18	40	22	18	40	0	<5	11	0	34	8	9	<5	16	<5	0		
BTech Edn	Bachelor's Pass	Teacher Edn: Sec	16	39	30	9	39	0	<5	17	0	22	13	<5	13	8	0	0		
B Visual Arts/BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	11	20	np	<5	20	0	0	7	0	19	0	<5	0	10	<5	0		
Grad DipEd	Grad.(Post) Dip. - new area	Teacher Edn: Sec	82	29	20	9	17	12	0	6	0	16	29	0	0	0	0	0		
The University of New England																				
BA/BTeach	Bachelor's Pass	Studies in Human Society nec	35	121	93	28	121	0	<5	37	<5	67	54	12	7	39	12	11		
B Bus/BTeach	Bachelor's Pass	Business & Management	5	8	np	<5	8	0	0	<5	0	<5	<5	0	<5	<5	<5	0		
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	73	420	381	39	np	<5	16	153	0	252	128	28	68	128	66	37		
B Information Tech/BTeach	Bachelor's Pass	Computer Science	<5	8	<5	<5	8	0	0	<5	0	<5	<5	<5	<5	<5	0	<5		
B Mathematics/BTeach	Bachelor's Pass	Mathematics	5	11	np	<5	11	0	0	6	0	8	<5	<5	<5	<5	<5	0		
B Music/BTeach	Bachelor's Pass	Music	5	14	8	6	14	0	0	<5	0	<5	<5	<5	<5	<5	0	0		
BSc/BTeach	Bachelor's Pass	Natural & Physical Sciences	<5	15	5	10	15	0	<5	<5	0	8	7	<5	0	<5	<5	0		

2011 Commencements																				
State/Territory Institution Program name	2011 Completions	2011 Commencements	Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
			Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
B Special Edn (Prim)/B Disability Studies	-	40	np	<5	40	0	<5	15	0	25	11	<5	8	15	6	<5	<5	<5	<5	0
			np	<5	132	0	<5	37	0	39	<5	0	128	<5	5	7	<5	5	0	<5
			190	101	np	<5	<5	55	<5	88	285	0	6	0	0	0	0	0	0	0
			182	22	204	0	<5	36	<5	51	199	0	5	0	0	0	0	0	0	0
			46	27	np	<5	0	13	<5	20	70	0	<5	0	0	0	0	0	0	0
The University of New South Wales																				
Arts/Education (Sec)	64	170	121	49	160	10	0	14	9	7	42	112	10	<5	0	0	<5	76	26	9
Education	27	41	28	13	23	18	0	<5	11	0	41	0	0	0	0	0	0	0	0	0
Grad DipEd (Sec)	49	74	40	34	69	5	0	6	6	<5	72	0	0	0	0	0	0	0	0	0
Music/Edn	20	38	26	12	np	<5	<5	5	7	<5	10	23	5	0	0	0	<5	7	13	<5
Science/Edn	13	48	28	20	48	0	<5	11	<5	<5	8	39	0	<5	0	0	0	28	7	<5
The University of Newcastle																				
BTeach (Primary) / BA	41	589	440	149	np	<5	21	210	<5	117	127	228	52	164	0	<5	13	10	<5	0
BTeach (Prim) / B Early Childhood Studies	41	240	216	24	np	<5	8	79	<5	27	35	109	37	57	0	<5	<5	<5	0	0
BTeach (Sec) / B Health & Phys Edn	65	117	59	58	117	0	8	41	0	26	11	64	13	26	0	0	<5	5	0	<5
BTeach (Sec) / BA	40	184	128	56	184	0	7	76	<5	9	31	81	10	58	0	0	5	<5	<5	0

State/Territory Institution Program name		Program Level	Detailed FOE	2011 Completions	2011 Commencements																				
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands								
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100								
BTeach (Sec) / B Fine Art	Bachelor's Pass	Teacher Edn: Sec	11	43	34	9	43	0	<5	16	0	8	<5	19	6	14	0	0	<5	0	0	0	0	0	0
BTeach (Sec) / B Mathematics	Bachelor's Pass	Teacher Edn: Sec	-	24	14	10	24	0	0	9	0	5	<5	13	<5	6	0	0	0	0	<5	0	0	0	0
BTeach (Sec) / BSc	Bachelor's Pass	Teacher Edn: Sec	<5	41	18	23	41	0	<5	15	0	5	6	28	<5	5	0	0	<5	<5	0	0	0	0	0
The University of Sydney																									
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	-	27	np	<5	np	<5	0	<5	6	0	9	12	6	0	0	0	0	0	0	0	8	0	
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	90	120	106	14	114	6	<5	12	9	<5	11	92	10	7	0	0	0	0	0	39	18	0	
BEd (Sec:Aboriginal Studies)	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	0	<5	0	<5	<5	0	<5	<5	0	0	0	0	0	0	0	0	0	0	0	
BEd (Human Movement & Health Edn)	Bachelor's Pass	Teacher Edn: Sec	-	73	41	32	73	0	<5	6	<5	<5	11	52	9	<5	0	0	0	5	29	<5	<5	0	
BEd (Sec: Humanities & Soc Sc)/BA	Bachelor's Pass	Teacher Edn: Sec	41	142	110	32	np	<5	<5	15	7	7	14	124	<5	<5	0	0	0	0	6	55	31	0	
BEd (Sec: Maths) & BSc	Bachelor's Pass	Teacher Edn: Sec	7	25	15	10	np	<5	0	<5	8	<5	<5	23	0	<5	0	0	0	0	10	5	0	0	
BEd (Sec: Science) & BSc	Bachelor's Pass	Teacher Edn: Sec	7	34	22	12	np	<5	0	7	<5	0	5	28	<5	0	0	0	0	0	16	<5	<5	0	
MTeach	Master's by Coursework	Teacher Edn: Early Childhood	<5	14	14	0	9	5	0	0	6	0	14	0	0	0	0	0	0	0	0	0	0	0	
MTeach	Master's by Coursework	Teacher Edn: Primary	95	203	177	26	np	<5	<5	7	7	9	203	0	0	0	0	0	0	0	0	0	0	0	
MTeach	Master's by Coursework	Teacher Edn: Sec	109	239	165	74	np	<5	<5	21	5	7	238	0	0	0	0	0	0	0	0	0	0	0	
University of Technology, Sydney																									
BEd / BA International Studies	Bachelor's Pass	Teacher Edn: Primary	8	19	np	<5	19	0	0	<5	0	0	<5	15	<5	0	0	0	0	<5	6	<5	<5	0	
BEd (Adult Edn)	Bachelor's Pass	Teacher Edn nec	49	31	22	9	31	0	0	<5	0	<5	5	<5	18	0	0	0	0	0	0	0	0	0	

2011 Commencements																					
State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	Sex		Citizenship		Equity group				Basis of admission				ATAR bands				
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90
BEd (Adult Edn) / BA Internat Studies	Bachelor's Pass	Teacher Edn nec	-	<5	<5	<5	0	0	0	0	0	0	<5	<5	0	0	0	0	0	0	
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	111	141	128	13	np	<5	<5	10	<5	8	22	77	21	11	0	<5	<5	<5	
University of Western Sydney																					
B Adult Edn	Bachelor's Pass	Teacher Edn: Higher Ed	8	<5	0	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	
BEd (Primary) - AREP mode	Bachelor's Pass	Teacher Edn: Primary	7	17	11	6	17	0	16	5	0	6	0	<5	0	0	<5	0	0	0	
MA (TESOL)	Master's by Coursework	ESL Teaching	38	32	24	8	18	14	0	6	15	0	30	0	<5	0	0	0	0	0	
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	361	489	423	66	482	7	<5	106	18	17	422	0	<5	0	0	0	0	0	
MTeach (Sec)	Master's by Coursework	Teacher Edn: Sec	411	525	325	200	482	43	7	115	54	25	459	0	10	0	0	0	0	0	
University of Wollongong																					
BEd - The Early Years	Bachelor's Pass	Teacher Edn: Early Childhood	<5	41	np	<5	np	<5	<5	9	<5	6	5	26	8	<5	0	0	11	6	
B Mathematics Edn	Bachelor's Pass	Teacher Edn: Sec	7	13	8	5	13	0	0	7	0	<5	<5	10	0	0	0	<5	<5	<5	
B Mathematics Edn (Dean's Scholar)	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	0	<5	<5	0	0	<5	0	<5	<5	0	0	0	0	0	<5	
B Phys & Health Edn	Bachelor's Pass	Teacher Edn: Sec	51	81	46	35	81	0	<5	17	0	23	6	67	<5	<5	0	0	5	29	
B Phys & Health Edn (Dean's Scholar)	Bachelor's Pass	Teacher Edn nec	-	<5	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	
B Primary Edn	Bachelor's Pass	Teacher Edn: Primary	169	230	186	44	230	0	<5	65	0	24	43	111	33	<5	0	0	<5	45	
B Primary Edn (Dean's Scholar)	Bachelor's Pass	Teacher Edn: Primary	-	8	8	0	8	0	0	<5	0	0	<5	7	0	0	0	0	0	<5	

