
InSights

Initial teacher education: data report 2017

Australian Institute for Teaching
and School Leadership

Australian Institute for Teaching and School Leadership

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

AITSL works to ensure that Australia has a high-quality education community in which teachers and school leaders have the greatest impact on the educational growth and achievement of every student. AITSL works in partnership with governments, jurisdictions, sectors and agencies to improve professional practice through evidence-based policies, standards and resources.

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

Acknowledgements

AITSL acknowledges the contribution and assistance provided by the University Statistics team at the Department of Education and Training and the Social Research Centre's Quality Indicators for Learning and Teaching team. The publically available data in this report have been sourced from a range of datasets including:

- Department of Education and Training, Customised data from Higher Education Statistics – Student Data, copyright Commonwealth of Australia, reproduced by permission
- Department of Education and Training, Undergraduate, Applications and Offers, copyright Commonwealth of Australia, reproduced by permission
- Department of Education and Training, Graduate Destinations Survey, reproduced by permission
- Department of Education and Training, Student Experience Survey, reproduced by permission
- AITSL, Accredited Initial Teacher Education Programs List.

Citation

Australian Institute for Teaching and School Leadership 2017, *Initial teacher education: data report 2017*, AITSL, Melbourne.

ISBN 978-1-925192-48-3

© 2017 Australian Institute for Teaching and School Leadership Limited (AITSL).

AITSL owns the copyright in this publication. This publication or any part of it may be used freely only for non-profit education purposes provided the source is clearly acknowledged. The publication may not be sold or used for any other commercial purpose.

Other than permitted above or by the Copyright ACT 1968 (Commonwealth), no part of this publication may be reproduced, stored, published, performed, communicated or adapted, regardless of the form or means (electronic or otherwise), without prior written permission of the copyright owner.

Address inquiries regarding copyright to: AITSL, PO Box 299, Collins Street West, VIC 8007, Australia.

This project was funded by the Australian Institute for Teaching and School Leadership Limited (AITSL) with funding provided by the Australian Government.

Foreword



It is with great pleasure that I introduce the fifth instalment of AITSL's *Initial teacher education: data report*. Throughout 2016 and into 2017 AITSL has continued to implement key aspects of the Government's response to the report of the Teacher Education Ministerial Advisory Group (TEMAG):

Action Now: Classroom Ready Teachers. This has included working closely with key stakeholders, such as teacher regulatory authorities and initial teacher education (ITE) providers, to implement the 2015 *Accreditation of initial teacher education programs in Australia: Standards and Procedures*.

A major focus of the TEMAG reforms is on the collection of evidence to enable a better understanding of the impact of ITE. To this end, in 2016 Education Council agreed to fund the implementation of the National Initial Teacher Education and Teacher Workforce Data Strategy (referred to as the National Data Strategy [NDS]). The NDS was scoped and will be led by AITSL. It will unite currently collected data on ITE with teacher workforce data to chart the course of the teacher workforce from education through to employment. In doing so it will enable governments to improve their individual and collective understanding about the teacher workforce. It will provide critical information about who is being prepared to teach and how effectively, who is teaching, where they are teaching, what they are teaching, and will identify gaps across government and non-government schools. The NDS data will assist governments to better focus investment, manage capacity and capability in the workforce, and drive educational outcomes for students.

Once the NDS is fully implemented, it is envisioned that the *Initial teacher education: data report* series will become one of the primary resources through which NDS data on ITE students and early career teachers is presented at the national level.

This year's *Initial teacher education: data report* presents a wide range of new data and analysis: The report includes a comparison of six-year completion and attrition outcomes in ITE compared to other higher education programs; an analysis of multiple demographic factors affecting completion in ITE; 'overall' and 'full-time' employment rates are presented for recent ITE graduates who studied at the undergraduate and postgraduate levels; and there is new data on the induction experiences and career intentions of early career teachers. For the first time, the report includes an interactive dashboard with time series data on ITE students and an accessible spreadsheet with all data from the tables and charts in this report. This will improve accessibility and usability of the data. These can be found on AITSL's *Initial teacher education: data report 2017* home page.

The AITSL Board commends the *Initial teacher education: data report 2017* as a valuable resource that highlights the scope and scale of ITE in Australia, and one that can support researchers, policy-makers and the broader Australian education community to have a more informed debate about the direction of ITE in this country.



Laureate Professor John Hattie
Chair, AITSL Board

Table of contents

Foreword.....	I
Table of contents.....	II
List of tables.....	IV
List of figures.....	VI
Summary of key findings.....	XII
Entry into initial teacher education	XII
Progress through initial teacher education	XIII
Completion of initial teacher education	XIII
Early career teaching	XV
1. Introduction and background.....	1
1.1 Purpose	1
1.2 Definition of initial teacher education	2
1.3 Towards a national initial teacher education and teacher workforce data collection	2
1.4 Structure of this report	5
1.5 Data in this report	6
2. Entry into initial teacher education.....	8
2.1 Key findings	8
2.2 Applications and offers for undergraduate places	11
2.3 Number of commencing students	12
2.4 Characteristics of commencing students	13
2.5 Commencements by state/territory of home residence	15
2.6 Basis of admission	16
2.7 ATAR	19
2.8 Commencements by level and type of qualification	23
2.9 Commencements by detailed field of education	25
2.10 Commencements by type and mode of attendance	27
2.11 Student status	29
2.12 Initial teacher education programs	30
2.13 Accredited initial teacher education providers	33
3. Progress through initial teacher education.....	34
3.1 Key findings	34
3.2 Number of enrolled students	36
3.3 Characteristics of enrolled students	37
3.4 First-to-second-year retention	39
3.5 Success rates	46
4. Completion of initial teacher education.....	52
4.1 Key findings	52
4.2 Number of completing students	57
4.3 Characteristics of completing students	58
4.4 Completions by state/territory of home residence	60

4.5	Completions by type and level of qualification	61
4.6	Completions by detailed field of education	63
4.7	Six year completion and attrition rates	65
4.8	Current student and recent graduate satisfaction	79
5.	Early career teaching.....	87
5.1	Key findings	87
5.2	Employment after graduation	89
5.3	Induction of early career teachers	98
5.4	Career intentions of early career teachers	102
6.	Individual initial teacher education provider reports.....	103
6.1	Explanation of data in the individual initial teacher education provider reports, by data source	103
6.2	List of initial teacher education providers	108
Appendix 1.....		247
	Glossary	247
Appendix 2.....		251
	Acronyms	251
Appendix 3.....		252
	Data sources and data quality	252
Appendix 4.....		263
	Specific survey items for the Student Experience Survey, Course Experience Questionnaire and Graduate Destination Survey	263
Appendix 5.....		268
	Bibliography	268

List of tables

Table 1	4
The Blueprint for ITE and Teacher Workforce Data minimum data set	
Table 2	11
Total undergraduate applications and offers made through Tertiary Admissions Centres in initial teacher education, 2013 – 2015	
Table 3	12
Total commencements in initial teacher education and all higher education, 2015 and 2014	
Table 4	12
Domestic and international commencements in initial teacher education, 2015	
Table 5	33
Providers of accredited initial teacher education programs, 2017	
Table 6	36
Total number of enrolled students, initial teacher education and all fields of education, 2015 and 2014	
Table 7	36
Domestic and international enrolments in initial teacher education, 2015	
Table 8	57
Total completions, initial teacher education and all higher education, 2015 and 2014	
Table 9	57
Domestic and international completions in initial teacher education, 2015	
Table 10	255
Student Experience Survey, undergraduate ITE respondents compared to the total in-scope population by sub-group, 2013 – 2015	
Table 11	256
Student Experience Survey, all undergraduate higher education respondents compared to the total in-scope population by sub-group, 2013 – 2015	
Table 12	258
Graduate Destination Survey, undergraduate ITE respondents compared to the total in-scope population by sub-group, 2013 – 2015	
Table 13	259
Graduate Destination Survey, all undergraduate higher education respondents compared to the total in-scope population by sub-group, 2013 – 2015	

Table 14	260
Postgraduate Destination Survey, ITE postgraduate respondents compared to the total in-scope population by sub-group, 2013 – 2015	
Table 15	261
Postgraduate Destination Survey, all postgraduate higher education respondents compared to the total in-scope population by sub-group, 2013 – 2015	
Table 16	262
School respondent profile by role, experience, sector and school level, AITSL Stakeholder Survey, 2016	

List of figures

Figure 1	13
Total commencements in initial teacher education, 2006–2015	
Figure 2	14
Total commencements in initial teacher education and all higher education by gender and age range, 2015	
Figure 3	15
Domestic commencements in initial teacher education and all higher education by equity status, 2015	
Figure 4	16
Total commencements in initial teacher education by home residence, 2006–2015	
Figure 5	18
Undergraduate commencements in initial teacher education and all higher education by basis of admission, 2015	
Figure 6	19
Basis of admission categories, undergraduate commencements in initial teacher education, 2006–2015	
Figure 7	20
ATAR status for domestic undergraduate students who were admitted on the basis of their secondary education, initial teacher education, 2006 – 2015	
Figure 8	21
Domestic undergraduate students who were admitted on the basis of their secondary education and who had a submitted ATAR, by ATAR band, initial teacher education and all higher education, 2015	
Figure 9	22
Domestic undergraduate students who were admitted on the basis of their secondary education and who had an ATAR, by ATAR band, initial teacher education, 2006–2015	
Figure 10	23
Domestic undergraduate students who were admitted on the basis of their secondary education and who had an ATAR, by ATAR band, all fields of education, 2006–2015	
Figure 11	24
Total commencements in initial teacher education by level of qualification, 2006–2015	
Figure 12	25
Total commencements in initial teacher education by detailed qualification type, 2006–2015	

Figure 13	26
Total commencing students in initial teacher education by level of qualification and detailed field of education, 2015	
Figure 14	27
Total commencements in initial teacher education by detailed field of education, 2006–2015	
Figure 15	28
Total commencements in initial teacher education by type of attendance, 2006–2015	
Figure 16	29
Total commencements in initial teacher education by mode of attendance, 2006–2015	
Figure 17	30
Total commencements in initial teacher education by student status, 2006–2015	
Figure 18	32
Location of initial teacher education programs in Australia by campus and regional classification	
Figure 19	37
Total enrolments in initial teacher education, 2006–2015	
Figure 20	38
Total enrolments in initial teacher education by gender and age range, 2015	
Figure 21	39
Domestic enrolments in initial teacher education and all higher education by equity status, 2015	
Figure 22	41
First to second year undergraduate retention in initial teacher education compared to other undergraduate higher education programs types, 2014	
Figure 23	41
First to second year undergraduate retention rates, initial teacher education, 2005–2014	
Figure 24	42
First to second year undergraduate retention rates by gender and age range, initial teacher education, 2014	
Figure 25	43
First to second year undergraduate retention rates by equity status, initial teacher education, 2014	
Figure 26	43
First to second year undergraduate retention rates by location of permanent home address, initial teacher education, 2014	
Figure 27	44
First to second year undergraduate retention rates by basis of admission, initial teacher education, 2014	

Figure 28	45
First to second year undergraduate retention rates by ATAR, secondary education entrants, initial teacher education, 2014	
Figure 29	45
First to second year undergraduate retention rates by type and mode of attendance, initial teacher education, 2014	
Figure 30	46
Success rates, initial teacher education and all higher education, 2006 – 2015	
Figure 31	47
Success rates by level of qualification, initial teacher education, 2006 - 2015	
Figure 32	48
Success rates by gender and age range, undergraduates and postgraduates, initial teacher education, 2015	
Figure 33	49
Success rates by equity status, domestic postgraduates and undergraduates, initial teacher education, 2015	
Figure 34	50
Success rates by ATAR, undergraduate students who entered via a secondary education pathway, initial teacher education, 2015	
Figure 35	51
Success rates by type and mode of attendance, undergraduates and postgraduates, initial teacher education, 2015	
Figure 36	58
Total completions in initial teacher education, 2006–2015	
Figure 37	59
Total completions in initial teacher education and all higher education by gender and age range, 2015	
Figure 38	60
Domestic completions in initial teacher education and all higher education by equity status, 2015	
Figure 39	61
Total completions in initial teacher education by home residence, 2006–2015	
Figure 40	62
Total completions in initial teacher education by detailed qualification type, 2006–2015	
Figure 41	63
Total completions in initial teacher education by level of qualification, 2006–2015	
Figure 42	64
Completions in initial teacher education by detailed field of education, postgraduate and undergraduate, 2015	

