

Summary of key findings

Entry into initial teacher education

1. 30,506 students commenced an ITE program in 2014 which is a 3% increase on the previous year.
2. All states and territories, with the exception of Queensland, have recorded an overall increase in the number of commencing ITE students between 2005 and 2014.
3. Between 2005 and 2014, there was an increase in the proportion of commencing undergraduate ITE secondary entrants with an ATAR in the lower bands. In 2005, 21% (n=924) had an ATAR of 70 or lower, compared to 40% (n=2,162) in 2014. At the same time, the proportion of commencing undergraduate ITE secondary entrants with no submitted ATAR has increased from 27% (n=1,624) of all undergraduate ITE secondary entrants in 2005, to 37% (n=3,163) in 2014.
4. There are 367 accredited ITE programs offered by 48 providers at 89 different locations across Australia.
5. In 2005, postgraduate ITE students represented 21% (n=5,268) of the entire commencing ITE population, compared to 33% (n=10,077) in 2014. The reverse is true for undergraduate ITE students, who represented 79% (n=19,241) of the total commencing ITE population in 2005, compared to 67% (20,429) in 2014.
6. The number of commencing undergraduate ITE students has remained steady over the past decade, from 19,241 in 2005 to 20,429 in 2014.
7. The number of ITE students commencing to become secondary teachers has increased steadily over the past decade and for the first time in 2014, there were more commencements in secondary qualifications than primary qualifications.
8. ITE students commencing through an internal (on-campus) mode of attendance has declined from 78% (n=19,191) of all commencing students in 2005, to 68% (n=20,643) in 2014. During this time, ITE students commencing through an external (e.g. online) mode of attendance has increased from 12% (n=2,893) to 20% (n=6,043) of the commencing ITE population.



Progress through initial teacher education

9. The 2013 first year special adjusted retention rate (retention from year 1 to year 2 in the same course) for ITE was 76%. This means 76% of first year ITE students were retained in ITE in their second year.
10. The following groups of ITE students had a retention rate at least 5% lower than the average undergraduate/postgraduate rate for 2013:
 - Undergraduate students studying through an external (e.g. online) mode of attendance (69%)
 - Undergraduate students with an Indigenous background (70%)
 - Postgraduate students from regional locations (68%).
11. The average success rate for ITE students (90%) was higher compared to students across all fields of education (87%) in 2014. This means ITE students were more likely to successfully complete a unit of study, compared to students across all fields of education.
12. The following groups of ITE students had a success rate at least 5% lower than the average undergraduate/postgraduate rate for 2014:
 - Undergraduate students studying through an external (e.g. online) mode of attendance (82%)
 - Undergraduate students who entered: through a VET award (82%), as a result of professional experience (79%), or through a mature age pathway (81%)
 - Undergraduate (79%) and postgraduate (89%) students with an Indigenous background.

Completion of initial teacher education

13. 18,488 students completed an ITE program in 2014 which is a 3% increase on the previous year.
14. 60% (n=10,490) of the 2008 undergraduate ITE commencing cohort completed an ITE program after six years (i.e. by 2014) and 80% (n=3,990) of the 2008 postgraduate ITE commencing cohort completed an ITE program after six years (i.e. by 2014).
15. The following ITE students from the 2008 commencing cohort had a

completion rate at least 5% lower than the average undergraduate/postgraduate rate:

- Male undergraduates (55%)
 - Undergraduate students aged 25 or over when commencing (52%)
 - Postgraduate students aged 30 or over when commencing (74%)
 - Undergraduate (44%) and postgraduate (70%) students who studied through an external (e.g. online) mode of attendance
 - Undergraduate (39%) and post-graduate (58%) part-time students
 - Undergraduate (42%) and postgraduate (68%) students from remote locations
 - Undergraduate students with an Indigenous background (39%).
- 16.** In 2005, postgraduate ITE students represented 26% of the entire completing ITE population, compared to 41% in 2014. The reverse is true for undergraduate ITE students, who represented 74% of ITE completions in 2005, compared to 59% in 2014.
- 17.** Graduates of ITE had high average levels of satisfaction (82%) with their ITE program and similar average levels of satisfaction compared to graduates across all fields of education (83%).

Employment in early career teaching

- 18.** Teacher education bachelor graduates had a slightly higher full-time employment rate (70%) compared to bachelor graduates across all fields of education (68%), in 2014.
- 19.** 45% of primary teacher graduates, 46% of secondary teacher graduates and 34% of early childhood teacher graduates were working full-time in schools about four months after completing their ITE program, in 2014. For early childhood graduates, the lower employment rates may indicate that they gained employment in early childhood settings outside the schooling system.