2011 Commencements																					
State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	Sex		Citizenship		Equity group				Basis of admission				ATAR bands				
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90
BSc Edn	Bachelor's Pass	Teacher Edn: Sec	9	17	<5	np	17	0	0	5	0	<5	<5	12	0	0	0	<5	<5	<5	
Grad DipEd Adult Edn	Grad.(Post) Dip. - new area	Teacher Edn: VET	<5	13	np	<5	13	0	<5	<5	<5	0	9	0	<5	0	0	0	0	0	
Grad DipEd (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	133	130	96	34	102	28	<5	41	<5	42	130	0	0	0	0	0	0	0	
Grad DipEd Conversion (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	<5	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	0	0	0	0	
Grad DipEd Conversion (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	-	<5	0	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	
Grad DipEd Sec	Grad.(Post) Dip. - new area	Teacher Edn: Sec	133	136	95	41	125	11	<5	35	<5	33	136	0	0	0	0	0	0	0	
Grad Dip in Higher Edn	Grad.(Post) Dip. - new area	Teacher Edn: Higher Ed	-	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	
Grad Dip in TESOL	Grad.(Post) Dip. - new area	ESL Teaching	17	38	31	7	np	<5	0	8	<5	9	37	0	0	0	0	0	0	0	
Grad Dip in Voc Edn & Training	Grad.(Post) Dip. - new area	Teacher Edn: VET	<5	<5	<5	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	
Wesley Institute																					
Grad DipEd (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	55	67	38	29	67	0	0	10	<5	13	67	0	0	0	0	0	0	0	
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	14	24	np	<5	24	0	0	<5	<5	<5	23	0	0	0	0	0	0	0	

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																	
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
Victoria																						
Deakin University																						
B Early Childhood Edn	Bachelor's Graduate Entry	Teacher Edn: Early Childhood	93	115	np	<5	np	<5	5	17	8	21	<5	0	107	0	9	12	7	7	<5	0
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	292	583	467	116	np	<5	12	76	5	146	148	319	105	0	50	93	131	136	79	16
B Health & Phys Edn	Bachelor's Pass	Teacher Edn: Sec	-	88	52	36	88	0	0	<5	0	14	14	61	13	0	7	<5	17	34	22	<5
B Phys Edn	Bachelor's Pass	Teacher Edn: Sec	43	<5	<5	<5	<5	0	0	0	0	<5	<5	<5	0	0	0	0	<5	0	<5	<5
BTeach (Sc)/BSc	Bachelor's Pass	Teacher Edn: Sec	17	56	30	26	56	0	0	8	<5	7	12	40	<5	0	<5	7	29	8	5	<5
BTeach (Sec)/BA	Bachelor's Pass	Teacher Edn: Sec	65	<5	<5	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	<5	<5
Grad DipEd (Applied Learning)	Grad. (Post) Dip. - new area	Teacher Edn	46	53	29	24	np	<5	0	<5	<5	19	53	0	0	0	0	0	0	0	0	0
Grad Dip Teach (Primary)	Grad. (Post) Dip. - new area	Teacher Edn: Primary	51	53	41	12	48	5	0	6	<5	17	53	0	0	0	0	0	0	0	0	0
MTeach	Master's by Coursework	Teacher Edn nec	59	276	233	43	261	15	<5	27	21	28	273	0	<5	0	0	0	0	0	0	0
La Trobe University																						
B Early Childhood Edn	Bachelor's Pass	Teacher Edn: Early Childhood	-	33	np	<5	33	0	0	5	0	28	<5	17	12	0	0	<5	5	0	<5	0
BEd	Bachelor's Honours	Teacher Edn	<5	215	159	56	np	<5	<5	57	<5	199	49	142	20	0	<5	10	30	15	<5	<5
BEd	Bachelor's Pass	Teacher Edn	150	38	30	8	38	0	0	32	<5	38	5	26	7	0	<5	<5	8	<5	<5	0
B Outreach & Community Edn	Bachelor's Pass	Teacher Edn	-	25	np	<5	25	0	0	<5	0	<5	<5	19	<5	0	<5	5	5	<5	0	<5
B Phys & Health Edn	Bachelor's Pass	Teacher Edn nec	22	41	21	20	41	0	<5	8	0	33	6	28	7	0	<5	6	6	5	<5	<5
B Phys & Outdoor Edn	Bachelor's Pass	Teacher Edn nec	19	27	10	17	27	0	0	5	0	21	5	16	<5	0	<5	<5	<5	<5	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																		
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands						
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	
BTeach (Primary)	Bachelor's Pass	Teacher Edn	-	106	89	17	106	0	0	21	0	14	43	51	12	0	0	<5	13	7	<5	<5	
BTeach (Sec)	Bachelor's Pass	Teacher Edn	-	57	37	20	57	0	0	11	0	8	30	21	6	0	<5	0	10	<5	0	0	
Grad DipEd (Middle Years)	Grad.(Post) Dip. - new area	Teacher Edn nec	86	86	71	15	np	<5	<5	37	<5	61	86	0	0	0	0	0	0	0	0	0	
Grad DipEd (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	242	259	191	68	245	14	<5	21	<5	14	259	0	0	0	0	0	0	0	0	0	
Grad Dip Technology Edn	Grad.(Post) Dip. - new area	Teacher Edn nec	12	23	9	14	23	0	0	<5	0	8	22	0	0	0	0	0	0	0	0	0	
MEd (Applied Learning)	Master's by Coursework	Teacher Edn	9	<5	0	<5	<5	0	0	0	0	<5	<5	0	0	0	0	0	0	0	0	0	
MTeach (P-12)	Master's by Coursework	Teacher Edn	45	44	31	13	44	0	0	11	0	27	44	0	0	0	0	0	0	0	0	0	
Monash University																							
BA & BEd	Bachelor's Pass	Teacher Edn: Primary	19	24	np	<5	24	0	0	<5	0	<5	5	16	<5	0	0	<5	<5	<5	12	5	
BA & BEd	Bachelor's Pass	Teacher Edn: Sec	30	66	59	7	np	<5	0	14	5	9	17	43	6	0	<5	<5	<5	<5	33	19	
B Commerce & BEd	Bachelor's Pass	Teacher Edn: Sec	<5	9	np	<5	9	0	0	<5	<5	0	<5	5	<5	0	0	0	<5	<5	<5	<5	
B Early Childhood Edn	Bachelor's Pass	Teacher Edn: Early Childhood	38	61	np	<5	53	8	0	11	9	<5	11	18	30	0	13	12	6	7	10	<5	
B Primary Edn	Bachelor's Pass	Teacher Edn: Primary	108	155	135	20	np	<5	0	32	<5	82	28	64	63	0	9	30	40	43	19	<5	
BSc / BEd	Bachelor's Pass	Teacher Edn: Primary	<5	<5	<5	<5	<5	0	0	<5	0	0	0	<5	<5	0	0	0	<5	0	<5	0	
BSc / BEd	Bachelor's Pass	Teacher Edn: Sec	14	57	42	15	np	<5	<5	8	7	8	<5	55	0	0	0	0	0	11	33	12	
B Sport & Outdoor Rec / BEd	Bachelor's Pass	Teacher Edn: Primary	14	29	16	13	29	0	0	<5	0	<5	<5	14	13	0	<5	8	<5	8	7	0	
B Sport & Outdoor Rec / BEd	Bachelor's Pass	Teacher Edn: Sec	27	39	28	11	39	0	0	5	0	5	9	21	9	0	<5	<5	<5	8	20	<5	

State/Territory Institution Program name		Program Level	Detailed FOE	2011 Completions	2011 Commencements																	
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100					
B Visual Arts / BEd	Bachelor's Pass	Teacher Edn: Primary	<5	<5	0	<5	0	0	<5	<5	0	0	0	0	<5	<5	0	0				
B Visual Arts / BEd	Bachelor's Pass	Teacher Edn: Sec	7	8	np	<5	<5	0	0	<5	<5	5	<5	0	0	<5	<5	0				
Grad DipEd (Early Childhood)	Grad.(Post) Dip. - new area	Teacher Edn: Early Childhood	31	34	0	21	13	<5	<5	14	0	34	0	0	0	0	0	0				
Grad DipEd (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	190	168	133	35	161	7	0	18	<5	33	167	0	<5	0	0	0				
Grad DipEd (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	351	407	259	148	376	31	<5	58	36	82	407	0	0	0	0	0				
RMIT University																						
B App Sci (Phys Edn)	Bachelor's Pass	Teacher Edn: Sec	41	52	24	28	52	0	0	7	<5	7	12	34	6	0	<5	<5				
B Edn (Brunswick)	Bachelor's Pass	Teacher Edn	-	58	np	<5	np	<5	<5	<5	<5	8	22	27	9	0	5	<5				
BEd	Bachelor's Pass	Teacher Edn	112	113	98	15	108	5	<5	16	5	18	32	68	12	0	<5	<5				
BEd	Bachelor's Pass	Teacher Edn: Primary	<5	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0				
Tabor College - Victoria																						
Grad DipEd (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	15	19	10	9	np	<5	0	<5	<5	<5	18	0	0	<5	0	0				
The University of Melbourne																						
MTeach (Early Childhood)	Master's by Coursework	Teacher Edn: Early Childhood	17	58	np	<5	30	28	0	<5	<5	<5	52	0	0	0	0	0				
MTeach (Early Years)	Master's by Coursework	Teacher Edn: Primary	8	10	10	0	10	0	0	0	0	<5	10	0	0	0	0	0				
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	122	138	111	27	129	9	0	10	<5	7	137	0	0	0	0	0				