Figure 43	65
Total completions in initial teacher education by detailed field of education, 2006–2015	
Figure 44	67
Undergraduate six year completion and attrition rates, initial teacher education and other higher education programs, 2010 commencing cohort	
Figure 45	68
Postgraduate six year completion and attrition rates, initial teacher education and other higher education programs, 2010 commencing cohorts	
Figure 46	69
Six year completion rates for undergraduates and postgraduates, initial teacher education and other higher education programs, 2005 to 2010 commencing cohorts	
Figure 47	70
Six year completion rates by gender and age range, undergraduates and postgraduates, initial teacher education, 2010 commencing cohort	
Figure 48	71
Six year completion rates by equity status, domestic undergraduates and postgraduates, initial teacher education, 2010 commencing cohort	
Figure 49	72
Six year completion rates by state of permanent home address, initial teacher education, 2010 commencing cohort	
Figure 50	73
Six year completion rates by basis of admission, undergraduates, initial teacher education, 2010 commencing cohort	
Figure 51	74
Six year completion rates by ATAR, undergraduate secondary education pathway entrants, initial teacher education, 2010 commencing cohort	
Figure 52	75
Six year completion rates by type and mode of attendance, undergraduates and postgraduates, initial teacher education, 2010 commencing cohort	
Figure 53	76
Six year completion rates by part-time and: aged 19 or younger; disability status; remote; Indigenous, initial teacher education. Average of 2006 to 2010 commencing cohorts	
Figure 54	77
Six year completion rates by external (i.e. online) mode of attendance and: aged 19 or younger; disability status; remote; Indigenous, initial teacher education. Average of 2006 to 2010 commencing cohorts	
Figure 55	78
Six year completion rates by low SES and: aged 24 or older; remote; Indigenous, initial teacher education, average of 2006 to 2010 commencing	

Figure 56	80
Overall satisfaction with the higher education experience, undergraduates, initial teacher education and all higher education, 2015	
Figure 57	80
Overall satisfaction with the higher education experience, undergraduates, initial teacher education, 2013 - 2015	
Figure 58	81
Student satisfaction with their overall educational experience from different initial teacher education providers, undergraduates, initial teacher education, 2015	
Figure 59	82
Per cent of students considering early departure, undergraduates, initial teacher education and all fields of education, 2013 - 2015	
Figure 60	83
Selected reasons for considering early departure, undergraduates, initial teacher education and all fields of education, 2015	
Figure 61	85
Graduate course satisfaction, undergraduates and postgraduates, initial teacher education and all higher education, 2015	
Figure 62	86
Graduate course satisfaction, undergraduates and postgraduates, initial teacher education, 2013 - 2015	
Figure 63	90
Recent graduate overall and full-time employment rates, undergraduates and postgraduates, initial teacher education and all higher education, 2015	
Figure 64	91
Recent graduate overall and full-time employment rates, undergraduates and postgraduates, initial teacher education, 2013 - 2015	
Figure 65	92
Employment status of recent initial teacher education graduates, undergraduates and postgraduates, 2013 - 2015	
Figure 66	93
Employment status of recent initial teacher education graduates by detailed field of education, undergraduates and postgraduates, 2015	
Figure 67	94
Per cent of recent initial teacher education graduates employed part-time in schools and seeking full-time employment, undergraduates and postgraduates, 2013 - 2015	
Figure 68	95
Per cent of recent initial teacher education graduates employed part-time in schools and seeking full-time employment by detailed field of education, undergraduates and postgraduates, 2015	
Figure 69	96
Per cent of recent initial teacher education graduates employed in public or private sector schools, undergraduates and postgraduates, 2013 - 2015	

Figure 7097
Per cent of recent initial teacher education graduates employed in public or private sector schools and detailed field of education, undergraduates and postgraduates, 2015	
Figure 7198
Provision of formal induction for early career teachers by employment type, early career teachers compared to school leaders, 2016	
Figure 72100
Focus of school induction processes, early career teachers compared to school leaders and teacher mentors, 2016	
Figure 73101
Induction strategies used in schools, early career teachers compared to school leaders and teacher mentors, 2016	
Figure 74102
Extent to which induction experience supported transition into school, early career teachers, 2016	
Figure 75102
Likelihood of early career teachers leaving classroom teaching, 2016	

Summary of key findings

Entry into initial teacher education

Commencing student numbers and characteristics

1. 30,769 students commenced an ITE program in 2015 which was a 1% increase on the previous year.
2. In 2015, 73% (n=22,582) of commencing ITE students were female, 64% (n=19,796) were aged 24 and under, 55% (n=16,325) were from medium socio-economic status backgrounds, 74% (n=21,908) were from metropolitan locations and 2% (n=689) were Indigenous.
3. There was a 1% decrease in the proportion of commencing undergraduate ITE students who were admitted on the basis of their secondary education and had no submitted ATAR between 2014 and 2015. However, over the past decade there has been a 7% increase, from 29% (n=2,014) in 2006, to 36% (n=2,848) in 2015.
4. There was little change in the ATARs of commencing undergraduate ITE students who were admitted on the basis of their secondary education between 2014 and 2015. However, over the past decade there has been an increase in the proportion of these students with an ATAR in the lower bands. In 2006, 25% (n=1,252) had an ATAR of 70 or lower, compared to 42% (n=2,102) in 2015. This trend has been observed across all higher education programs, although to a lesser extent.

Commencing student study characteristics

5. 69% (n=21,239) of ITE students commenced an undergraduate qualification and 31% (n=9,530) commenced a postgraduate qualification in 2015. There was a 2% decrease in the proportion of postgraduate ITE commencements on the previous year, from 33% (n=10,077) in 2014. However, there has been a 6% increase over the past decade, from 25% (n=6,207) in 2006.
6. There was a 2% increase in the proportion of ITE Masters commencements between 2014 (17%, n=5,185) and 2015 (19%, n=5,924). Over the past decade, ITE Masters commencements have increased 18%, from 1% (n=135) in 2006.
7. The proportion of ITE students commencing through an internal (i.e. on campus) mode of attendance has declined from 77% (n=19,279) of all commencing students in 2006, to 60% (n=18,557) in 2015. During this time, the proportion of ITE students commencing through an external (i.e. online) mode of attendance has increased from 14% (n=3,459) in 2006 to 25% (n=7,751) in 2015.

Initial teacher education programs and providers

8. There were 373 accredited programs offered by 48 providers at 85 different locations across Australia in 2017.

Progress through initial teacher education

First to second year undergraduate retention

9. The 2014 to 2015 first-to-second year retention rate (retention from year 1 to year 2 in the same program type) in ITE was 77% (n=15,188) for *undergraduates*.
10. Compared to other higher education programs, the 2014 to 2015 *undergraduate* ITE retention rate was 1% lower than average. As such ITE students were less likely to be retained in ITE in their second year compared to the equivalent retention of students from other higher education programs.

Success rates – rate at which students successfully completed a unit of study

11. ITE students were more likely to successfully complete a unit of study (success rate) compared to students across all higher education programs in 2015. The success rate in ITE was 90% compared to 87% across all higher education programs.
12. *Postgraduate* ITE students (94%) had a higher success rate than undergraduate ITE students (89%) in 2015.

Completion of initial teacher education

Completing student numbers and characteristics

13. 18,194 students completed an ITE program in 2015, a 2% (n=294) decline on the previous year.
14. In 2015, 76% (n=13,857) of completing ITE students were female, 74% (n=13,519) were aged between 20 and 29, 54% (n=8,920) were from medium socio-economic status backgrounds, 76% (n=12,543) were from metropolitan locations and 2% (n=254) were Indigenous.

Completing student study characteristics

15. 60% (n=10,977) of ITE students completed an undergraduate qualification and 40% (n=7,217) completed a postgraduate qualification in 2015. There was a 1% decrease in the proportion of postgraduate ITE completions on the previous year, from 41% (n=10,816) in 2014. However, there has been a 9% increase over the past decade, from 31% (n=5,199) in 2006.
16. The number of completions in secondary qualifications is similar to those in primary qualifications. In 2015, 6,091 students completed a primary qualification and 6,170 completed a secondary qualification, representing 33% and 34% of all ITE completions respectively. The remaining completions were in early childhood (14%, n=2,509) and combined primary / secondary / early childhood or unspecified ITE qualifications (19%, n=3,435).

Six year completion rates – proportion of students in a cohort who completed their degree within six years

17. The six year completion rate for ITE students who commenced in 2010 was 56% (n=11,140) for *undergraduates* and 79% (n=6,810) for *postgraduates*. Compared to other higher education programs, the undergraduate ITE rate was 2% higher than average, and the postgraduate rate was 12% higher than average. As such, ITE students were more likely to complete their program, compared to students from other higher education programs.
18. The six year completion rate has declined 8% each for ITE *undergraduates* and *postgraduates* over six years (between the 2005 and 2010 commencing cohorts). This decline is steeper for ITE compared to other higher education programs.
19. The following groups of ITE students had the highest six year completion rates (2010 commencing cohort):

Undergraduates

- Commenced through a secondary education pathway with an ATAR of 81 or higher (67%, n=1,333)
- Studied via a mixed (i.e. on campus and online) mode of attendance (65%, n=1,283)
- Studied full-time (60%, n=9,938)

Postgraduates

- Aged 24 or under when commencing (87%, n=2,872)
- Studied full-time (86%, n=5,712)
- Studied via a mixed (i.e. on campus and online) mode of attendance (85%, n=567).

20. The following groups of ITE students had the lowest six year completion rates (2010 commencing cohort):

Undergraduates

- Studied part-time (35%, n=1,202)
- Resided in the Northern Territory (36%, n=63)
- With an Indigenous background (37%, n=159)

Postgraduates

- Studied part-time (55%, n=1,098)
- With an Indigenous background (60%, n=41)
- Resided in Tasmania (63%, n=96).

21. When multiple factors were analysed, the following ITE students had the lowest completion rates (average of 2005 to 2010 commencing cohorts):

Undergraduates

- Part-time students from a remote location (21%, n=103)
- Part-time students with an Indigenous background (26%, n=128)
- Part-time students with a disability (27%, n=172)

Postgraduates

- Part-time students with an Indigenous background (46%, n=36)
- External mode of attendance (i.e. online) with an Indigenous background (50%, n=49)
- Part-time students with a disability (52%, n=190).

Current student and recent graduate satisfaction

22. Current *undergraduate* ITE students had a high degree (80%) of satisfaction with the quality of their educational experience and similar levels of satisfaction compared to current undergraduate students from all higher education programs in 2015.
23. Of the 18% of *undergraduate* ITE students who were seriously considering early departure from their ITE provider in 2015, the most common reasons related to 'health / stress' (47%), 'study / life balance' (32%) and 'workload difficulties' (31%).
24. Recent ITE graduates from *undergraduate* programs had high overall levels of satisfaction with their course (82%) and were significantly more satisfied than recent ITE graduates from *postgraduate* programs (77%) in 2015.

Early career teaching

Employment outcomes of recent graduates

25. Recent ITE graduates from *undergraduate* programs had a 94% overall employment rate and a 71% full-time employment rate. This was higher than the overall (89%) and full-time (67%) employment rate for recent graduates from all undergraduate programs in 2015.
26. Recent ITE graduates from *postgraduate* programs had a 90% overall employment rate and a 65% full-time employment rate. This was lower than the overall (92%) and full-time (80%) employment rate for recent graduates from all postgraduate programs in 2015.
27. 46% of recent ITE graduates from *undergraduate* programs were working full-time in schools in 2015. This was higher than the proportion of recent ITE graduates from *postgraduate* programs working full time in schools, at 40%.

Induction experiences of early career teachers

28. 48% of early career teachers indicated they had received a formal induction into their school. Of early career teachers, those on a permanent contract were most likely to have received induction (59%) while casual relief teachers were least likely to have received induction (17%).
29. School leaders were more likely to indicate that early career teachers had participated in a range of induction processes and strategies than were early career teachers themselves.
30. 65% of early career teachers who received induction strongly agreed that their induction experience improved their knowledge and teaching practice, while 24% strongly disagreed that this was the case.

Career intentions of early career teachers

31. 56% of early career teachers indicated they were not likely to leave classroom teaching in the foreseeable future, while 15% indicated they would leave within one to five years, 4% indicated they would leave within six to 10 years and 3% after 10 years. 22% were unsure.

1. Introduction and background

1.1 Purpose

This is fifth edition of the *Initial teacher education: data report*. Over the past five years, the report has presented the available data on initial teacher education (ITE) in a single resource.

The *Initial teacher education: data report 2017* brings together a range of data about ITE applicants, students and graduates collected by the Australian Government that are publicly available or available upon request as customised data. Due to the timing associated with public release, mostly 2015 data are used in this report. This year data on early career teachers have been included from the 2016 AITSL Stakeholder Survey.

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

This annual report also contributes to building a set of data that, over time, will provide a key starting point for further research in ITE.

Quick Link

The following new resources are available at the link below

- An accessible spreadsheet with all the data from the tables and charts in this report
- An interactive dashboard with time series data for commencing, enrolled and completing ITE students across various demographic and study characteristics
- An infographic summarising the key findings.

New to the 2017 report

- First to second year retention rates and six year completion rates in ITE compared to other selected higher education program types
- Six year completion rates in ITE by state / territory and basis of admission
- Six year completion rates in ITE by multiple risk factors
- Satisfaction and engagement of current ITE students
- Current ITE students considering early departure and selected reasons
- Satisfaction of recent ITE graduates (undergraduates and postgraduates)
- Overall and full-time employment rates of recent ITE graduates (undergraduates and postgraduates)
- Recent ITE graduate public and private sector employment (undergraduates and postgraduates)



Initial teacher education:
data report 2017

- Data on the induction experiences of early career teachers, teacher mentors and school leaders from the 2016 AITSL Stakeholder Survey
- Data on the career intentions of early career teachers from the 2016 AITSL Stakeholder Survey.
- Demographic and study characteristics of completing ITE students and six year completion and attrition rates at the individual ITE provider level.