State/Territory Institution Program name		Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																
						Sex		Citizenship		Equity group				Basis of admission				ATAR bands				
		Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			
MTeach (Sec)		Master's by Coursework	Teacher Edn: Sec	173	426	260	166	390	36	0	33	19	21	417	0	0	0	0	0	0		
University of Ballarat																						
Associate Degree in Training & Edn	Associate Degree	Teacher Edn: Sec		-	21	10	11	21	0	0	<5	0	18	5	<5	0	0	0	0	0		
BA/BEd	Bachelor's Pass	Teacher Edn: Sec		-	27	19	8	27	0	<5	6	0	15	6	16	<5	0	5	6	<5		
BEd	Bachelor's Pass	Teacher Edn: Primary		71	231	166	65	np	<5	<5	49	<5	151	47	143	38	0	35	62	31		
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood		<5	68	np	<5	68	0	<5	16	0	45	19	33	15	0	14	20	7		
BEd (Phys Edn)	Bachelor's Pass	Teacher Edn: Sec		83	128	57	71	128	0	0	25	0	91	31	85	11	0	<5	14	22		
B Mathematical Sciences/BEd	Bachelor's Pass	Teacher Edn: Sec		<5	5	<5	<5	5	0	<5	<5	0	5	<5	<5	0	0	0	<5	0		
BSc/BEd	Bachelor's Pass	Teacher Edn: Sec		-	5	<5	<5	5	0	0	<5	0	5	0	<5	0	<5	0	0	0		
BTeach (Early Childhood Edn)	Bachelor's Pass	Teacher Edn: Early Childhood		40	88	np	<5	73	15	0	22	<5	36	67	16	0	0	0	0	0		
B Visual Arts/BEd	Bachelor's Pass	Teacher Edn: Sec		-	<5	<5	0	<5	0	0	<5	0	<5	<5	<5	0	0	<5	0	0		
Grad DipEd (Sec)	Grad. (Post) Dip. - new area	Teacher Edn: Sec		70	48	28	20	np	<5	0	8	<5	36	36	10	0	0	0	0	0		
Grad DipEd (Primary)	Grad. (Post) Dip. - new area	Teacher Edn: Primary		77	97	73	24	np	<5	<5	21	<5	68	47	46	0	0	0	0	0		
MSpecial Ed	Master's by Coursework	Teacher Edn: Sec		<5	12	np	<5	12	0	0	<5	0	7	6	6	0	0	0	0	0		
Grad DipEd studies (Early Childhood)	Grad. (Post) Dip. - ext area	Teacher Edn: Sec		-	6	6	0	6	0	0	<5	0	5	0	6	0	0	0	0	0		

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																					
					Sex		Citizenship		Equity group			Basis of admission				ATAR bands										
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100				
Victoria University					BEd	Bachelor's Pass	Teacher Edn: Primary	250	<5	<5	<5	0	0	<5	<5	0	0	0	<5	<5	0	0	0	0	0	0
BEd	Bachelor's Pass	Teacher Edn: Sec	<5	512	347	165	np	<5	<5	0	113	9	49	127	255	126	0	123	138	103	43	17	<5	<5	<5	<5
BEd (Early Childhood/Primary)	Bachelor's Pass	Teacher Edn: Early Childhood	40	152	141	11	np	<5	<5	26	<5	<5	9	14	57	75	0	37	54	16	<5	<5	<5	<5	<5	<5
BEd (VET Sec Teaching)	Bachelor's Pass	Teacher Edn	19	18	6	12	18	0	0	<5	0	0	12	<5	0	15	0	0	0	0	0	0	0	0	0	0
MEd	Master's by Coursework	Teacher Edn	11	<5	<5	<5	<5	0	0	<5	0	0	<5	<5	0	0	0	0	<5	<5	0	0	0	0	0	0
Queensland																										
Central Queensland University																										
B L M (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	52	126	np	<5	126	0	<5	57	<5	99	43	36	31	0	0	0	<5	12	<5	<5	5	<5	<5	<5
B L M (Primary)	Bachelor's Pass	Teacher Edn: Primary	54	191	157	34	191	0	<5	86	7	147	45	82	23	<5	<5	0	0	21	8	16	<5	<5	<5	<5
B Learning Design	Bachelor's Pass	Teacher Edn: VET	15	<5	<5	0	<5	0	0	<5	0	<5	<5	0	0	0	0	0	0	0	0	0	0	0	0	0
BLM (Sec & VET)	Bachelor's Pass	Teacher Edn	40	101	65	36	101	0	<5	64	<5	94	34	44	13	<5	<5	0	<5	9	7	<5	<5	<5	<5	<5
GradDip Learning & Teaching	Grad.(Post) Dip. - new area	Teacher Edn nec	63	74	52	22	np	<5	0	39	<5	62	74	0	0	0	0	0	0	0	0	0	0	0	0	0
Christian Heritage College																										
BA/BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	<5	49	39	10	np	<5	0	8	<5	6	36	11	<5	0	<5	<5	0	5	<5	<5	0	<5	<5	<5
BEd (Middle Years)	Bachelor's Pass	Teacher Edn: Primary	-	25	16	9	25	0	0	6	<5	<5	11	11	<5	0	<5	<5	0	5	<5	<5	0	<5	<5	<5
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	21	154	132	22	154	0	<5	29	6	18	101	34	9	<5	<5	0	<5	18	7	<5	<5	<5	<5	<5
BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	-	25	12	13	25	0	0	5	<5	<5	14	8	<5	0	<5	<5	<5	<5	0	<5	<5	<5	<5	<5

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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State/Territory Institution Program name		Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																
						Sex	Citizenship		Equity group				Basis of admission				ATAR bands					
							Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80
BED-B Languages	Bachelor's Pass	Teacher Edn	<5	<5	<5	0	<5	0	0	0	0	0	<5	<5	0	0	0	0	<5	<5	0	<5
B Sport & Exercise Science - BEd	Bachelor's Pass	Human Movement	-	14	7	7	14	0	0	<5	<5	<5	<5	13	0	0	0	0	5	<5	0	<5
Queensland University of Technology																						
BAppSc(StudyAreaA)/BEd(Prim)	Bachelor's Pass	Natural & Physical Sciences nec	<5	<5	<5	<5	0	0	<5	0	0	0	<5	0	0	0	0	0	0	<5	0	<5
BAppSc(StudyAreaA)/BEd(Sec)	Bachelor's Pass	Other Natural & Physical Sciences	8	11	5	6	11	0	<5	<5	<5	<5	<5	7	0	0	0	0	0	<5	0	<5
BEd(EC)	Bachelor's Pass	Teacher Edn: Early Childhood	99	135	np	<5	129	6	15	<5	17	47	35	43	0	0	0	0	<5	9	5	<5
BEd(Prim)	Bachelor's Pass	Teacher Edn: Primary	183	254	192	62	np	<5	10	66	<5	62	142	15	0	<5	<5	12	47	19	<5	<5
BEd(Sec)	Bachelor's Pass	Teacher Edn: Sec	123	304	164	140	np	<5	5	59	<5	77	186	20	0	0	0	<5	57	26	6	<5
BExMovementSc/BEdn(Sec)	Bachelor's Pass	Human Movement	-	47	22	25	47	0	<5	15	0	14	12	34	0	0	0	0	9	7	<5	<5
The University of Queensland																						
B Arts/BEdn(Sec)	Bachelor's Pass	Society & Culture	58	140	95	45	127	13	0	26	14	29	33	96	<5	0	0	0	0	13	27	16
B Arts/Educ (MYS)	Bachelor's Pass	Studies in Human Society nec	<5	25	19	6	25	0	<5	<5	0	<5	12	8	<5	0	0	0	<5	<5	<5	0
B BusMan/BEdn(Sec)	Bachelor's Pass	Business Management	-	9	np	<5	np	<5	0	<5	<5	<5	<5	7	<5	0	0	0	<5	<5	<5	<5
B CreativeArts/BEdn(Sec)	Bachelor's Pass	Creative Arts	-	22	np	<5	22	0	0	7	0	<5	<5	15	0	0	0	0	<5	<5	<5	<5
B Ed (Middle Yrs School) UG	Bachelor's Pass	Teacher Edn: Sec	-	16	11	5	np	<5	0	<5	<5	0	<5	10	0	0	0	0	<5	0	<5	<5
B Edn (Primary)	Bachelor's Pass	Teacher Edn: Primary	-	97	84	13	np	<5	<5	15	<5	13	25	61	6	0	0	0	0	11	9	5
B Edn(Hons)	Bachelor's Honours	Teacher Edn	<5	<5	0	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
B Music/BEdn(Sec)	Bachelor's Pass	Music	6	9	np	<5	9	0	0	<5	0	<5	0	<5	0	0	0	0	0	0	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																	
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
B Science/BEdn(Sec)	Bachelor's Pass	Natural & Physical Sciences nec	7	37	25	12	np	<5	0	9	<5	10	13	24	0	0	0	0	0	<5	10	<5
Grad DipEd	Grad. (Post) Dip. - ext area	Teacher Edn	<5	<5	<5	0	0	<5	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
Grad DipEd (Middle Years)	Grad. (Post) Dip. - ext area	Teacher Edn nec	14	11	np	<5	np	<5	0	<5	0	0	10	0	0	0	0	0	0	0	0	0
Grad DipEd (Sec)	Grad. (Post) Dip. - ext area	Teacher Edn: Sec	149	175	92	83	151	24	0	19	14	13	171	0	0	0	0	0	0	0	0	0
University of Southern Queensland																						
GD Learning & Teaching	Grad. (Post) Dip. - new area	Teacher Edn	225	381	267	114	376	5	5	99	<5	166	376	0	0	0	0	0	0	0	0	0
University of the Sunshine Coast																						
B Early Childhood Edn	Bachelor's Pass	Teacher Edn: Early Childhood	-	43	np	<5	43	0	<5	5	0	16	6	16	11	<5	0	0	12	16	9	<5
BEd/BA	Bachelor's Pass	Teacher Edn: Sec	19	55	38	17	55	0	<5	13	0	20	14	28	5	0	0	0	12	13	20	7
BEd/B Bus	Bachelor's Pass	Teacher Edn: Sec	<5	5	<5	<5	5	0	0	<5	0	<5	<5	<5	0	0	0	0	<5	<5	<5	<5
BEd/BSc	Bachelor's Pass	Natural & Physical Sciences nec	15	60	29	31	60	0	<5	11	0	23	5	39	7	<5	0	0	13	18	18	10
B Primary Edn	Bachelor's Pass	Teacher Edn: Primary	-	110	88	22	110	0	<5	12	0	24	19	41	16	<5	0	0	<5	37	52	11
Grad DipEd	Grad. (Post) Dip. - new area	Teacher Edn: Sec	200	194	139	55	102	92	0	12	5	26	191	0	0	0	0	0	0	0	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																		
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands						
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100						
Western Australia																							
Curtin University of Technology																							
BEd (Early Childhood Edn)	Bachelor's Pass	Teacher Edn: Early Childhood	59	94	np	<5	88	6	<5	18	<5	32	23	25	16	8	0	0	<5	6	5	0	
BEd (Primary Edn)	Bachelor's Pass	Teacher Edn: Primary	76	160	134	26	155	5	<5	34	<5	50	43	65	6	15	0	<5	<5	28	13	<5	
BEd (Sec Edn)	Bachelor's Pass	Teacher Edn: Sec	22	38	23	15	38	0	<5	<5	0	<5	19	16	0	0	0	0	0	7	<5	0	
Edith Cowan University																							
BA (Edn)/BA	Bachelor's Pass	Teacher Edn: Sec	13	42	28	14	42	0	<5	9	<5	7	7	22	<5	<5	<5	<5	12	11	7	7	
BA (Edn)/BA (Creative Arts)	Bachelor's Pass	Teacher Edn: Sec	7	37	20	17	37	0	<5	0	<5	6	<5	25	7	0	0	<5	14	12	5	<5	
BA (Edn)/B Creative Arts	Bachelor's Pass	Teacher Edn: Sec	32	66	42	24	np	<5	0	6	0	14	10	32	<5	6	0	<5	11	23	11	<5	
BA (Edn)/BSc	Bachelor's Pass	Teacher Edn: Sec	40	91	37	54	np	<5	0	9	0	20	17	35	11	7	0	7	23	28	6	<5	
BA (Edn)/B Social Science	Bachelor's Pass	Teacher Edn: Sec	10	23	23	0	23	0	<5	0	<5	6	6	7	<5	<5	0	<5	<5	9	<5	0	
BEd	Bachelor's Pass	Teacher Edn	17	11	np	<5	np	<5	0	<5	<5	<5	11	0	0	0	0	0	0	<5	<5	7	
BEd (Early Childhood Studies)	Bachelor's Pass	Teacher Edn: Early Childhood	54	138	np	<5	116	22	<5	12	<5	14	17	18	54	5	<5	<5	10	21	43	9	0
BEd (Kindergarten through Primary)	Bachelor's Pass	Teacher Edn: Primary	151	231	212	19	np	<5	<5	19	<5	33	20	81	25	20	<5	<5	15	48	63	27	6
BEd (Primary to Middle Years)	Bachelor's Pass	Teacher Edn nec	21	43	35	8	43	0	<5	10	0	42	8	18	6	<5	<5	<5	14	13	6	0	0
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	104	264	225	39	240	24	<5	39	<5	82	34	75	68	16	<5	<5	19	74	74	30	7
Grad DipEd (Early Childhood Studies)	Grad.(Post) Dip. - ext area	Teacher Edn: Early Childhood	60	107	np	<5	88	19	0	6	6	5	107	0	0	0	0	<5	<5	7	<5	5	5
Grad DipEd (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	134	157	94	63	143	14	0	13	5	14	157	0	0	0	0	<5	16	15	17	7	7

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																				
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands								
													Higher Edn course	Secondary Edn	VET award	Mature age									
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	20	35	19	13	<5	<5	13	6	<5	<5	81 to 90	91 to 100	
Murdoch University	BEd - Primary	Bachelor's Pass	Teacher Edn: Primary	66	99	78	21	98	<5	0	23	<5	28	20	35	19	13	<5	<5	<5	13	6	<5	<5	<5
	BEd - Primary (Graduate)	Bachelor's Graduate Entry	Teacher Edn: Primary	-	6	6	0	6	0	0	<5	0	<5	6	0	0	0	0	0	0	<5	<5	<5	<5	
	BEd (Early Childhood & Primary)	Bachelor's Pass	Teacher Edn: Early Childhood	42	138	np	<5	np	<5	<5	38	<5	38	19	52	39	15	<5	<5	9	19	13	11	<5	
	BEd (Primary) (Combination)	Bachelor's Pass	Teacher Edn: Primary	-	18	np	<5	18	0	0	11	0	7	0	0	0	18	0	0	0	0	0	0	0	
	BEd (Primary)/BA (Aust Indigenous Stud)	Bachelor's Pass	Teacher Edn: Primary	6	5	<5	<5	5	0	<5	0	0	<5	<5	0	<5	<5	0	0	0	0	0	0	0	
	BEd (Prim, 1-10 Health & Phys Edn)	Bachelor's Pass	Teacher Edn nec	-	21	12	9	21	0	0	6	<5	8	<5	6	10	<5	0	<5	<5	<5	<5	<5	0	
	BEd (Sec)/BA	Bachelor's Pass	Teacher Edn: Sec	10	27	21	6	27	0	0	8	0	9	8	9	<5	5	0	0	5	<5	<5	<5	0	
	BEd (Sec)/B Asian Studies	Bachelor's Pass	Teacher Edn: Sec	<5	<5	<5	0	<5	0	0	0	0	<5	0	<5	0	0	0	0	0	<5	<5	<5	0	
	BEd (Sec)/B Communication	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	0	<5	0	0	<5	0	<5	0	<5	0	0	0	0	0	0	0	0	0	
	BEd (Sec)/B Digital Media	Bachelor's Pass	Teacher Edn: Sec	-	<5	0	<5	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0	0
BEd (Sec)/B Economics	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	<5	<5	<5	0	0	0	<5	<5	<5	0	0	0	0	<5	<5	0	<5	<5	<5	
BEd (Sec)/B Environmental Sc	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	0	<5	<5	0	0	0	0	<5	<5	0	0	0	0	0	0	0	0	0	0	
BEd (Sec)/B Media	Bachelor's Pass	Teacher Edn: Sec	<5	<5	0	<5	<5	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0	
BEd (Sec)/B Psychology	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	0	<5	<5	0	0	<5	0	0	<5	0	0	0	0	0	<5	0	0	0	0	
BEd (Sec)/BSc	Bachelor's Pass	Teacher Edn: Sec	5	14	8	6	14	0	0	<5	0	8	6	5	<5	0	0	0	0	<5	<5	<5	<5	<5	
BEd (Sec)/B Sports Science	Bachelor's Pass	Teacher Edn: Sec	-	39	16	23	39	0	0	6	0	6	<5	<5	23	10	<5	0	0	10	12	<5	<5	0	
BEd - Sec (Graduate)	Bachelor's Graduate Entry	Teacher Edn: Sec	<5	<5	0	<5	<5	0	0	0	0	0	<5	<5	0	0	0	0	0	0	0	0	0	0	

2011 Commencements																					
State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	Sex		Citizenship		Equity group				Basis of admission				ATAR bands				
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90
Grad DipEd Primary	Grad. (Post) Dip. - new area	Teacher Edn: Primary	86	149	120	29	np	<5	0	23	6	41	149	0	0	0	0	0	0	0	
Grad DipEd Sec	Grad. (Post) Dip. - new area	Teacher Edn: Sec	37	56	37	19	np	<5	<5	17	<5	16	56	0	0	0	0	0	0	0	
The University of Notre Dame Australia																					
BA / BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	24	64	40	24	64	0	0	5	0	<5	<5	48	6	<5	0	0	0	0	
BA / Grad Dip in Edn (Sec)	Bachelor's Pass	Studies in Human Society	-	6	<5	<5	6	0	0	0	0	<5	0	<5	0	<5	0	0	0	0	
BEd (Birth to Twelve)	Bachelor's Pass	Teacher Edn: Early Childhood	51	95	90	5	np	<5	<5	<5	0	<5	<5	65	9	13	0	0	0	0	
BEd (Early Childhood & Care: 0-8 years)	Bachelor's Pass	Teacher Edn: Early Childhood	-	52	52	0	np	<5	0	7	0	<5	0	28	<5	11	0	0	0	0	
BEd (Early Childhood & Care: 0-8 years)/ B Sc	Bachelor's Pass	Teacher Edn: Early Childhood	-	<5	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	53	<5	<5	0	<5	0	0	0	0	0	0	0	0	<5	0	0	0	0	
BEd (Kindergarten-Yr 7)	Bachelor's Pass	Teacher Edn: Primary	6	7	7	0	7	0	<5	<5	0	7	0	<5	0	6	0	0	0	0	
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	154	295	239	56	295	0	0	17	<5	17	0	202	21	41	0	0	0	0	
BEd (Primary) / BA	Bachelor's Pass	Teacher Edn: Primary	-	<5	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	
BEd (Primary) / B Behavioural Science	Bachelor's Pass	Teacher Edn: Primary	<5	6	6	0	6	0	0	<5	0	<5	0	5	0	<5	0	0	0	0	
BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	8	14	np	<5	14	0	0	6	0	6	0	10	0	<5	0	0	0	0	
BEd (Sec)/ BA	Bachelor's Pass	Teacher Edn: Sec	<5	<5	<5	0	<5	0	0	<5	0	<5	0	<5	0	<5	0	0	0	0	
BEd (Sec)/ BSc	Bachelor's Pass	Teacher Edn: Sec	-	<5	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	