1.2 Definition of initial teacher education

An initial teacher education program is a higher education program that is accredited to meet the qualification requirements for registration as a school teacher in Australia. Other education-related programs that do not lead to registration as a school teacher are also available. A Master of Education Curriculum Studies, for example, might be undertaken to extend a registered practising teacher's education knowledge.

1.3 Towards a national initial teacher education and teacher workforce data collection

ITE and the teacher workforce are national concerns requiring the effective collaboration of many key stakeholders: state, territory and the Commonwealth Governments, teacher regulatory authorities (TRAs), teacher education providers, teacher employers, schools and their communities, representative groups and individual teachers. While there are many sets of data on ITE and the teaching workforce based largely within jurisdictions, there are currently limitations on what we know about the outcomes of ITE programs and workforce supply and demand at a national level and between states and territories.

In 2014, the Teacher Education Ministerial Advisory Group (TEMAG) was established, and its report, *Action Now: Classroom Ready Teachers* (2014) identified the compelling need for better national research and workforce planning as one of the key approaches to improving education outcomes through ITE. It found that a lack of consistent and timely national teacher data “hinders both continuous improvement in initial teacher education and workforce planning.”

Quick Fact

The National Initial Teacher Education and Teacher Workforce Data Strategy will unite a suite of existing national and jurisdiction-based ITE and teacher workforce data sets to provide an accurate and holistic picture of ITE and the teacher workforce at the national level.

In December 2016 Education Council¹ agreed that AITSL would implement the National Initial Teacher Education and Teacher Workforce Data Strategy (NDS). The NDS will unite existing national and jurisdiction-based ITE and teacher workforce data sets to provide a picture of ITE and the teacher workforce at the national level. It will enable supply and demand modelling for workforce planning and increase our understanding about the workforce outcomes of ITE.

The data collected by the NDS will complete the minimum data set and architecture outlined in *A Blueprint for Initial Teacher Education and Teacher Workforce Data* (2015). This minimum data set is outlined below in Table 1. As data from the NDS become available, it is envisioned that the *Initial teacher education: data report* series will become a key mechanism through which the aggregated data are disseminated.

¹ The Council of Australian Government's Education Council provides the mechanism through which national policy on school education can be coordinated between the Commonwealth and State and Territory Governments. More information about Education Council can be found at: <http://www.educationcouncil.edu.au/>

Table 1

The Blueprint for ITE and Teacher Workforce Data minimum data set

Initial Teacher Education Phase			Qualified and Registered Teacher Phase		
Entry	Progress	Completion	Early Career Teacher		
			1st year	2nd year	3rd year
Student information (each student record linked to multiple program records)			Teacher information (each teacher record may be linked to multiple employment records)		
1. Applicant and offer preference ordinal numbers	✓	✓	15. Teacher demographic information	✓	✓
2. Demographic information			16. Post ITE Quals (level, field, year)	✓	✓
3. Prior academic achievement			Registration information (including overseas qualified teachers)		
4. Basis of admission			17. Registration conferral year	✓	✓
5. Australian Tertiary Admissions Rank			18. Registration status	✓	✓
			19. Registration restrictions	✓	✓
ITE program information (updated annually until completion)			Employment information		
6. Provider name, campus and location	11. Subjects studied at tertiary level	12. Teaching qualification (level, field, year)	20. Employment status (ongoing, fixed term, casual)	✓	✓
7. Accredited ITE program		13. Teaching specialisation/s	21. Teaching load (FTE)	✓	✓
8. Program field and level		14. Course satisfaction	22. Current school classification including school leadership, salary, year commenced at school	✓	✓
9. Attendance mode and type			Teaching information		
10. Student status (domestic/not domestic, govt. supported place or not)			23. Teacher perception of helpfulness of ITE program	✓	✓
			24. Employer perceptions of teacher classroom readiness	✓	✓
			25. Teacher perceptions of helpfulness of induction	✓	✓
			26. Nature of current position: teaching and non-teaching duties	✓	✓
			27. Subjects and year level taught	✓	✓
			28. Professional development	✓	✓
			29. Teacher career intentions: intention to remain or leave teaching	✓	✓
			30. Factors affecting intention to leave teaching pre-retirement	✓	✓
31. Statistical linkage key / Unique student identifier (CHESSN) and teacher identifier (data linkage)					

1.4 Structure of this report

The *Initial teacher education: data report 2017* is structured to conform to the Blueprint for ITE and Teacher Workforce Data minimum data set (the Blueprint) (Table 1). This report includes all 'ITE phase' data items from the Blueprint. Future additions of the *Initial teacher education: data report* series will include new data to meet data items in the 'early career teacher workforce phase' of the Blueprint as they become available. This will particularly be the case when the NDS is fully implemented.

In accordance with the Blueprint, the structure of this report corresponds with the successive phases of ITE: entry and progress through ITE, completion of ITE, and entry into early career teaching. This ITE lifecycle and the data relating to each phase of the lifecycle is presented in sections 2 to 5 of the report. Specifically:

- **Section 2** is the 'entry into ITE' phase listed in the Blueprint and provides student commencement data for information about student entry into ITE as well as information on ITE programs
- **Section 3** is the 'progress through ITE' phase listed in the Blueprint and provides data on all enrolled ITE students, first-to-second-year retention rates, and success rates to provide information about student progress through ITE
- **Section 4** is the 'completion of ITE' phase listed in the Blueprint and provides student completion data, six year completion rates, and data on the satisfaction and engagement of current ITE students and recent graduates to provide information about completion of ITE
- **Section 5** is the 'early career teacher' phase listed in the Blueprint and provides information about outcomes of ITE including employment rates and employment status of recent ITE graduates, and induction experiences and career intentions of early career teachers.

Section 6 includes a data report on each ITE provider in Australia. The reports outline the demographic and study characteristics of commencing and completing ITE students, six year completion rates, student and graduate satisfaction, and employment outcomes at the institution level.

Throughout the report, ITE data are compared to data across all higher education programs to provide context for the results. Where appropriate, the data are separated by undergraduate and postgraduate results.

1.5 Data in this report

Data in this report have been sourced from six national data collections and surveys.

Higher Education Student Data Collection

The Higher Education Student Data Collection (HESDC) is a census of administrative and statistical information on higher education students in Australia. Data are collected by higher education providers (HEPs) and submitted to the Australian Government Department of Education and Training (DET) through the Higher Education Information Management System (HEIMS) under the *Higher Education Support Act 2003*.

Once processed and signed off, HESDC data are available through the uCube² or as customised data upon request. HESDC data from this report were derived from customised, aggregated tables generated by DET. The latest data from the HESDC that were available for this report are from end 2015. This is due to timing associated with the public release of this data set. Please refer to Appendix 3 for additional information about the HESDC.

University Applications and Offers Data Collection

The Applications and Offers Data Collection records all applications by domestic applicants for Commonwealth supported places in higher education undergraduate award courses through Australian Tertiary Admission Centres (TACs). Records of offers made by universities and acceptances of those offers by students are also included in the collection. The data are processed and released in the same manner as the HESDC. Please refer to Appendix 3 for additional information about the Applications and Offers Data Collection.

Student Experience Survey

The Student Experience Survey (SES) is a comprehensive survey of higher education students in Australia. The SES is administered to commencing and later-year onshore undergraduate students. It measures student satisfaction and engagement levels across five indices. The SES is part of a new suite of surveys that comprises the Quality Indicators for Learning and Teaching (QILT).

SES data presented in this report include 95% confidence intervals to indicate the precision of the results. Appendix 3 contains further information about the SES, including response rates and an overview of respondent characteristics compared to the in-scope population.

² Please visit <http://highereducationstatistics.education.gov.au/> for more information about the uCube.

Australian Graduate Survey

Data from the Australian Graduate Survey (AGS) are from three distinct questionnaires administered to graduates about four months after graduation. The Graduate Destination Survey (GDS) and Postgraduate Destination Survey (PDS) are administered to graduates from undergraduate and postgraduate programs respectively. They both collect information on graduate employment outcomes, continuing study and work-seeking status. The Course Experience Questionnaire (CEQ) is administered to graduates from undergraduate and postgraduate programs and focuses on the extent to which graduates are satisfied with their course.

From 2016, the GDS, PDS and CEQ were transitioned into the suite of surveys under the QILT. Due to timing associated with the release of these public data sets, the 2016 QILT data was not available at the time of writing this report.

AGS data presented in this report include 95% confidence intervals to indicate survey precision. Appendix 3 provides additional information about the AGS, including response rates and an overview of respondent characteristics compared to the in-scope population.

AITSL Stakeholder Survey

The AITSL Stakeholder Survey is undertaken by ITE students and providers, teachers, school leaders and other education organisations. It measures awareness, knowledge, attitudes and satisfaction with AITSL and its policies, tools, and resources. It also explores key issues facing teachers and school leaders.

As with all survey data used in the report, 95% confidence intervals are included to provide a measure of survey accuracy. Additional information about the AITSL Stakeholder Survey, including response rates, the respondent profile, and an assessment of data quality are provided in Appendix 3.

AITSL Accredited Programs List

The AITSL Accredited Programs List contains information about the name, number, location and characteristics of accredited ITE programs and providers. The information in the list has been provided by the relevant teacher regulatory authority in each state and territory. More information about the list, including an assessment of data quality, can be found in Appendix 3.

2. Entry into initial teacher education

Understanding the characteristics of commencing students highlights changes in the types of students commencing ITE programs over time, and the ways they choose to study. It also provides some early information about the potential pipeline of future teacher graduates.

Entrants to ITE come from a diverse range of backgrounds and experiences. Many enter teacher education programs directly from secondary education, and others after undertaking tertiary education or work. There are a variety of ways in which students can undertake their course, and there are many different types of ITE programs with different areas of focus.

This section presents information about 2015 commencing ITE students, including demographic, basis of admission, and Australian Tertiary Admissions Rank (ATAR) data. It includes data on different ITE qualification types and levels, study areas, and types of attendance. This section also provides data on the number and characteristics of accredited ITE programs in Australia and the names of the institutions that provide them. Please refer to Section 6 for data at the individual ITE provider level.

2.1 Key findings

Applications and offers

- Of the 27,857 highest preference undergraduate applications to ITE programs through Tertiary Admissions Centres in 2015, 23,689 total offers were made, resulting in an offer rate of 85% (number of offers as a percentage of highest preference applications). 17,184 highest preference offers were made, resulting in a highest preference offer rate of 62% (number of highest preference offers as a percentage of highest preference applications).

Commencing student numbers and demographics

- 30,769 students commenced an ITE program in 2015, a 1% increase on the previous year. ITE students represented 6% of total commencements across all higher education programs. This figure has remained steady over the past decade.
- In 2015, 73% (n=22,582) of commencing ITE students were female, 64% (n=19,796) were aged 24 and under, 55% (n=16,325) were from medium socio-economic status backgrounds, 74% (n=21,908) were from metropolitan locations and 2% (n=689) were Indigenous.
- Compared to commencing students from all higher education programs, ITE had a higher proportion of females, a higher proportion of students from medium socio-economic status backgrounds, and a higher proportion of students from regional locations in 2015.
- Victoria recorded the largest (9%, n=658) within state/territory increase in commencing students between 2014 and 2015, while Tasmania recorded the largest within state/territory decrease (14%, n=82) during this time. These results relate to the permanent home address of the student, rather than the location of the higher education provider.

Commencing student basis of admission and ATAR

- At the undergraduate level, 38% (n=7,970) of commencing ITE students entered from a secondary education pathway in 2015. This was a 5% decrease on the previous year. At the postgraduate level, 94% (n=8,987) entered through a higher education pathway in 2015. This was a similar result to 2014.
- There was a 1% decrease in the proportion of commencing undergraduate ITE students who were admitted on the basis of their secondary education and had no submitted ATAR between 2014 and 2015. However, over the past decade there has been a 7% increase, from 29% (n=2,014) in 2006, to 36% (n=2,848) in 2015.
- In 2015, 42% (n=2,102) of commencing undergraduate ITE students who were admitted on the basis of their secondary education with a submitted ATAR, had an ATAR of 70 or lower, compared to 26% (n=21,439) across all higher education programs.
- There was little change in the ATARs of commencing undergraduate ITE students who were admitted on the basis of their secondary education between 2014 and 2015. However, over the past decade there has been an increase in the proportion of these students with an ATAR in the lower bands. In 2006, 25% (n=1,252) had an ATAR of 70 or lower, compared to 42% (n=2,102) in 2015. This trend has been observed across all higher education programs, although to a lesser extent.

- The proportion of commencing undergraduate ITE students who were admitted on the basis of their secondary education and who had a low ATAR is low compared to all commencing ITE students. In 2015, those who entered via a secondary education pathway with an ATAR between 30 and 50 accounted for just 1% (n=288) of total ITE commencements, while this figure was 2% (n=615) for those with an ATAR between 51 and 60 and 4% (n=1,199) for those with an ATAR between 61 and 70.