2011 Commencements																				
State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	Sex		Citizenship		Equity group			Basis of admission				ATAR bands				
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80
B Health & Phys Edn (Primary)	Bachelor's Pass	Teacher Edn: Primary	<5	7	<5	<5	7	0	<5	0	<5	0	<5	0	<5	0	0	0	0	0
B Health & Phys Edn (Sec)	Bachelor's Pass	Teacher Edn: Sec	28	36	19	17	np	<5	<5	<5	<5	0	<5	0	26	0	5	0	0	0
Grad Dip in Edn (Sec)	Grad. (Post) Dip. - new area	Teacher Edn: Sec	58	99	54	45	np	<5	<5	6	<5	9	73	18	<5	0	0	0	0	0
MTeach (K-7)	Master's by Coursework	Teacher Edn: Primary	<5	<5	<5	0	<5	0	0	0	<5	<5	<5	0	0	0	0	0	0	0
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	8	13	np	<5	np	<5	0	0	0	0	6	5	0	<5	0	0	0	0
MTeach (Sec)	Master's by Coursework	Teacher Edn: Sec	<5	<5	<5	<5	<5	<5	0	0	0	0	<5	0	0	0	0	0	0	0
The University of Western Australia																				
BA & BEd	Bachelor's Pass	Teacher Edn	13	18	np	<5	np	<5	<5	<5	<5	<5	<5	11	0	0	0	0	9	<5
B Music Edn	Bachelor's Pass	Teacher Edn	8	11	np	<5	11	0	0	0	<5	<5	<5	5	0	0	0	<5	5	<5
BSc & BEd	Bachelor's Pass	Teacher Edn	<5	<5	<5	<5	<5	0	0	<5	0	<5	<5	<5	0	0	0	0	<5	<5
Graduate Certificate in Tertiary Teaching	Graduate Certificate Ed	Teacher Edn: Higher Ed	<5	<5	0	<5	0	<5	0	0	0	0	<5	0	0	0	0	0	0	0
Grad DipEd	Grad. (Post) Dip. - new area	Teacher Edn: Sec	114	125	87	38	119	6	0	14	<5	10	125	0	0	0	0	0	0	0
MScience Communication & Edn	Master's by Coursework	Teacher Edn	<5	<5	<5	<5	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0
MTeach (Early Childhood)	Master's by Coursework	Teacher Edn: Early Childhood	-	13	13	0	13	0	0	0	<5	0	13	0	0	0	0	0	0	0
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	19	12	np	<5	np	<5	0	<5	<5	0	12	0	0	0	0	0	0	0
MTeach (Sec)	Master's by Coursework	Teacher Edn: Sec	-	<5	<5	0	<5	0	<5	0	0	<5	<5	0	0	0	0	0	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																	
					Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
South Australia																						
Tabor College Adelaide																						
BA / BEd (Sec) - ED13AS	Bachelor's Pass	Teacher Edn	-	8	np	<5	8	0	0	0	<5	0	0	0	0	0	0	0	0	0	0	0
BEd (Middle School) - ED13M	Bachelor's Pass	Teacher Edn	<5	17	9	8	17	0	0	0	<5	0	<5	0	0	0	0	0	0	0	<5	0
BEd (Middle School) - ED23M	Bachelor's Pass	Teacher Edn	<5	<5	<5	<5	<5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BEd (Primary) - ED13P	Bachelor's Pass	Teacher Edn	19	35	26	9	35	0	0	0	11	0	<5	0	0	0	0	0	0	<5	0	0
BEd (Primary) - ED23P	Bachelor's Pass	Teacher Edn	7	<5	<5	0	<5	0	0	0	<5	0	<5	0	0	0	0	0	0	0	0	0
BEd (Sec) - ED23S	Bachelor's Pass	Teacher Edn	6	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
The Flinders University of South Australia																						
BEd (Early Childhood & Special Ed), B Disability Stud	Bachelor's Pass	Teacher Edn nec	-	30	np	<5	30	0	<5	7	<5	6	5	11	8	<5	0	0	<5	<5	<5	<5
BEd (Middle & Sec), B Arts	Bachelor's Pass	Teacher Edn: Sec	88	219	126	93	np	<5	<5	69	<5	73	31	150	11	22	0	11	20	22	21	5
BEd (Middle & Sec), B Health Sciences	Bachelor's Pass	Teacher Edn: Sec	48	50	19	31	50	0	0	7	0	11	<5	30	<5	12	0	0	<5	9	<5	<5
BEd (Middle & Sec), B Science	Bachelor's Pass	Teacher Edn: Sec	15	32	20	12	32	0	0	7	<5	7	<5	22	<5	<5	<5	<5	<5	<5	<5	<5
BEd (Middle & Sec/Special Ed), B Disability Stud	Bachelor's Pass	Teacher Edn nec	-	6	np	<5	6	0	0	<5	0	0	<5	5	0	0	0	0	<5	<5	0	0
BEd (Primary R-7 & Special Ed), B Disability Stud	Bachelor's Pass	Teacher Edn nec	-	35	np	<5	35	0	<5	9	0	8	5	22	<5	<5	0	<5	6	5	<5	<5
BEd (Early Childhood), BA	Bachelor's Pass	Teacher Edn: Early Childhood	24	78	73	5	np	<5	<5	20	<5	20	<5	52	17	<5	0	10	9	8	<5	<5
BEd (Primary R-7), BA	Bachelor's Pass	Teacher Edn: Primary	63	165	137	28	np	<5	<5	38	<5	35	33	96	6	17	0	0	21	17	15	<5

2011 Commencements																					
Sex		Citizenship		Equity group				Basis of admission				ATAR bands									
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100				

State/Territory Institution Program name		Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements															
						Sex		Citizenship		Equity group				Basis of admission				ATAR bands			
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100				
BTch (AnanguEdn)		Bachelor's Pass	Teacher Edn nec	<5	<5	0	<5	0	<5	0	0	0	0	0	0	0	0	0			
MTeach (EarlyChildhood)		Master's by Coursework	Teacher Edn: Early Childhood	23	33	0	28	5	<5	0	<5	33	0	0	0	0	0	0			
MTeach (JuniorPrimary,Primary)		Master's by Coursework	Teacher Edn: Primary	55	48	37	11	48	0	<5	9	<5	48	0	0	0	0	0			
MTeach (Primary,Middle)		Master's by Coursework	Teacher Edn	13	17	12	5	np	<5	0	5	0	17	0	0	0	0	0			
Tasmania																					
University of Tasmania																					
BEd (43D)		Bachelor's Pass	Teacher Edn	-	79	36	43	np	<5	0	38	<5	51	13	46	16	<5	<5			
BEd (Early Childhood) (43A)		Bachelor's Pass	Teacher Edn: Primary	-	132	np	<5	np	<5	<5	60	<5	78	32	32	57	8	<5			
BEd (Primary) (43B)		Bachelor's Pass	Teacher Edn: Primary	-	338	253	85	338	0	7	158	<5	226	106	118	92	21	8			
BEd with Hons (E4A)		Bachelor's Honours	Teacher Edn	5	5	<5	<5	5	0	0	5	0	5	<5	<5	<5	0	0			
MTeach (E7G)		Master's by Coursework	Teacher Edn	108	278	216	62	270	8	<5	87	11	105	30	<5	0	0	0			
Northern Territory																					
Batchelor Institute of Indigenous Tertiary Edn																					
BEd (Early Childhood)		Bachelor's Pass	Teacher Edn: Early Childhood	<5	9	9	0	9	0	9	8	0	8	0	<5	<5	0	0			
BEd (Primary)		Bachelor's Pass	Teacher Edn: Primary	8	15	15	0	15	0	14	9	0	11	<5	<5	<5	0	0			
Charles Darwin University																					
B Early Childhood Learning		Bachelor's Graduate Entry	Teacher Edn: Early Childhood	<5	15	15	0	15	0	0	<5	0	7	15	0	0	<5	0			