Commencing student study characteristics

- 69% (n=21,239) of ITE students commenced an undergraduate qualification and 31% (n=9,530) commenced a postgraduate qualification in 2015. There was a 2% decrease in the proportion of postgraduate ITE commencements on the previous year, from 33% (n=10,077) in 2014. However, there has been a 6% increase over the past decade, from 25% (n=6,207) in 2006.
- While the number of postgraduate ITE commencements has almost doubled over the past decade, the number of undergraduate commencements has increased only slightly, from 18,948 in 2006 to 21,239 in 2015.
- There was a 2% increase in the proportion of ITE Masters commencements between 2014 (17%, n=5,185) and 2015 (19%, n=5,924). Over the past decade, ITE Masters commencements have increased 18%, from 1% (n=135) in 2006.
- The number of students commencing to become secondary teachers has increased steadily since 2008. In 2014, for the first time in at least a decade, commencements in secondary ITE qualifications outnumbered primary ITE qualifications; however in 2015 the number of primary qualification commencements (n=10,730) was once again greater than those from secondary (9,651).
- Commencements in early childhood qualifications have been rising steadily over the past decade and have almost doubled from 2,494 in 2006 to 4,559 in 2015.
- 80% (n=24,519) of ITE students commenced full-time and 20% (n=6,250) commenced part-time study in 2015. There was a 3% increase in the proportion of commencing part-time ITE students, from 17% (n=5,185) in 2014.
- 60% (n=18,557) of ITE students commenced via an internal (i.e. on campus) mode of attendance while 25% (n=7,751) commenced via an external (i.e. online) mode of attendance in 2015.
- Between 2006 and 2015 there has been a 17% decline in students commencing via an internal (i.e. on campus) mode of attendance and an 11% increase in students commencing via an external (i.e. online) mode of attendance.
- As at 27 March 2017, there were 373 accredited programs offered by 48 providers at 85 different locations across Australia.

2.2 Applications and offers for undergraduate places

Table 2 provides data on applications and offers to ITE programs processed through Tertiary Admissions Centres (TACs). TACs are a primary avenue through which students enter into an ITE program and can provide an indication of the study preferences of commencing undergraduate students. For 2015, Table 2 shows:

- 27,857 highest preference applications were made for ITE programs.
- 17,184 highest preference offers were made for ITE programs. As such 62% of offers were made to applicants who listed ITE as the most preferred course in their application.
- 23,689 offers were made for ITE programs in total, resulting in an overall offer rate of 85% (number of offers as a percentage of highest preference applications).

Table 2

Total undergraduate applications and offers made through Tertiary Admissions Centres in initial teacher education, 2013 – 2015 ³

	2013	2014	2015
Applications			
Number of highest preference applications for ITE programs	29,604	27,996	27,857
Highest preference offers			
Number of offers made for ITE programs to those applicants who selected that particular ITE program as their highest preference	17,878	18,314	17,184
Total offers			
Total number of offers made for ITE programs irrespective of whether or not it was a highest preference applicant	24,346	23,612	23,689
Highest preference offer rate			
Percentage of highest preference offers as a proportion of all highest preference applications	60%	65%	62%
Overall offer rate			
Percentage of offers as a proportion of all highest preference applications	82%	84%	85%

³ For comparison purposes, WA figures for 2014 and 2015 are excluded due to the 'half year' year 12 cohort effect.

2.3 Number of commencing students

A total of 30,769 students commenced an ITE program in 2015, an increase of 1% from 2014. Commencements across all higher education programs increased by 0.3% between 2014 and 2015 (Table 3). Table 4 further below shows that:

- 29,734 domestic students commenced an ITE program in 2015 along with 78 domestic students whose home address was overseas
- There were 957 commencing international ITE students.

Table 3

Total commencements in initial teacher education and all higher education, 2015 and 2014

Initial teacher education	Commencements
Total 2015	30,769
Total 2014	30,506
% change 2014 to 2015	1%
All higher education	Commencements
Total 2015	531,656
Total 2014	530,274
% change 2014 to 2015	0.3%

Source: Customised data provided by the Department of Education Research and Economics Group.

Table 4

Domestic and international commencements in initial teacher education, 2015

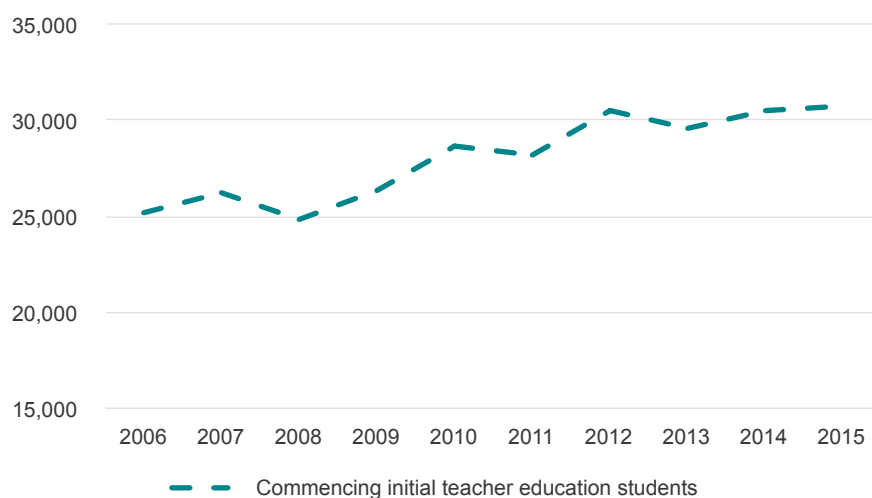
Initial teacher education	Commencements
Domestic – excluding domestic students whose permanent home address is overseas	29,734
Domestic students whose permanent home address is overseas	78
International	957
Total 2015	30,769

Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 1 provides the number of commencements in ITE programs between 2006 and 2015 and shows there has been a 22% increase over the past decade. In 2015, commencing ITE students represented 6% of all commencing higher education students. This figure has remained steady over the past decade.

Figure 1

Total commencements in initial teacher education, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.

2.4 Characteristics of commencing students

Figure 2 details the characteristics of students who commenced an ITE program in 2015. For context, this information is also provided for all higher education students. For ITE, the data show:

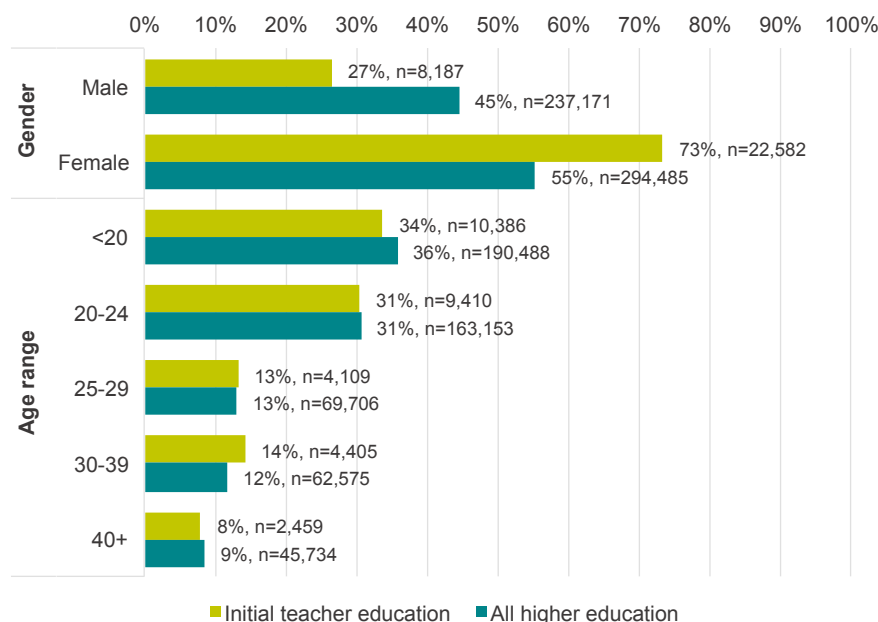
- 73% (n=22,582) were female
- 64% (n=19,796) were 24 and under.

When compared to all higher education students, Figure 2 indicates that ITE students:

- Were more likely to be female (ITE = 73%, all higher education = 56%)
- Were of similar age.

Figure 2

Total commencements in initial teacher education and all higher education by gender and age range, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 3 shows the equity status of domestic commencing ITE students compared to all commencing higher education students. The data show:

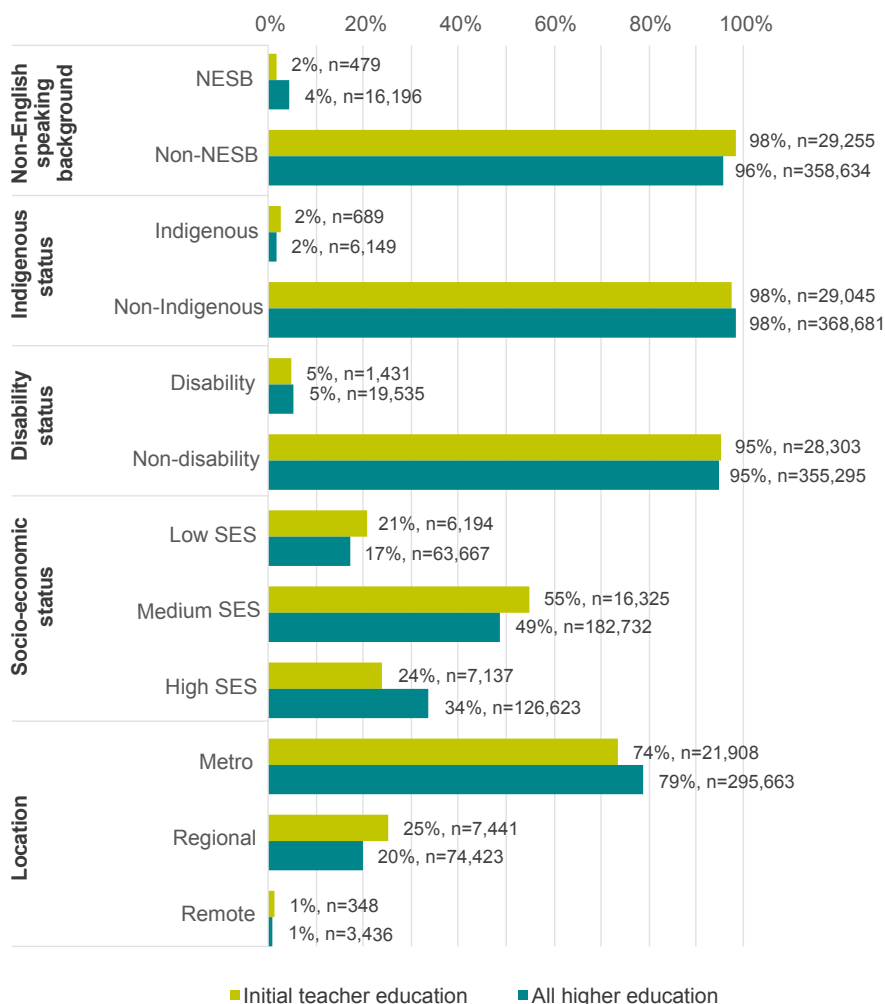
- 55% (n=16,325) of ITE students were from medium socio-economic status (SES) backgrounds
- 74% (n=21,908) were from metropolitan locations
- 2% (n=689) identified as Indigenous.

When compared to all higher education students, Figure 3 indicates:

- There was a higher proportion of ITE students from medium SES backgrounds (ITE = 55%, all higher education = 49%)
- There was a higher proportion of ITE students from regional locations (ITE = 25%, all higher education = 20%)
- There was a lower proportion of ITE students from non-English speaking backgrounds (NESB) (ITE = 2%, all higher education = 4%)
- In ITE and all higher education, there were similar proportions of students: from Indigenous (2%) backgrounds; with a disability (5%) and from remote locations (1%).

Figure 3

Domestic commencements in initial teacher education and all higher education by equity status, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: SES and location has been derived from the ASGS.

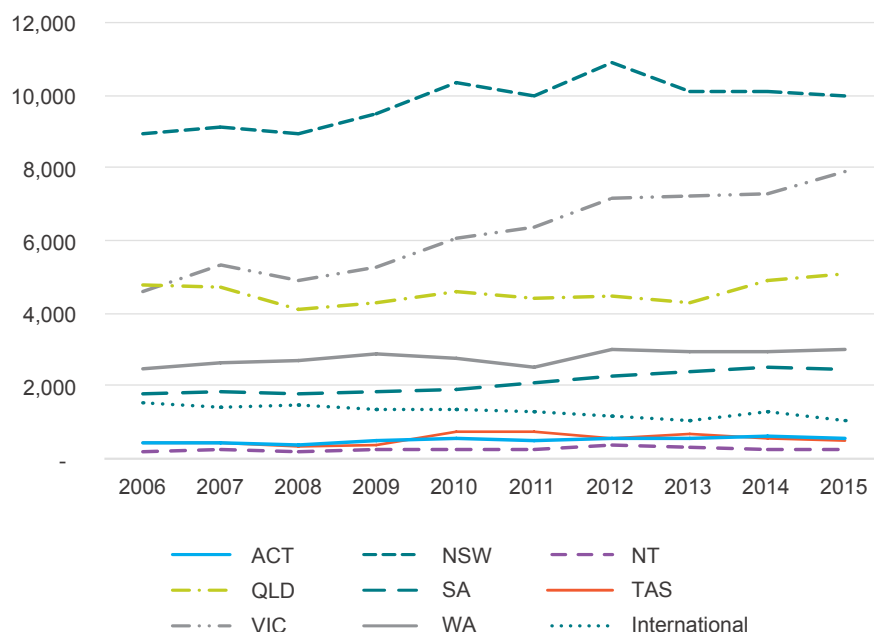
2.5 Commencements by state/territory of home residence

Figure 4 shows the number of commencing ITE students by permanent home residence between 2006 and 2015. The data indicate that:

- Victoria recorded the largest (9%, $n=658$) within state/territory increase in commencing students between 2014 and 2015, while Tasmania recorded the largest within state/territory decrease (14%, $n=-82$) during this time.
- Victoria has recorded the largest proportional increase of commencing students over the past decade. In 2006 Victoria was home to 18% ($n=4,600$) of the entire commencing population, this increased to 26% ($n=7,923$) in 2015.