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements	2011 Commencements																	
					Sex		Citizenship		Equity group			Basis of admission				ATAR bands						
					Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
BTeach & Learning (Preservice)	Bachelor's Pass	Teacher Edn	84	184	154	30	179	5	24	60	5	125	35	66	33	28	19	24	23	16	16	<5
BTeach & Learning (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	-	68	np	<5	68	0	6	13	<5	47	12	24	16	13	5	8	9	8	7	0
BTeach & Learning - inservice (Early Childhood)	Bachelor's Graduate Entry	Teacher Edn: Early Childhood	7	13	np	<5	13	0	0	<5	0	13	13	0	0	0	0	0	0	<5	<5	0
BTeach & Learning/B Applied Science	Bachelor's Pass	Teacher Edn	<5	15	8	7	np	<5	<5	<5	<5	12	5	8	0	<5	<5	<5	<5	<5	0	0
BTeach & Learning/BA	Bachelor's Pass	Teacher Edn	7	42	37	5	42	0	<5	13	0	32	11	16	<5	6	<5	5	5	5	<5	<5
BTeach & Learning/B Creative Arts & Industries	Bachelor's Pass	Teacher Edn	-	10	np	<5	10	0	<5	0	0	9	<5	6	<5	<5	0	<5	0	<5	<5	0
Grad Dip in Teaching & Learning	Grad.(Post) Dip. - new area	Teacher Edn	266	433	318	115	422	11	<5	77	23	187	433	0	0	0	0	0	0	0	0	0
Australian Capital Territory																						
University of Canberra																						
BEd (UC)/B Asia-Pacific Studies (ANU)	Bachelor's Pass	Teacher Edn nec	-	<5	<5	0	<5	0	0	<5	0	0	<5	<5	0	0	0	0	0	0	<5	0
BEd (UC)/BSc (ANU)	Bachelor's Pass	Teacher Edn nec	-	<5	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	0	0	<5	0
BEd Early Childhood Teaching (3-8 Years)	Bachelor's Pass	Teacher Edn: Early Childhood	9	19	19	0	19	0	0	<5	0	<5	<5	<5	5	6	0	0	<5	<5	<5	0
BEd Early Childhood Teaching (Birth-8) (UC/CIT)	Bachelor's Pass	Teacher Edn: Early Childhood	6	48	48	0	np	<5	0	<5	<5	9	6	7	23	12	5	<5	<5	<5	<5	0
BEd Early Childhood Teaching (Graduate Entry)	Bachelor's Graduate Entry	Teacher Edn: Early Childhood	7	<5	<5	<5	<5	<5	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
BEd Early Childhood/Primary/Sec. Conv	Bachelor's Pass	Teacher Edn nec	<5	<5	<5	0	<5	0	0	0	0	0	<5	0	0	<5	0	0	0	0	0	0
BEd Middle School Teaching (K-10)	Bachelor's Pass	Teacher Edn nec	<5	40	27	13	40	0	<5	<5	<5	10	8	15	<5	8	<5	<5	7	<5	<5	<5

2011 Commencements																						
Sex		Citizenship		Equity group				Basis of admission				ATAR bands										
Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100					
2011 Completions		2011 Commencements																				
State/Territory Institution Program name	Detailed FOE		Program Level																			
	Teacher Edn: Primary		Bachelor's Pass	169	130	39	169	0	<5	17	0	63	33	53	18	39	7	9	26	26	9	<5
	Teacher Edn: Primary		Bachelor's Graduate Entry	11	11	0	11	0	<5	0	0	<5	10	0	0	<5	0	0	0	<5	0	0
	Teacher Edn: Sec		Bachelor's Pass	<5	<5	<5	5	0	0	<5	0	5	<5	0	<5	<5	0	0	0	<5	0	0
	Teacher Edn: Sec		Bachelor's Graduate Entry	9	<5	np	9	0	0	0	0	0	9	0	0	0	0	0	0	0	<5	<5
	Teacher Edn: Sec		Bachelor's Pass	23	25	37	62	0	<5	9	0	25	7	23	6	18	<5	10	13	<5	<5	0
	Teacher Edn: Sec		Bachelor's Pass	-	<5	<5	6	0	0	0	0	0	0	6	0	0	0	0	0	<5	<5	0
	Teacher Edn nec		Bachelor's Pass	-	31	13	44	0	<5	5	0	15	13	16	5	5	<5	<5	7	10	<5	0
	Teacher Edn nec		Bachelor's Pass	<5	<5	0	<5	<5	0	<5	0	<5	<5	<5	0	<5	0	0	<5	0	0	0
Teacher Edn nec		Bachelor's Pass	-	<5	np	6	0	0	0	0	<5	0	5	<5	0	0	0	<5	<5	<5	0	
Teacher Edn nec		Bachelor's Pass	-	8	6	14	0	0	<5	<5	<5	<5	9	0	0	0	<5	<5	<5	0	0	
Teacher Edn: Sec		Grad.(Post) Dip.- new area	102	62	37	89	10	0	<5	6	8	99	0	0	0	0	0	0	0	0	0	0
Multi-State																						
Australian Catholic University																						
BEd (Early Childhood & Primary)		Teacher Edn: Early Childhood	Bachelor's Pass	67	445	26	456	15	5	60	14	51	46	300	123	<5	<5	36	91	67	26	<5
BEd (Primary)		Teacher Edn: Primary	Bachelor's Pass	401	533	104	631	6	0	100	7	107	86	433	107	10	<5	44	89	91	82	11
BEd (Primary) (Indigenous Studies)		Teacher Edn: Primary	Bachelor's Pass	7	5	0	5	0	5	0	0	<5	5	0	0	0	0	0	0	0	0	0

State/Territory Institution Program name	Program Level	Detailed FOE	2011 Completions	2011 Commencements																	
				Sex		Citizenship		Equity group				Basis of admission				ATAR bands					
												Higher Edn course	Secondary Edn	VET award	Mature age						
				Females	Males	Domestic Students	Overseas Students	Indigenous	Low SES	NESB	Regional and Remote	Higher Edn course	Secondary Edn	VET award	Mature age	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
BTeach	Bachelor's Pass	Teacher Edn: Primary	-	37	22	0	59	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
BTeach (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	<5	41	5	np	<5	0	<5	5	0	<5	25	16	<5	0	<5	13	<5	0	<5
BTeach/BA	Bachelor's Pass	Teacher Edn: Sec	151	np	<5	13	0	13	6	0	9	5	<5	<5	0	0	0	0	0	0	0
BTeach/BA (Humanities)	Bachelor's Pass	Teacher Edn: Sec	5	165	67	np	<5	<5	48	5	16	29	183	12	8	0	12	57	57	22	<5
BTeach/BA (Mathematics)	Bachelor's Pass	Teacher Edn: Sec	-	18	18	np	<5	0	5	5	<5	8	23	<5	<5	0	0	8	5	<5	0
BTeach/BA (Technology)	Bachelor's Pass	Teacher Edn: Sec	<5	34	22	56	0	<5	6	0	<5	7	43	6	0	0	<5	12	5	5	<5
BTeach/BA (Visual Arts)	Bachelor's Pass	Teacher Edn: Sec	-	np	<5	27	0	0	6	0	<5	<5	17	8	<5	0	0	5	9	0	0
Grad DipEd (Sec)/Grad Cert in Relig Edn	Grad.(Post) Dip. - new area	Teacher Edn: Sec	121	107	53	160	0	<5	21	0	16	159	0	0	0	0	0	0	0	0	0
Grad DipEd (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	-	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	0
Grad DipEd (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	258	128	89	192	25	0	16	23	17	217	0	0	0	0	0	0	0	0	0
MTeach (Primary)	Master's by Coursework	Teacher Edn: Primary	67	95	19	108	6	<5	9	<5	5	114	0	0	0	0	0	0	0	0	0
MTeach (Prim)/Grad Cert Relig Edn	Master's by Coursework	Teacher Edn: Primary	76	33	6	39	0	0	<5	0	0	39	0	0	0	0	0	0	0	0	0
MTeach (Sec)	Master's by Coursework	Teacher Edn: Sec	7	14	10	16	8	0	<5	7	0	24	0	0	0	0	0	0	0	0	0
MTeach(Sec)/Grad Cert Religious Edn	Master's by Coursework	Teacher Edn: Sec	<5	np	<5	8	0	0	<5	0	0	8	0	0	0	0	0	0	0	0	0

Source: DIISRTE, Higher education statistics 2011

Table 14: Programs that provide initial teacher training that have 2011 completions and no 2011 commencements, State/Territory, institution, course name, course level, detailed field of education, 2011 completions⁴

State/Territory Institution Program name	Program Level	Detailed FOE	Completions
New South Wales			
ACPE Limited			
BEd (Physical & Health Edn) Conv	Bachelor's Pass	Teacher Edn: Sec	<5
B Physical & Health Edn	Bachelor's Pass	Teacher Edn: Sec	<5
Avondale College			
Associate Degree of Classroom Support (Primary)	Associate Degree	Teacher Edn: Primary	<5
B Business/BTeach	Bachelor's Pass	Teacher Edn: Sec	<5
BEd (Sec) - Major in Personal Dev., Health & PE	Bachelor's Pass	Teacher Edn: Sec	6
BEd (Sec) - Majors in Home Ec./Design & Tech.	Bachelor's Pass	Teacher Edn: Sec	<5
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Primary	<5
Charles Sturt University			
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	7
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	21
BA/BTeach (Sec)	Bachelor's Pass	Teacher Edn: Sec	10
BEd (Health & PE)	Bachelor's Pass	Teacher Edn: Sec	12
BSocialSc (Psych)/BTeach (Primary)	Bachelor's Pass	Psych	<5
BSocialSc (Psych)/BTeach (Sec)	Bachelor's Pass	Teacher Edn: Sec	6
BTeach (Sec)/BA	Bachelor's Pass	Teacher Edn: Sec	<5
BTeach (Sec)/Bachelor of IT	Bachelor's Pass	Teacher Edn: Sec	<5
Macquarie University			
BEd (Primary)	Bachelor's Pass	Teacher Edn	<5
BA with the Dip Ed in Faculty of Human Sc	Bachelor's Pass	Teacher Edn: Primary	<5
BSc with the Dip Ed in Faculty of Human Sc	Bachelor's Pass	Curriculum & Edn Studies	<5
BA with the Dip Ed in Faculty of Science	Bachelor's Pass	Computer Science	<5
Grad Dip Ed	Grad.(Post) Dip. - new area	Teacher Edn: Sec	<5
The University of New England			
B General Studies/BTeach	Bachelor's Pass	Teacher Edn: Primary	87
BTeach (Primary)	Bachelor's Grad Entry	Teacher Edn: Primary	65
The University of Newcastle			
B Early Childhood Teaching	Bachelor's Pass	Teacher Edn: Early Childhood	<5
BEd	Bachelor's Pass	Teacher Edn	19
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	29
BTeach / BA	Bachelor's Pass	Teacher Edn	347
BTeach / B Design & Technology	Bachelor's Pass	Teacher Edn: Sec	19