Figure 4

Total commencements in initial teacher education by home residence, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Excludes students whose home address was unknown.

2.6 Basis of admission

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

The basis of admission data in this report refer to the admission criteria collected through the HESDC. Six categories of admission can be reported by HEPs into the HESDC:

- Secondary education undertaken at school, VET or other HEP (Australian or overseas equivalent)
- A higher education course
- A VET award course other than a secondary education course (Australian or overseas equivalent; complete or incomplete)
- Mature age special entry provisions
- A professional qualification
- Other basis - where a student was granted an offer not categorised through the remaining basis of admission categories, for example, through a school principal's letter of recommendation.

Quick Fact

'Basis of admission' refers to the pathways through which students have been admitted into a higher education program.

The basis of admission data are captured as part of an ITE provider's reporting requirements for commencing students into the HESDC⁴; however, the data do not necessarily reveal which selection mechanism(s) was used within each basis of admission category or combination of categories. For example, a student entering via a secondary education pathway may be admitted on the basis of an interview, written application and an ATAR.

In 2016 a Higher Education Standards Panel was established to provide the Australian Government with options to improve the transparency of higher education student admissions policies. Its report *Improving Transparency of Higher Education Admissions Processes (2016)*⁵ outlined 14 recommendations which were accepted by the Australian Government. An Implementation Working Group has been tasked with implementing the recommendations which, in summary, include:

- Adopting a standard information template for admissions information
- Creating a national admissions platform
- Ensuring common language is used between universities and sectors
- Making it easier to compare course admissions criteria across jurisdictions
- Publishing minimum entry and bonus point schemes
- Making information from admissions centres more easily available.

At this stage it is not clear how these recommendations will flow through to unit level data collection and reporting in the HESDC. Data presented in future editions of this report will be updated to reflect any changes.

Basis of admission by undergraduate and postgraduate students

Figure 5 shows the 2015 basis of admission for commencing undergraduate ITE students and those from all higher education programs. For ITE students, the data show:

- 38% (n=7,970) entered from a secondary education pathway
- 24% (n=5,168) entered through a higher education pathway
- 20% (n=4,166) entered through a VET award.

4 Basis of admission data for new students are only one of the data requirements on which providers must report. Information on full reporting requirements for 2015 is available from the Department of Education and Training, viewed 3 April 2017 < http://heimshelp.education.gov.au/sites/heimshelp/2015_data_requirements/2015higheredstudent/pages/he-student-2015 >

5 Shergold, P. (2016), *Improving Transparency of Higher Education Admissions Processes*, Department of Education and Training, Canberra. Retrieved 28 March 2017: <https://docs.education.gov.au/node/42146>

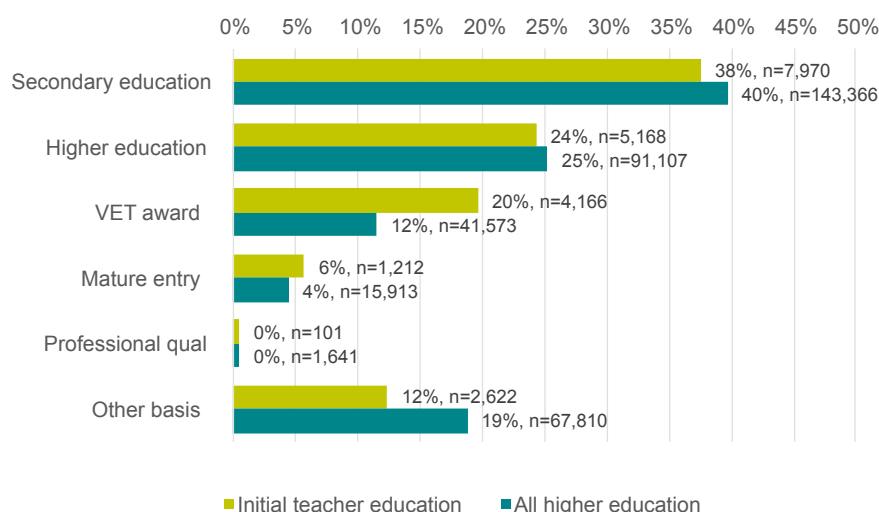
When compared to students from all higher education programs, Figure 5 shows:

- Similar proportions of ITE students entered from a secondary education pathway (ITE = 38%, all higher education = 40%) and through higher education (ITE = 24%, all higher education = 25%)
- There was a higher proportion of ITE students who entered through a VET award (ITE = 20%, all higher education = 12%).

While not shown in Figure 5, 94% (n=8,987) of postgraduate ITE students entered through a higher education pathway in 2015. Across all higher education programs, 88% (n= 149,653) of postgraduate students entered through a higher education pathway.

Figure 5

Undergraduate commencements in initial teacher education and all higher education by basis of admission, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: 'All higher education' figures exclude students categorised as 'not a commencing student.'

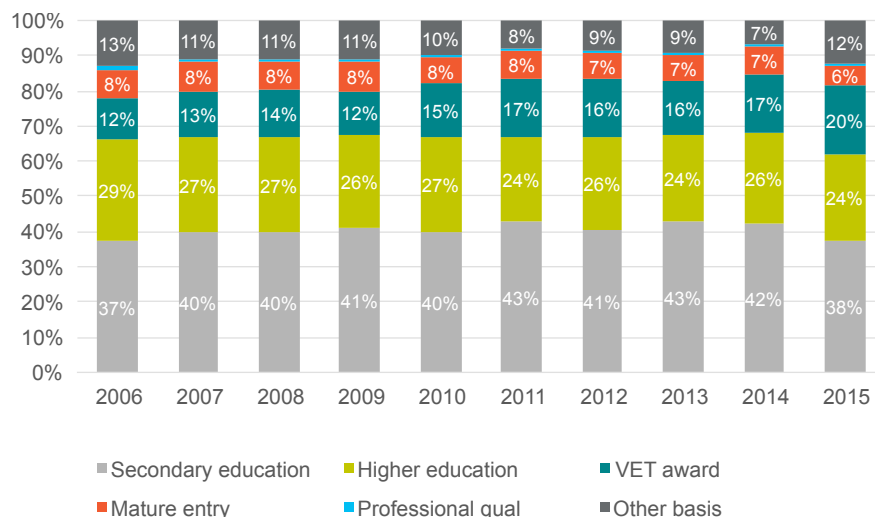
Basis of admission time series

Figure 6 presents 2006 – 2015 time series data on the basis of admission of commencing undergraduate ITE students. The data indicate:

- A 5% decrease in the proportion of students who commenced via a secondary education pathway over the previous year, from 42% (n=8,629) in 2014 to 38% (n=7,970).
- Over the past decade there has been an increase in the proportion of students who entered through a VET award pathway from 12% (n=2,270) in 2006 to 20% (n=4,166) in 2015
- Over the past decade, there has been a decrease in the proportion of students who entered through a higher education course from 29% (n=5,492) in 2006 to 24% (n=5,168) in 2015.

Figure 6

Basis of admission categories, undergraduate commencements in initial teacher education, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Data labels were omitted where the percentage was less than 5%.

2.7 ATAR

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

The 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, ATAR minimum entry figures that are published for admission to programs are affected by the levels of demand and supply for the program. The ATAR data presented in this report provide a more complete picture than the minimum entry ATARs that are published for admission to ITE programs. Comparing minimum ATARs for entry to programs does not reveal the distribution of students who meet or exceed the minimum ATAR score.

Quick Fact

The ATAR provides a standardised measure to indicate how a student performed in their secondary education.

ATAR Commencements

The HESDC captures the ATAR data for all commencing students if an ATAR is available with a student's details at the time of their commencement. However, having an ATAR available does not indicate this was the mechanism by which the student was selected for a program. For example, a student will most likely commence a postgraduate program through a higher education pathway, where they were admitted on the basis of a completed undergraduate qualification. While that student may also have a submitted ATAR in their higher education record, it is unlikely that it was considered in their selection into the program. In order to identify commencing students who were most likely selected on the basis of their ATAR, it is useful to limit analysis to students who commenced from a secondary education basis of admission pathway. This is because these entrants are most commonly offered a place in a higher education program on the basis of their ATAR.

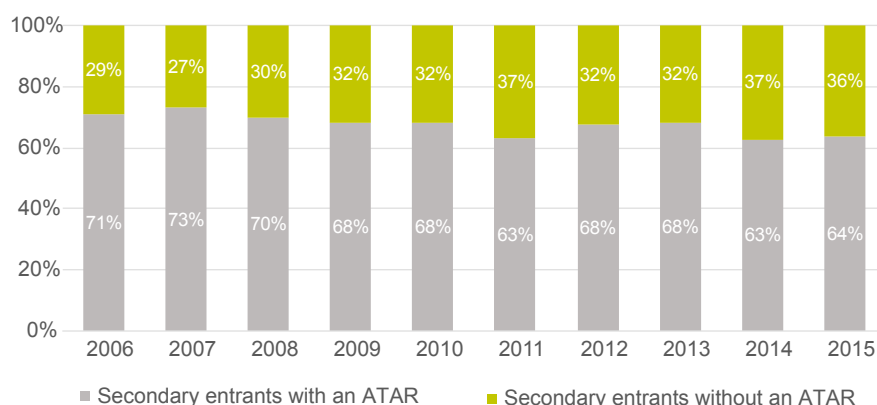
Figure 7 below provides the percentage of domestic undergraduate ITE students who were admitted on the basis of their secondary education with and without a submitted ATAR. It shows:

- 36% (n=2,848) of ITE students who were admitted on the basis of their secondary education had no submitted ATAR in 2015 which was a 1% decrease on the previous year
- There has been a 7% increase in the proportion of students who were admitted on the basis of their secondary education with no submitted ATAR over the past decade, from 29% (n=2,014) in 2006.

The data do not reveal the basis or bases of admission for the 36% of entrants from secondary school with no submitted ATAR; however, anecdotal information suggests some secondary education entrants are admitted into tertiary programs on the basis of interviews with the HEP and/or letters of recommendations provided by secondary school principals.

Figure 7

ATAR status for domestic undergraduate students who were admitted on the basis of their secondary education, initial teacher education, 2006 – 2015



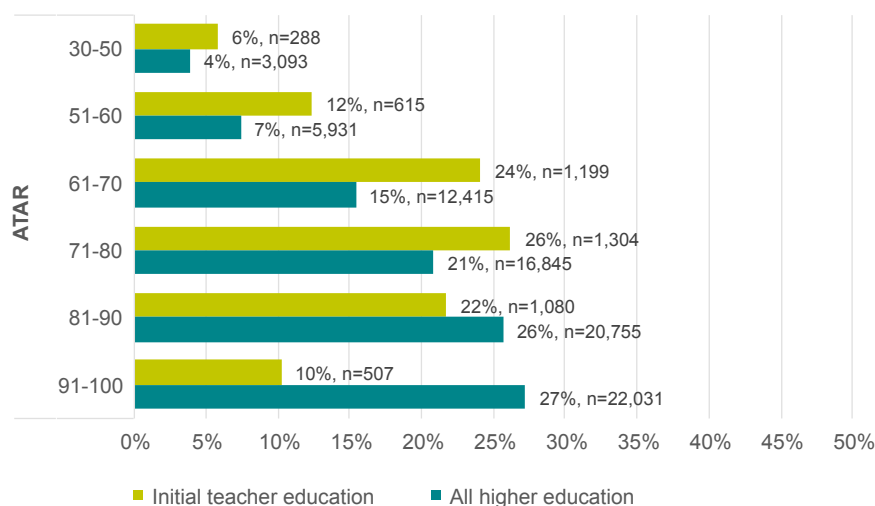
Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Data labels were omitted where the percentage was less than 5%. Distribution of ATAR – students who were admitted on the basis of their secondary education.

Figure 8 shows the ATAR spread for domestic undergraduate secondary education basis of admission commencements in ITE as well as those across all higher education programs. The 2015 data show:

- 42% (n=2,102) of ITE students who were admitted on the basis of their secondary education and who had a submitted ATAR, had an ATAR of 70 or lower, compared to 26% (n=21,439) for the same category of students across all higher education courses.

Figure 8

Domestic undergraduate students who were admitted on the basis of their secondary education and who had a submitted ATAR, by ATAR band, initial teacher education and all higher education, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

ATAR time series

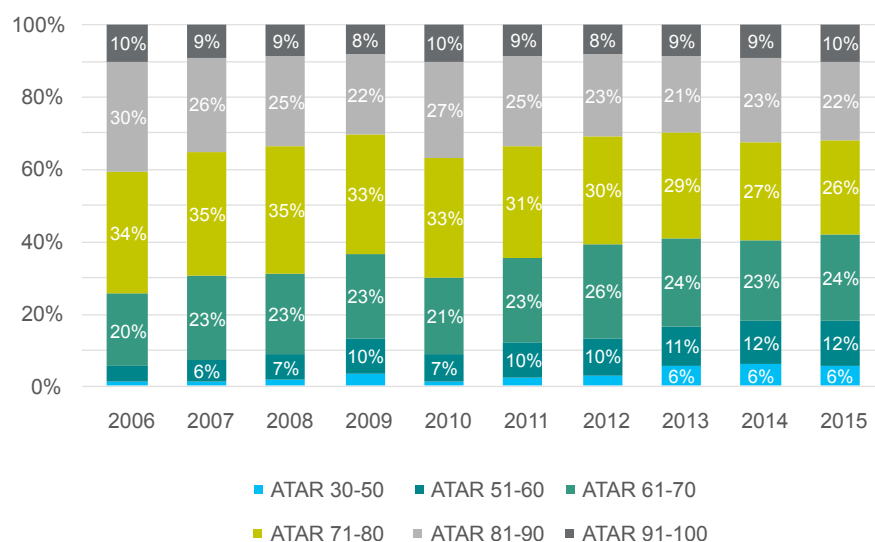
The data presented in Figure 9 show the ATAR time series for undergraduate ITE students who entered via a secondary education pathway with a submitted ATAR. The data show:

- Between 2006 and 2015, there was an increase in the proportion of ITE students entering through a secondary pathway with an ATAR in the lower bands. In 2006, 25% (n=1,252) had an ATAR of 70 or lower, compared to 42% (n=2,102) in 2015.
- There was little variation in the ATAR spread of students who entered ITE via a secondary education pathway between 2014 and 2015.

- The proportion of ITE students who were admitted on the basis of their secondary education and who had an ATAR in the lower bands is low compared to all commencing ITE students. In 2015, those who entered via a secondary education pathway with an ATAR between 30 and 50 accounted for just 1% (n=288) of total ITE commencements, while this figure was 2% (n=615) for those with an ATAR between 51 and 60 and 4% (n=1,199) for those with an ATAR between 61 and 70.

Figure 9

Domestic undergraduate students who were admitted on the basis of their secondary education and who had an ATAR, by ATAR band, initial teacher education, 2006–2015



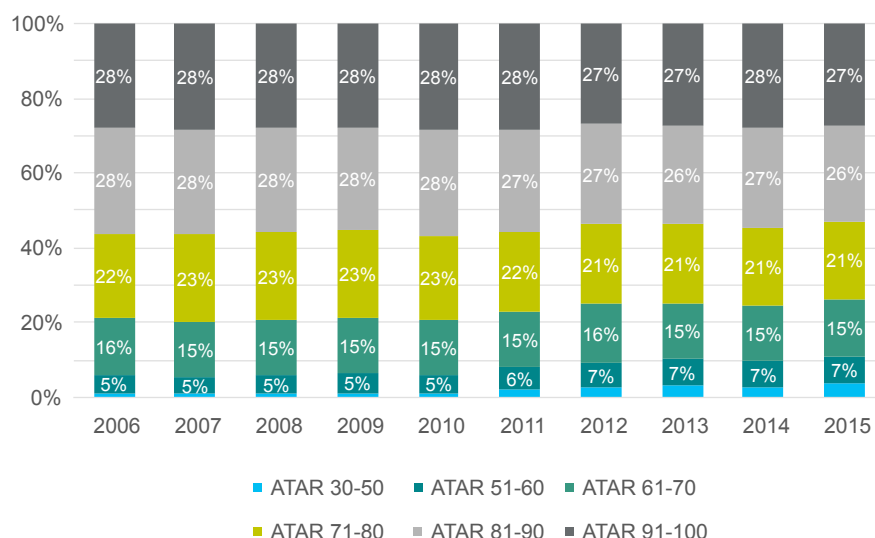
Source: Customised data provided by the Department of Education Research and Economics Group.
 Note: Data labels were omitted where the percentage was less than 5%.

Figure 10 shows the same time series across all higher education programs for undergraduates with a submitted ATAR who entered through a secondary pathway. It too shows an increase in the percentage of students with an ATAR in the lower bands, however to a lesser extent:

- In 2006, 21% (n=14,006) had an ATAR of 70 or lower, compared to 26% (n=21,439) in 2015.

Figure 10

Domestic undergraduate students who were admitted on the basis of their secondary education and who had an ATAR, by ATAR band, all fields of education, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Data labels were omitted where the percentage was less than 5%.

2.8 Commencements by level and type of qualification

The data presented above provide an indication of the characteristics of students commencing ITE. The remainder of this section focuses on the levels and types of ITE programs students are commencing and the ways they are studying. Data on the type and number of ITE programs are also provided.

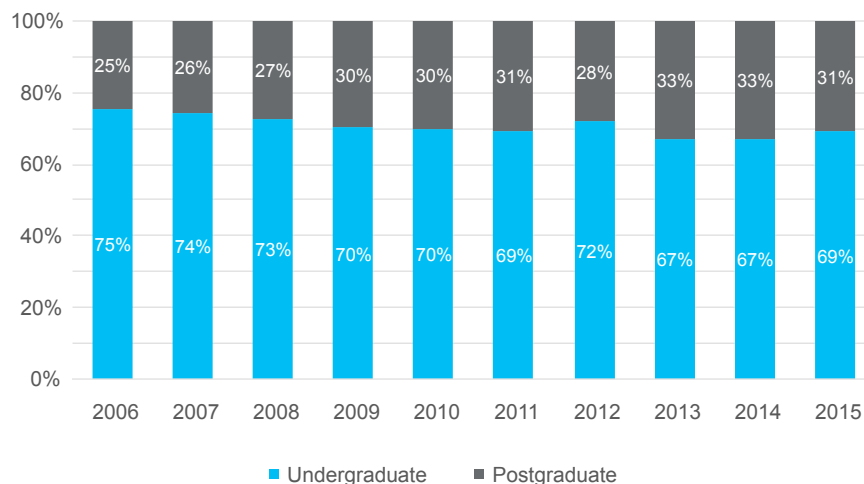
Commencements by level of qualification

Figure 11 provides the number of commencing postgraduate and undergraduate ITE students between 2006 and 2015. It shows:

- In 2015, 69% (n=21,239) of ITE students commenced an undergraduate qualification and 31% (n=9,530) commenced a postgraduate qualification
- There was a slight decrease in the proportion of postgraduate commencements over the previous year, from 33% (n=10,077) in 2014
- There has been an increase in the proportion of postgraduate commencements over the past decade, from 25% (n=6,207) in 2006
- While the number of postgraduate ITE commencements has almost doubled over the past decade, the number of undergraduate commencements has increased only slightly, from 18,948 in 2006 to 21,239 in 2015.

Figure 11

Total commencements in initial teacher education by level of qualification, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.

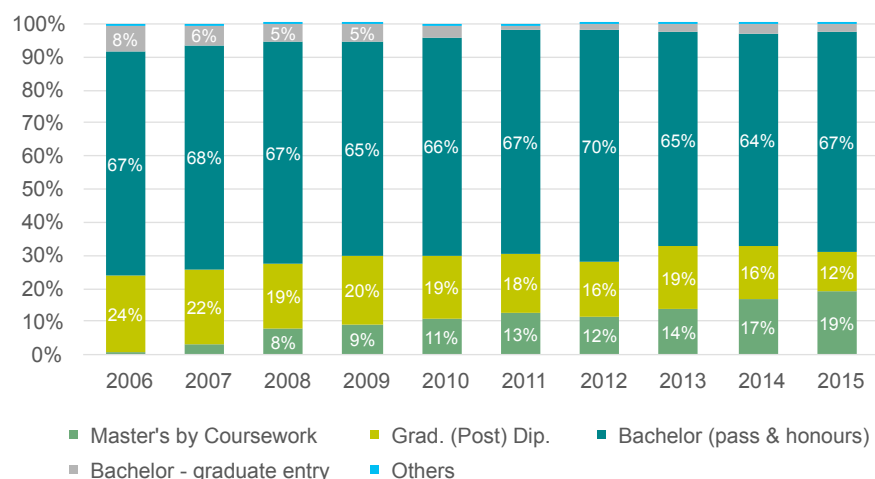
Commencements by type of qualification

Figure 12 shows commencements in ITE by program type. The data show:

- Over the past decade, there was an increase in the proportion of Masters commencements, from 1% (n=135) of total commencements in 2006 to 19% (n=5,924) in 2015. There was a 2% increase on the previous year, from 17% (n=5,185) in 2014. This increase is likely to continue with the requirement for two-year graduate entry ITE programs under the revised National Accreditation Standards.
- Over the past decade, there was a decrease in the proportion of Graduate Diploma commencements, from 24% (n=5,928) of total commencements in 2006 to 12% (n=3,592) in 2015. There was a 4% decrease on the previous year, from 16% (n=4,880) in 2014. Many Graduate Diploma programs are one-year programs that are being phased out under the National Accreditation Standards and as such commencements in these programs are likely to continue to decrease.

Figure 12

Total commencements in initial teacher education by detailed qualification type, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: 'Others' refers to 'graduate certificates,' 'associate degrees,' 'advanced diplomas,' and 'diplomas.' These programs have been recorded by institutions as ITE programs (E312=22), however, they would not meet the current requirements for accreditation as an initial teacher education program. . Data labels were omitted where the percentage was less than 5%.

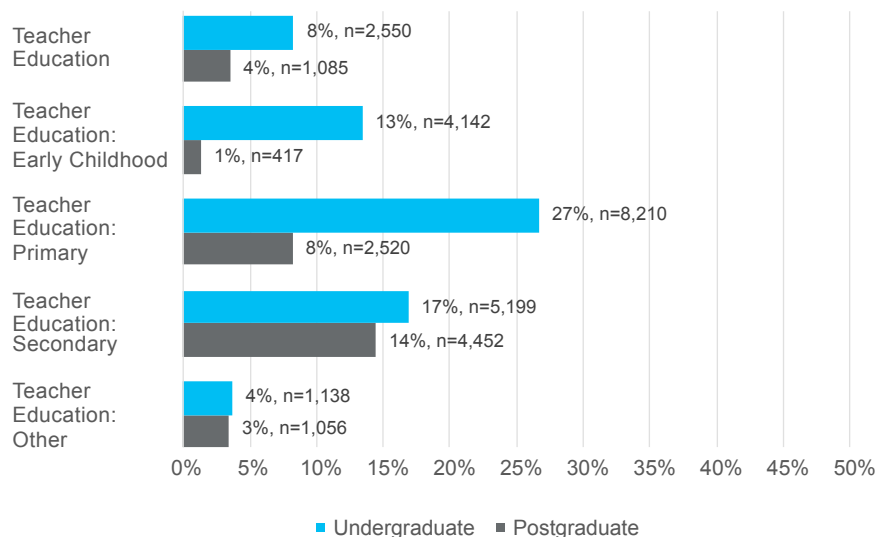
2.9 Commencements by detailed field of education

Detailed field of education refers to the sub-categories of teacher education such as primary, secondary and early childhood. As such the number of commencements by detailed field of education highlights the specific areas of study students are entering. Figure 13 shows the breakdown between undergraduate and postgraduate commencements by detailed field of education in ITE. In particular, it shows:

- Primary qualifications at the undergraduate level accounted for 27% (n=8,210) of total commencements
- Secondary qualifications at the undergraduate level accounted for 17% (n=5,199) of total commencements
- Early childhood qualifications were predominantly studied at the undergraduate level, accounting for 13% (n=4,142) of total commencements, compared to 1% (n=417) at the postgraduate level
- Primary qualifications were more likely to be studied at the undergraduate level and secondary qualifications were more likely to be studied at the postgraduate level.

Figure 13

Total commencing students in initial teacher education by level of qualification and detailed field of education, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Note: The 'teacher education' category includes ITE programs that are not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data. The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

Figure 14 provides commencements by ITE detailed field of education from 2006 to 2015. It shows:

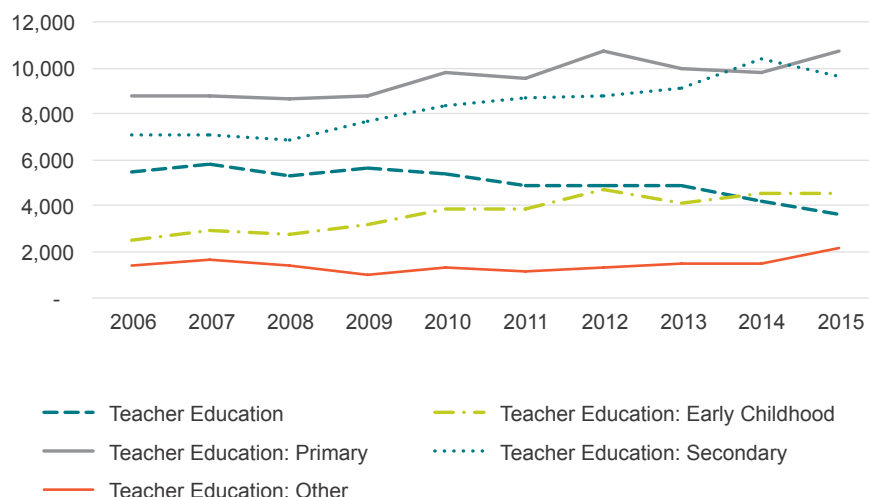
- The number of students commencing to become secondary teachers has increased steadily since 2008. In 2014, for the first time in at least a decade, secondary ITE qualifications outstripped primary ITE qualifications; however in 2015 the number of primary qualification commencements (n=10,730) was once again greater than those from secondary (n=9,651).
- Commencements in early childhood qualifications have been rising steadily over the past decade and have almost doubled from 2,494 in 2006 to 4,559 in 2015.