⁴ Table 14 has been updated as at June 2013

State/Territory Institution Program name	Program Level	Detailed FOE	Completions
BTeach / B Early Childhood Stud	Bachelor's Pass	Teacher Edn: Early Childhood	6
BTeach / Bachelor of Fine Art	Bachelor's Pass	Teacher Edn: Sec	<5
BTeach / BHealth&PhysEdn	Bachelor's Pass	Teacher Edn: Sec	18
BTeach / BMusic	Bachelor's Pass	Teacher Edn: Sec	8
BTeach / BSc	Bachelor's Pass	Teacher Edn: Sec	14
BTeach / BSocialSc	Bachelor's Pass	Teacher Edn: Early Childhood	<5
The University of New South Wales			
Secondary Teacher Education	Advanced Diploma (AQF)	Teacher Education: Sec	<5
The University of Sydney			
BEd (Human Movement & Health Educa	Bachelor's Hons	Teacher Edn: Sec	8
BEd (Human Movement & Health Edn)	Bachelor's Pass	Teacher Edn: Sec	51
BEd (Primary)	Bachelor's Hons	Teacher Edn: Primary	13
BEd (Sec:Humanities & Social Sciences)	Bachelor's Hons	Teacher Edn: Sec	<5
BEd (Sec:Humanities & Social Sciences)	Bachelor's Pass	Teacher Edn: Sec	26
BEd (Sec:Mathematics)	Bachelor's Pass	Teacher Edn: Sec	5
BEd (Sec: Humanities & Soc Sc)&	Bachelor's Hons	Teacher Edn: Sec	10
BEd (Sec: Maths) & BSc	Bachelor's Hons	Teacher Edn: Sec	<5
BEd (Sec: Science) & BSc	Bachelor's Hons	Teacher Edn: Sec	<5
BTeach	Bachelor's Grad Entry	Teacher Edn: Early Childhood	11
BTeach	Bachelor's Grad Entry	Teacher Edn: Primary	13
BTeach	Bachelor's Grad Entry	Teacher Edn: Sec	29
University of Technology, Sydney			
BA in Organisational Learning	Bachelor's Pass	Teacher Edn nec	<5
BEd in Special Ed	Bachelor's Pass	Teacher Edn: Special Ed	<5
GradDip Vocational & Workplace Learning	Grad.(Post) Dip. - new area	Teacher Edn: VET	<5
University of Western Sydney			
BA / BTeach	Bachelor's Pass	Teacher Edn: Sec	<5
BEd (Early Childhood)	Bachelor's Pass	Teacher Edn: Early Childhood	<5
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	<5
BTeach (Primary)	Bachelor's Grad Entry	Teacher Edn: Primary	<5
BTeach (Sec)	Bachelor's Pass	Teacher Edn: Sec	<5
Graduate Dip Ed - Primary Edn	Grad.(Post) Dip. - ext area	Teacher Edn: Primary	<5
MTeach (Early Childhood)	Master's by Coursework	Teacher Edn: Early Childhood	<5
University of Wollongong			
B Early Childhood Edn	Bachelor's Pass	Teacher Edn: Early Childhood	16
Wesley Institute			
Graduate Dip Ed (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	<5

State/Territory Institution Program name	Program Level	Detailed FOE	Completions
Victoria			
Deakin University			
BTeach (Primary & Sec)	Bachelor's Grad Entry	Teacher Edn	37
BTeach (Sec)/BHealth Sciences	Bachelor's Pass	Teacher Edn: Sec	<5
BTeach (Sec)/BSc	Bachelor's Pass	Teacher Edn: Sec	<5
Grad Dip Teach	Grad.(Post) Dip. - new area	Teacher Edn nec	29
La Trobe University			
Grad Cert in Outdoor & Environmental Edn	Grad Cert	Teacher Edn nec	18
Grad Dip in Technology Education	Grad.(Post) Dip. - ext area	Teacher Edn nec	13
MTeach (Mathematics Edn)	Master's by Coursework	Teacher Edn	10
MTeach (Primary)	Master's by Coursework	Teacher Edn	11
MTeach (Sec)	Master's by Coursework	Teacher Edn	<5
The University of Melbourne			
B Early Childhood Edn	Bachelor's Hons	Teacher Edn: Early Childhood	13
B Early Childhood Edn	Bachelor's Pass	Teacher Edn: Early Childhood	61
B Early Childhood Stud (Pathways Program)	Bachelor's Pass	Teacher Edn: Early Childhood	<5
BEd (Primary)	Bachelor's Hons	Teacher Edn: Primary	32
BEd (Primary)	Bachelor's Pass	Teacher Edn: Primary	70
BTeach (Primary)	Bachelor's Grad Entry	Teacher Edn: Primary	<5
Postgrad DipTeach (Teach for Australia)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	37
University of Ballarat			
BTechEd	Bachelor's Pass	Teacher Edn: Sec	5
Queensland			
Central Queensland University			
B L M (Sec)	Bachelor's Pass	Teacher Edn: Sec	<5
BLM (Japanese)	Bachelor's Pass	Teacher Edn	<5
Christian Heritage College			
Bachelor of Arts / Bachelor of Ed (Prim/MY)	Bachelor's Pass	Teacher Education: Primary	<5
Bachelor of Education (Sec/MY - Graduate Entry)	Bachelor's Grad Entry	Teacher Education: Sec	<5
Griffith University			
BA in Languages & Linguistics/BEd	Bachelor's Pass	Teacher Edn: Sec	<5
BEd - Drama	Bachelor's Pass	Teacher Edn: Sec	<5
Bachelor of Exercise Science/BEd	Bachelor's Pass	Human Movement	<5
BTechEd	Bachelor's Pass	Teacher Edn: VET	20
James Cook University			
BEd	Bachelor's Grad Entry	Teacher Edn: Primary	<5
BEd	Bachelor's Pass	Teacher Edn: Primary	<5

State/Territory Institution Program name	Program Level	Detailed FOE	Completions
BEd (Graduate) (Sec)	Bachelor's Grad Entry	Teacher Edn: Sec	<5
BEd with Hons	Bachelor's Hons	Teacher Edn	18
BEd-Bachelor of Psych	Bachelor's Pass	Teacher Edn	<5
BEdal Services	Bachelor's Pass	Teacher Edn nec	<5
Queensland University of Technology			
BA/BEd(EC)	Bachelor's Pass	Studies in Human Society	<5
BA/BEd(Sec)	Bachelor's Pass	Teacher Edn: Sec	<5
BA/BEd(Prim)	Bachelor's Pass	Teacher Education: Primary	8
BAppSc(HMS)/BEd(Sec)	Bachelor's Pass	Human Movement	27
BEd(EC)	Bachelor's Grad Entry	Teacher Edn: Early Childhood	<5
BMus/BEd(Sec)	Bachelor's Pass	Music	<5
University of Queensland			
B Applied Sc (HmnMovSt) (Edn)	Bachelor's Pass	Teacher Edn	9
B Applied Sc (HmnMovSt) (Edn)(Hons)	Bachelor's Hons	Teacher Edn	<5
B BehaviouralSt/BEdnMYS	Bachelor's Pass	Behavioural Science	<5
B Human Movement Studies (Edn)	Bachelor's Pass	Teacher Edn	<5
B Human Services/BEdnMYS	Bachelor's Pass	Children's Services	<5
B Music/BEdn(Sec) (Hons)	Bachelor's Hons	Music	<5
University of Southern Queensland			
BA/BEd(Senior/MiddleSchool)	Bachelor's Pass	Studies in Human Society	<5
BEd (Primary/Middle School)	Bachelor's Pass	Teacher Edn: Primary	13
BEd (Senior/Middle School)	Bachelor's Pass	Teacher Edn: Sec	10
BEd(EarlyChildhood)	Bachelor's Pass	Teacher Edn: Early Childhood	21
BScBEd (Senior/Middle School)	Bachelor's Pass	Natural & Physical Sciences nec	<5
University of the Sunshine Coast			
BEd (Early Childhood)/B Human Services	Bachelor's Pass	Teacher Edn: Early Childhood	13
Western Australia			
Edith Cowan University			
BA (Edn)/BA (Creative Arts)	Bachelor's Pass	Teacher Edn: Sec	<5
BA (Edn)/BA	Bachelor's Pass	Teacher Edn	<5
BA (Edn)/B Communications	Bachelor's Pass	Teacher Edn nec	<5
BA (Edn)/B Design	Bachelor's Pass	Teacher Edn: Sec	<5
BA (Edn)/BSc	Bachelor's Pass	Teacher Edn nec	<5
BA (Edn)/BSocialSc (Youth, Health)	Bachelor's Pass	Teacher Edn nec	<5
BA (Training & Development)	Bachelor's Pass	Teacher Edn: VET	<5
BEd (Prim to Middle Years)	Bachelor's Pass	Teacher Edn: Primary	11
BEd (Sec)	Bachelor's Pass	Teacher Edn: Sec	7