Population modelling by the Australian Bureau of Statistics (ABS) shows there is currently strong population growth in primary school aged students. Its population projections indicate continued growth in the next five to 10 years, and this will begin to impact demand for secondary teachers from 2018.⁶

⁶ Australian Bureau of Statistics 2013, Population Projections Australia, ABS, viewed 28 March 2017, [http://www.abs.gov.au/ausstats/abs@.nsf/lookup/3222.0Media%20Release12012%20\(base\)%20to%2020101](http://www.abs.gov.au/ausstats/abs@.nsf/lookup/3222.0Media%20Release12012%20(base)%20to%2020101)

Figure 14

Total commencements in initial teacher education by detailed field of education, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: The 'teacher education' category includes ITE programs that are not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data. The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

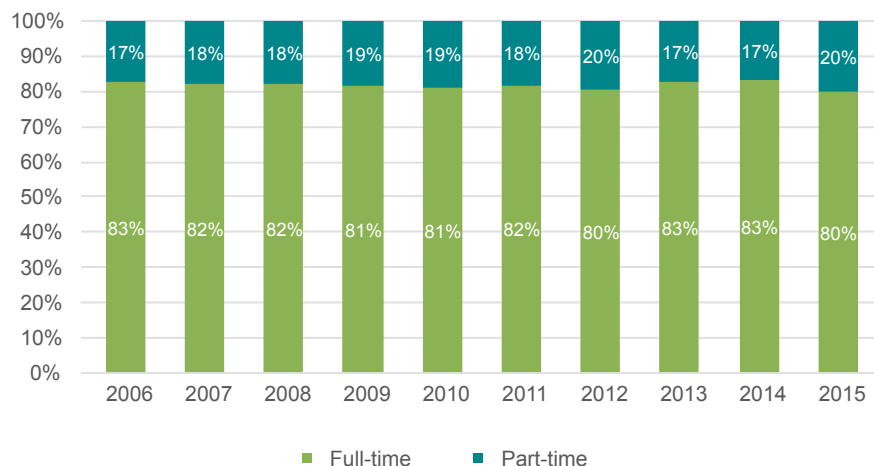
2.10 Commencements by type and mode of attendance

Figure 15 shows the proportion of ITE students who commenced full-time and part-time study between 2006 and 2015. The chart shows:

- 80% (n=24,519) of ITE students commenced full-time and 20% (n=6,250) commenced part-time in 2015
- There was a 3% increase in the proportion of part-time students between 2014 and 2015
- The relative proportion of full-time and part-time students has remained fairly steady over the past decade.

Figure 15

Total commencements in initial teacher education by type of attendance, 2006-2015



Source: Customised data provided by the Department of Education Research and Economics Group.

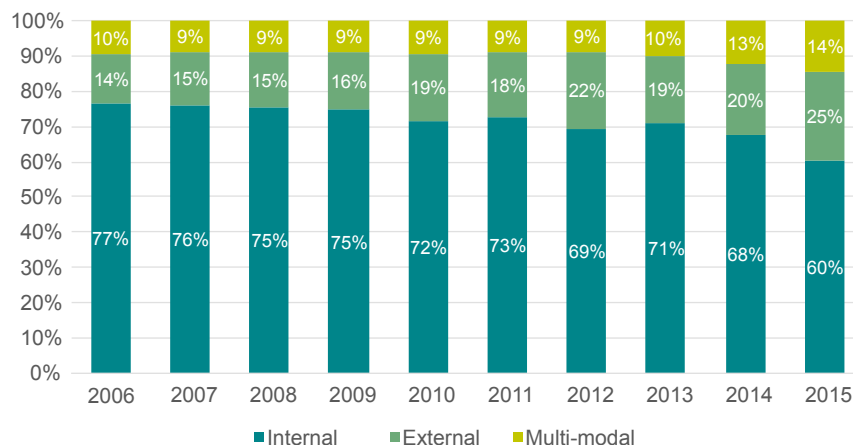
Figure 16 outlines the proportion of commencements in ITE by mode of attendance, as a percentage of total commencements between 2006 and 2015. The greatest changes that have occurred over the past decade include:

- A 17% decline in students studying through an internal (i.e. on campus) mode of attendance from 77% (n=19,279) in 2006 to 60% (n=18,557) in 2015
- An 11% increase in students studying through an external (i.e. online) mode of attendance from 14% (n=3,459) in 2006 to 25% (n=7,751) in 2015.

It should be noted that prior to 2015, commencing ITE students from Swinburne Online were not included in these figures because their program identifiers were not coded to the HESDC as 'initial teacher education' programs. In 2015, 99% (n=2,530) of Swinburne Online students commenced ITE through an external (i.e. online) mode of attendance. This represented 33% of all commencing external ITE students in 2015 and more than accounted for the 5% proportional increase in external commencements since 2014.

Figure 16

Total commencements in initial teacher education by mode of attendance, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Data labels were omitted where the percentage was less than 5%.

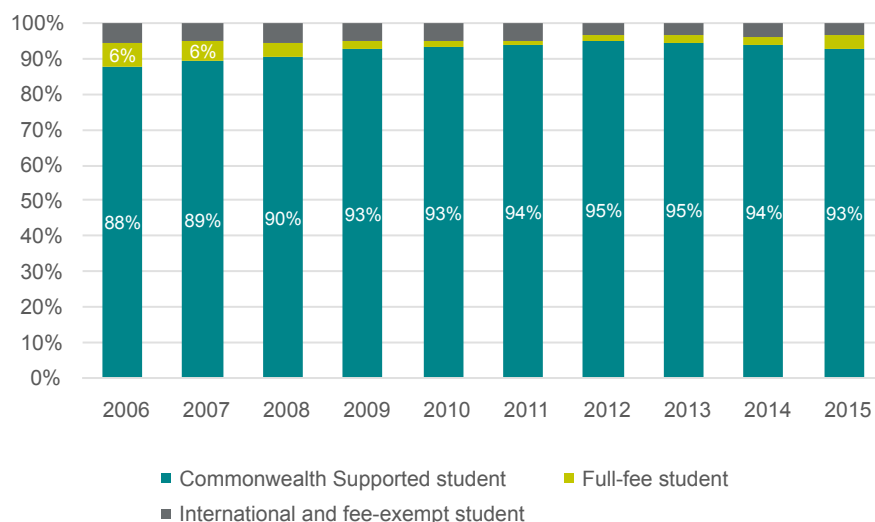
2.11 Student status

The HESDC collects information about the payment status of commencing students, including whether they are in a Commonwealth-supported place, full-fee paying, international full-fee paying or fee-exempt. These data provide further information about the profile of commencing ITE students. Figure 17 provides the payment status of commencing ITE students between 2006 and 2015. It shows:

- A 5% increase in the proportion of students in a Commonwealth supported place from 88% (n=22,118) in 2006 to 93% (n=28,553) in 2015.

Figure 17

Total commencements in initial teacher education by student status, 2006-2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Data labels were omitted where the percentage was less than 5%. 'International and fee-exempt student' category includes 'international students', 'exemption scholarship students', and 'work experience industry' students.

Quick Link

Find out more

Additional data on commencing students and full aggregated data tables from the HESDC presented in this report can be found on the AITSL *Initial teacher education: data report 2017* webpage.

 **Initial teacher education:**
data report 2017

2.12 Initial teacher education programs

There are a number of different ways in which students can obtain an ITE qualification. The Accreditation Standards⁷ state that upon satisfactory completion, the graduate must have a four-year or longer full-time equivalent higher education qualification structured as either:

- A three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification (for example, a Bachelor of Arts plus a Master of Teaching)
- An integrated qualification of at least four years comprising discipline studies and professional studies (for example, a Bachelor of Education: Primary)
- Combined degrees of at least four years covering discipline and professional studies (for example, a Bachelor of Education: Secondary and a Bachelor of Arts)⁸.

Quick Fact

ITE programs must now be accredited against the AITSL Accreditation Standards and Procedures 2015

⁷ Australian Institute for Teacher and School Leadership, 2011. Accreditation of Initial Teacher Education Programs in Australia. [Online], viewed 28 March, 2017 <https://www.aitsl.edu.au/deliver-ite-programs/understand-ite-program-accreditation>

⁸ Note some initial teacher education programs accredited under previous State and Territory accreditation systems may still be in existence and not align with the qualification configurations outlined under the national accreditation process.

Students who successfully complete an accredited program meet the qualification requirements for teacher registration in Australia. Institutions offer multiple programs covering both undergraduate and postgraduate qualifications and there are programs that focus on specific stages of schooling such as primary, secondary and early childhood. Opportunities for specialisations in areas such as disability studies and Indigenous education are also available. Specialisations can be incorporated into initial degrees or offered through double degree options.

An analysis of AITSL's Accredited Programs List⁹ revealed the following program information:

- There were 373¹⁰ accredited programs offered by 48 providers at 85 different locations across Australia
- 70% (n=260) of programs were at the undergraduate level and 30% (n=113) at the postgraduate level
- 67% (n=249) were four-year programs,¹¹ 26% (n=97) were two-year programs,¹² 5% (n=17) were one-year programs¹³ and 3% (n=10) were five-year programs
- The programs were classified into the following detailed fields of education:
 - Secondary (51%, n=191)
 - Primary (30%, n=113)
 - Early Childhood and Primary (13%, n=47)
 - Other (6%, n=22).

Quick Fact

Under the AITSL Accreditation Standards and Procedures, one year ITE programs are being progressively phased out.

⁹ Please see Appendix 3 for further information about the AITSL Accredited Programs List.

¹⁰ This figure includes 31 programs that are 'accredited, not currently offered.' There are a further 24 programs not included in this figure that are 'pending accreditation'. Accurate as at 27 March, 2017. These programs are accredited under a mix of accreditation mechanisms, including state regulations, the 2011 Standards and Procedures and the 2015 Standards and Procedures.

¹¹ Includes 14 four-and-a-quarter-year programs.

¹² Includes one two-and-a-half-year program and one two-and-three-quarter-year program.

¹³ Under the Accreditation Standards and procedures, one-year programs are being progressively phased out.

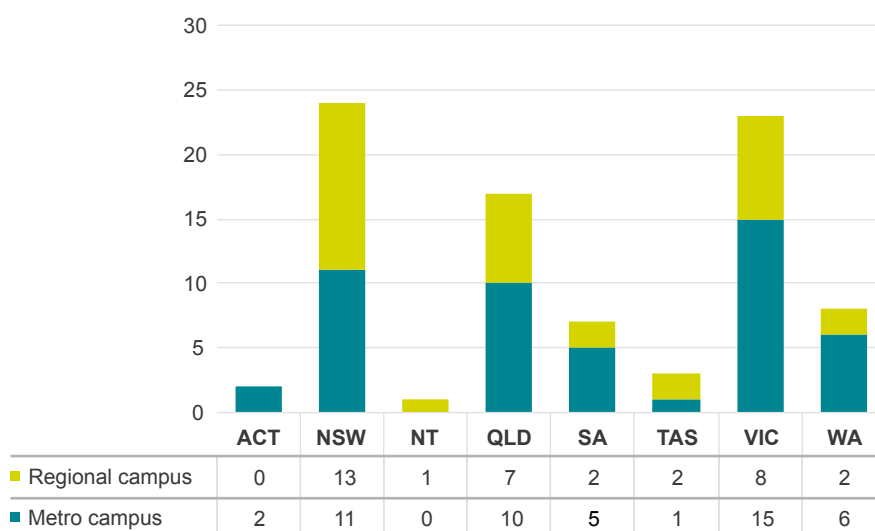
Figure 18 illustrates the number of ITE program locations across Australia by state / territory and regional classification, highlighting the accessibility of ITE programs to a broad range of prospective students. Of the 85 locations where ITE programs are offered:

- 59% (n=50) are located in metropolitan areas while 41% (n=35) are located regionally
- Most campuses are located in New South Wales (24), closely followed by Victoria (23).

Online programs are also offered by many institutions, which increases further the accessibility of teacher education programs.

Figure 18

Location of initial teacher education programs in Australia by campus and regional classification



Source: AITSL Accredited Programs List. Note: The figures were accurate as at 27 March 2017.

2.13 Accredited initial teacher education providers

Table 5 lists the 48 providers of ITE in Australia. The list was taken from AITSL's Accredited Programs List and included programs that were 'accredited, and 'accredited, but no longer offered.' Note that data from this list are not directly comparable to ITE programs coded to the HESDC due to timing, different coding processes and data definitions.

Table 5

Providers of accredited initial teacher education programs, 2017

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

Source: AITSL Accredited Programs List. Note: The list was accurate as at 27 March 2017.

3. Progress through initial teacher education

This section of the report provides data on the demographic and study characteristics of all currently enrolled ITE students.