State/Territory Institution Program name	Program Level	Detailed FOE	Completions
Grad DipEd (Primary)	Grad.(Post) Dip. - new area	Teacher Edn: Primary	<5
Murdoch University			
BA/Grad DipEd - Sec	Bachelor's Pass	Teacher Edn: Sec	<5
BEd - Primary (Graduate)	Bachelor's Grad Entry	Teacher Edn: Primary	<5
BEd - Primary (Graduate)	Bachelor's Grad Entry	Teacher Edn: Primary	<5
The University of Notre Dame Australia			
BHealth&PhysEdn (Primary) (Hons)	Bachelor's Hons	Teacher Edn: Primary	<5
BHealth&PhysEdn (Sec) (Hons)	Bachelor's Hons	Teacher Edn: Sec	<5
BSc / Grad DipEd (Sec)	Bachelor's Pass	Natural & Phys Sciences nec	<5
The University of Western Australia			
MPsych & Grad DipEd	Master's by Coursework	Psych	9
South Australia			
The Flinders University of South Australia			
BEd (Junior Primary/Primary) (Graduate Entry)	Bachelor's Grad Entry	Teacher Edn: Primary	5
BEd (Junior Primary/Primary), BA	Bachelor's Pass	Teacher Edn: Primary	7
BEd (Junior Primary/Primary), BSc	Bachelor's Pass	Teacher Edn: Primary	5
BEd (Middle School), BA	Bachelor's Pass	Teacher Edn nec	<5
BEd (Middle School), BHealth Sciences	Bachelor's Pass	Teacher Edn nec	<5
BEd (Sec)	Bachelor's Grad Entry	Teacher Edn: Sec	<5
BEd (Sec) (Graduate Entry)	Bachelor's Grad Entry	Teacher Edn: Sec	<5
BEd (Sec), BA	Bachelor's Pass	Teacher Edn: Sec	6
BEd (Sec), BHealth Sciences	Bachelor's Pass	Teacher Edn: Sec	<5
BEd (Special Ed)	Bachelor's Grad Entry	Teacher Edn: Special Ed	<5
BEd (Upper Primary/Lower Sec)	Bachelor's Pass	Teacher Edn nec	<5
MTeach (Junior Primary/Primary)	Master's by Coursework	Teacher Edn: Primary	<5
The University of Adelaide			
GDip.Edn (Sec)	Grad.(Post) Dip. - new area	Teacher Edn: Sec	<5
University of South Australia			
BAdult&VocationalEdn	Bachelor's Pass	Teacher Edn: VET	11
BAPSc(HuMov,HIthSt),BEd(M,Sec) (Hum Mov and Health Stud)	Bachelor's Pass	Human Movement	42
BAPSc(HuMov,HIthSt),BEd(M,Sec) (N/A - Middle & Sec)	Bachelor's Pass	Teacher Edn	42
BEarlyChildhoodEdn (Hons)	Bachelor's Pass	Teacher Edn: Early Childhood	5
BEd(Design&TechnologyEduc) (Hons)	Bachelor's Pass	Teacher Edn: Sec	<5
BEd(JuniorPrimary,Primary) (Hons)	Bachelor's Pass	Teacher Edn: Primary	8
BEd(Primary&Middle) (Hons)	Bachelor's Pass	Teacher Edn	<5

State/Territory Institution Program name	Program Level	Detailed FOE	Completions
Tasmania			
University of Tasmania			
BEd (E3A)	Bachelor's Pass	Teacher Edn	100
BTeach (E3H)	Bachelor's Grad Entry	Teacher Edn	12
Northern Territory			
Charles Darwin University			
BEd (Preservice)	Bachelor's Pass	Teacher Edn	10
BEd Sec	Bachelor's Pass	Teacher Edn: Sec	<5
BTeach & Learning/BMusic	Bachelor's Pass	Teacher Edn	<5
BTeach & Learning/BSc	Bachelor's Pass	Teacher Edn	<5
Australian Capital Territory			
University of Canberra			
B Edn in Sec Teaching (Health & Phys Edn)	Bachelor's Pass	Teacher Edn: Sec	<5
BEd in Early Childhood Teaching (CIT)	Bachelor's Pass	Teacher Edn: Early Childhood	12
Multi-State			
Australian Catholic University			
BEd (Primary)(Aboriginal & Torres Strait Islander St	Bachelor's Pass	Teacher Edn: Primary	6
BEd (Primary-Indigenous Studies)	Bachelor's Pass	Teacher Edn: Primary	<5
BEdal Studies	Bachelor's Pass	Teacher Edn: Primary	5
BTeach (Primary)	Bachelor's Pass	Teacher Edn: Primary	40
BTeach/BA (Computing)	Bachelor's Pass	Teacher Edn: Sec	<5

Source: DIISRTE, Higher education statistics 2011

Appendix 1

Higher Education Student Data Collection

The data in this report concerned with initial teacher education is from the DIISRTE Higher Education Statistics collection. In this collection initial teacher education students are those enrolled in (commencing, enrolled or completing) a course classified by the higher education institution according to the 'Special Course Code' as a course providing 'Initial Teacher Training'. Although this is a close match to accredited initial teacher education programs, it is not a complete match, and hence the list of programs presented in Section 6 of this report does not precisely match the list of accredited initial teacher education programs found on the AITSL website. The list of accredited programs details those programs in Australia through which graduates can meet the qualifications requirement for registration as a school teacher in Australia.

Data collected, released and published by the Department of Industry, Innovation, Science, Research and Tertiary Education are subject to the provisions of the Higher Education Support Act. The following statement is displayed on the DIISRTE 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 ten have been primarily suppressed and annotated as '< 10'. 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 Department of Industry, Innovation, Science, Research and Tertiary Education Higher Education data that is either published on the Department of Industry, Innovation, Science, Research and Tertiary Education website or custom tabular data provided to clients.

<http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/Pages/AccessingHigherEducationData.aspx>

Australian Standard Classification of Education

The ASCED is the basis of the fields of education (FoE) classifications used by both DIISRTE and GCA 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. Further discussion on the ASCED is included below.

Graduate Careers Australia

The Graduate Course Experience 2011 report outlines some of the key considerations in interpreting the reported data:

While the CEQ is conducted as a component of a national graduate census, the extent of survey non-response means that it is reasonable to consider the secured data 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 (GCA & ACER 2010). It is important to bear this in mind when interpreting the results presented in this report and in the supplementary tables and figures (GCA, 2012c).

Given the complexity of the survey process a summary (Preston, 2012) of some key points relevant to this report is included below.

The information in this summary draws primarily from the Graduate Careers Australia (GCA) publication, *Australian Graduate Survey 2011: A report of the conduct of the 2011 Australian Graduate Survey* (2012a), and page numbers refer to that document.

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), which is a three- and five-years after graduation follow up (p. 1). This report is not concerned with the PREQ.

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’ (p. 3). Each higher education institution conducts its own data collection. The majority of surveys are completed online (52% of the 2011 GDS and 55% of the CEQ), and the rest on hard copy (including completions at graduation ceremonies) and via telephone (p. 13). The first survey round is held in October, and is for those who complete mid-year (27% of respondents), the second round is held in April, and is for those who complete at the end of the year (73% of respondents), and a small number of surveys are held at other times of the year for those who complete, for example, at the end of terms one or three in a four-term year (p. 13).

A minimum response rate of 50.0% 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) 2011 AGS response rate was 56%, and the response rate for domestic students only was 62% (p. 4). The number of responses by field of education (FoE) closely matches the proportional number of students completing each FoE (p. 5). Similarly the respondents are representative of the survey population in terms of sex (p. 10).

There were 134 388 responses to the 2011 GDS component, and 130 158 responses to the 2011 CEQ (p. 13), resulting in a slightly lower response rate for the CEQ (55%).

Classifications

GCA uses the ASCED to classify courses into FoEs. In addition to the ASCED categories, GCA aggregates the fields of education within the broad FoE of education as follows:

EDUCATION: INITIAL TRAINING

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

EDUCATION POST / OTHER TRAINING

English as a Second Language Teaching
 Nursing Education Teacher Training
 Other Education
 Teacher Education: Higher Education
 Teacher-Librarianship
 (Graduate Careers Australia, 2012a, pp. 20-21)

These are all the fields at a 6-digit level in the ASCED Broad Field 07: EDUCATION (Australian Bureau of Statistics, 2001, pp. 149-153). However, the ASCED does not make any distinction between 'initial training' and 'post/other training', and the classifications would have many exceptions (for example, teacher education courses in special education are mostly post-initial, and other post-initial courses will often be appropriately classified in categories listed here as 'initial').

GCA does not differentiate postgraduate initial teacher education programs from all other postgraduate coursework programs in the education FoE. For example, even though a Masters of Teaching is an initial teacher education program and a Masters 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. Fewer than half of all completions in postgraduate coursework programs in the education FoE are completing initial teacher education.

Staff in Australia's School Survey

The SiAS Main Report provides detailed information on the methodology and processes used to validate and assess the survey data. Chapter 2 specifically outlines information on the questionnaire design, sampling and response rates.

The survey ran from August to December 2010. The survey was structured around four populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. 'Leaders' were defined as Principals, Deputy/Vice Principals, and their equivalents in the different school systems. The design meant that all eligible teachers in Australia had an approximately equal probability of selection.

Final survey responses were received from 4599 primary teachers (final response rate 34%), 10876 secondary teachers (32%), 741 primary leaders (44%) and 838 secondary leaders (39%). The response rates were generally higher than those achieved in 2007, and standard errors have been included to provide a guide to the precision of the estimates. All possible steps were taken to examine and minimise the potential impact of non-response bias and the data quality is likely to be at least equal to other teacher surveys conducted to date in Australia. Nevertheless, the figures reported are estimates of population values 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

McKenzie et al 2011, p. xiii

<http://foi.deewr.gov.au/documents/staff-australia-s-schools-2010-main-report-survey>

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