In order to indicate how ITE students are progressing through their programs, first-to-second year retention rates and success rates – the percentage of completed units as a proportion of the total number of units attempted – are included. The retention and success rates are cross tabulated with demographic and other variables to provide an insight into the factors that may influence student progression through ITE. New to the data report this year is a comparison of first-to-second year retention rates in ITE with various other higher education programs.

3.1 Key findings

Student numbers

- A total of 85,390 students were enrolled in an ITE program in 2015, an increase of 5% from 2014. Students enrolled in an ITE program represented 6% of students enrolled across all higher education programs. This figure has remained steady over the past decade.

First-to-second-year retention rates

- The 2014 to 2015 first-to-second-year retention rate (retention rate) in ITE was 77% (n=15,188) for *undergraduates*.
- The *undergraduate* retention rate in ITE was 1% lower than the mean rate of nine undergraduate higher education program types selected for comparison. As such ITE students were less likely to be retained in ITE in their second year compared to the equivalent retention of undergraduate students from other higher education programs.
- The following groups of ITE students had the highest 2014 to 2015 retention rates:
 - Commenced through a secondary education pathway with an ATAR of 81 or higher (84%, n=1,735)
 - Resided in Victoria (81%, n=3,766)
 - Aged 19 or younger when commencing (80%, n=8,479)

- Commenced through a secondary education pathway with an ATAR between 71 and 80 (80%, n=1,176)
- Studied via a mixed (i.e. on campus and online) mode of attendance (80%, n=1,953)
- Studied full-time (80%, n=13,211)

The following groups of *undergraduate* ITE students had a retention rate at least 5% lower than the average undergraduate ITE rate of 77%:

- Studied part-time (61%, n=1,977)
- Resided in the Northern Territory (64%, n=121)
- With an Indigenous background (64%, n=371)
- Studied externally (i.e. online) (67%, n=2,289)
- Resided in Tasmania (68%, n=219)
- Aged 25-29 (70%, n=1,116) and 40+ when commencing (70%, n=728)
- From a remote location (70%, n=188)
- Resided in Queensland (70%, n=2,468)
- Commenced via a professional qualification pathway (70%, n=120).

Success rates

- The average success rate for ITE students (90%) was higher compared to students across all higher education programs (87%) in 2015. This means ITE students were more likely to successfully complete a unit of study.
- Postgraduate ITE students (94%) had a higher success rate than undergraduate ITE students (89%) in 2015.
- The following groups of ITE students had a success rate at least 5% lower than the average undergraduate/postgraduate rate for 2014:
 - Undergraduate Indigenous students (79%)
 - Undergraduates who commenced via a secondary education pathway with an ATAR of 50 or lower (78%)
 - Part-time undergraduates (77%) and postgraduates (89%)
 - Postgraduate students with a disability (88%)
 - Undergraduates who studied externally (i.e. online) (82%).

3.2 Number of enrolled students

A total of 85,390 students were enrolled¹⁴ in an ITE program in 2015, an increase of 5%¹⁵ from 2014. Across all higher education programs, the number of enrolled students increased 3% between 2014 and 2015 (Table 6). There were 82,898 domestic ITE students enrolled as well as 2,260 international students (Table 7).

Table 6

Total number of enrolled students, initial teacher education and all fields of education, 2015 and 2014

Initial teacher education	Enrolments
Total 2015	85,390
Total 2014	81,397
% change 2014 to 2015	5%
All higher education	Enrolments
Total 2015	1,366,341
Total 2014	1,328,335
% change 2014 to 2015	3%

Source: Customised data provided by the Department of Education Research and Economics Group.

Table 7

Domestic and international enrolments in initial teacher education, 2015

Initial teacher education	Enrolments
Domestic – excluding domestic students whose permanent home address is overseas	82,898
Domestic students whose permanent home address is overseas	232
International	2,260
Total 2015	85,390

Source: Customised data provided by the Department of Education Research and Economics Group.

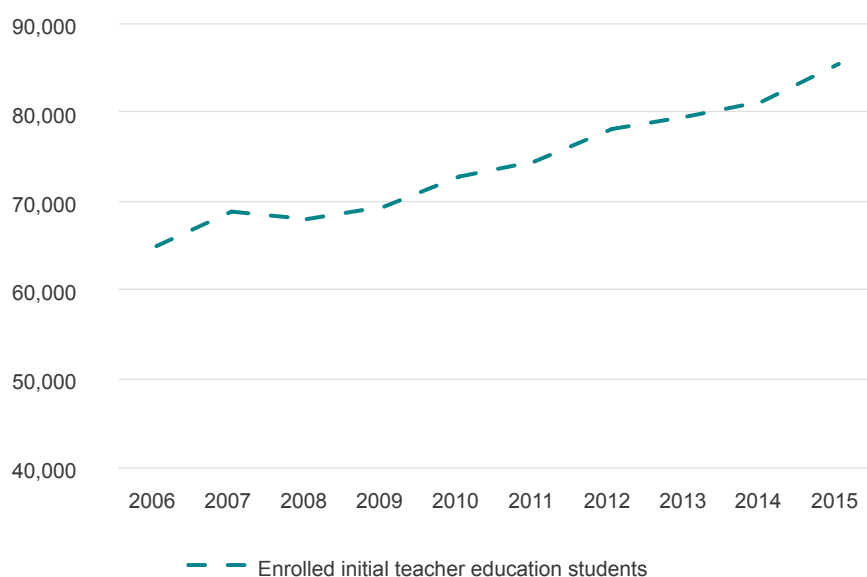
¹⁴ This refers to the total number of students who are enrolled in an ITE program in Australia, regardless of their year of commencement.

¹⁵ This increase can be attributed to a coding change of Swinburne Online students into the HESDC. Prior to 2015, ITE students from Swinburne Online were not included in these figures because their program identifiers were not coded to the HESDC as 'initial teacher education' programs.

Figure 19 provides the number of students enrolled in ITE programs between 2006 and 2015. It shows that there has been a 31% increase since 2006. Over the past decade, the percentage of students enrolled in an ITE program as a proportion of all enrolled students has remained steady, at around 6%.

Figure 19

Total enrolments in initial teacher education, 2006-2015



Source: Customised data provided by the Department of Education Research and Economics Group.

3.3 Characteristics of enrolled students

Figure 20 details the characteristics of all enrolled ITE students in 2015. For context, these data are also provided for all higher education students. The chart shows:

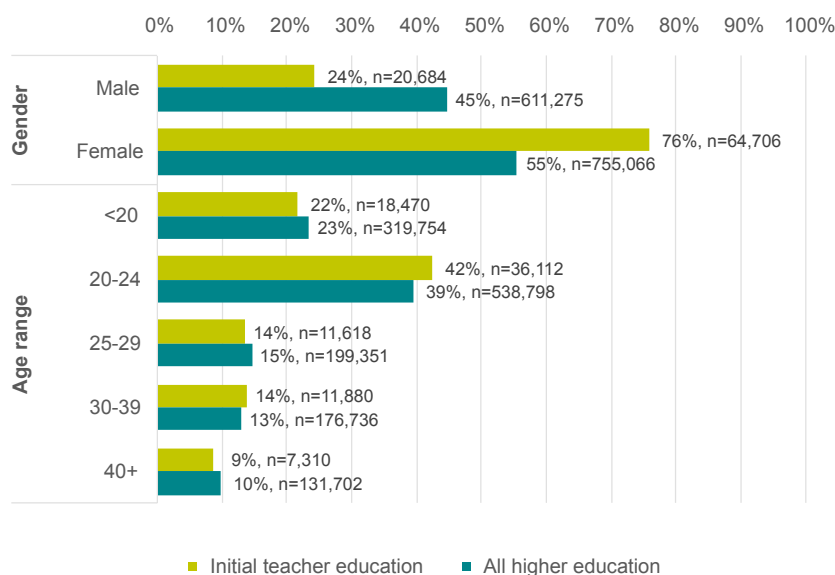
- 76% (n=64,706) were female
- 46% (n=54,582) were 24 and under.

When compared to all higher education students, Figure 20 indicates ITE students:

- Were more likely to be females (ITE = 76%, all higher education = 55%)
- Had a similar age range.

Figure 20

Total enrolments in initial teacher education by gender and age range, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 21 shows the equity status of all enrolled domestic ITE students compared to all enrolled higher education students, for 2015. The data show:

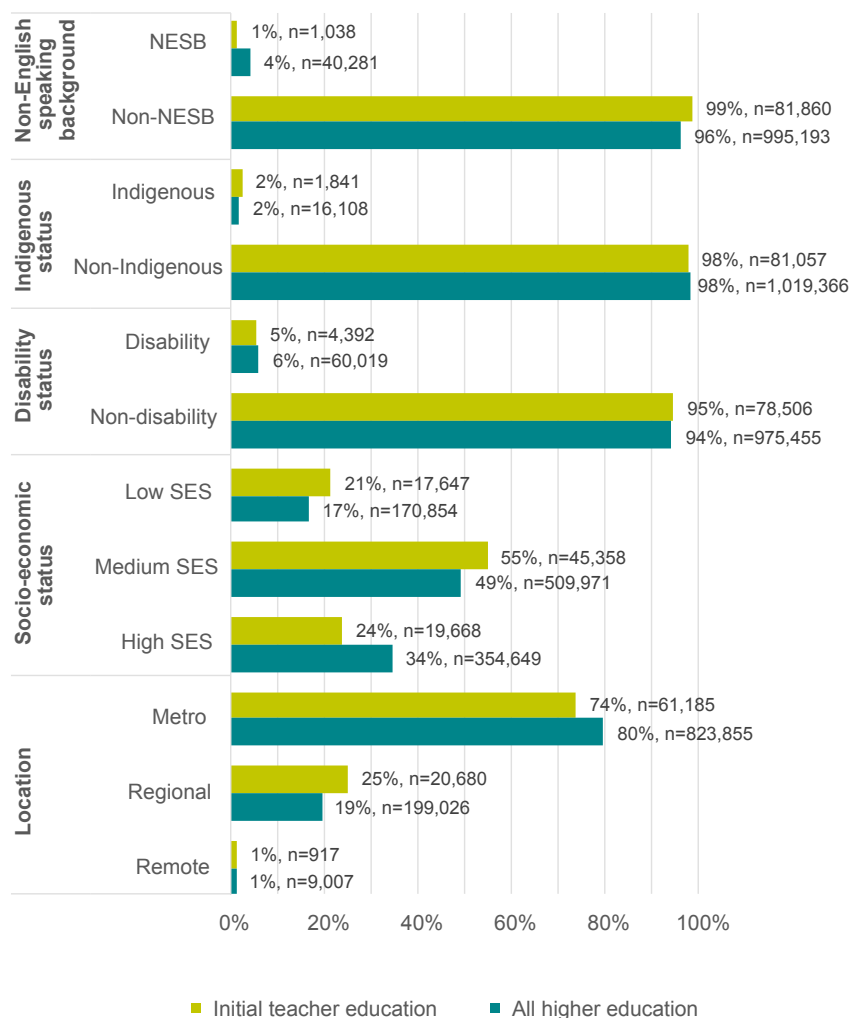
- 55% (n=45,358) of ITE students were from medium SES backgrounds
- 74% (n=61,185) were from metropolitan locations
- 2% (n=1,841) were Indigenous.

When compared to all higher education students, Figure 21 indicates:

- There was a higher proportion of ITE students from medium SES backgrounds (ITE = 55%, all higher education = 49%)
- There was a higher proportion of ITE students from regional locations (ITE = 25%, all higher education = 19%)
- There was a lower proportion of ITE students from non-English speaking backgrounds (ITE = 1%, all higher education = 4%)
- In ITE and all higher education, there were similar proportions of students: from Indigenous (2%) backgrounds, and from remote locations (1%).

Figure 21

Domestic enrolments in initial teacher education and all higher education by equity status, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Notes: SES and location has been derived from the ASGS. The data for 'all higher education' include students from enabling and non-award courses.

3.4 First-to-second-year retention

An analysis of the first to second year special adjusted retention rate in ITE provides information about the proportion of students who commenced an ITE program and continued with an ITE program at the same or different institution in their second year.¹⁶

¹⁶ Special Adjusted Retention rate for year(x) = the proportion of students who commenced a course (HEIMS code E312=y) in year (x) and did not complete in year (x) and continued at the same or different institution in year(x+1) in the same course category (HEIMS E312=y). Further detail on the calculation and caveats involved in producing retention rates is available from: Department of Education and Training, n.d. Selected Higher Education Statistics – 2015 Appendix 4 – Attrition, success and retention, viewed 3 April 2017, < <https://docs.education.gov.au/documents/2015-appendix-4-attrition-success-and-retention> >

Quick Fact

First-to-second-year retention refers to students who commenced a program type and were retained in that same program type in their second year, whether at the same or another institution.

There are other ways to measure retention. For example, it is possible to measure the general retention rate by determining the proportion of students that continued studying in any field of education in their second year, whether at the same or another institution. Special adjusted retention was selected as the preferred method in this report because AITSL is particularly interested in the proportion of students that are retained in ITE, rather than those that are retained in higher education in general.

In this section, first to second year special adjusted retention rates (from here referred to as 'retention rates') show the proportion of students that commenced an ITE program and remained in an ITE program the following year, whether at the same or another institution.

The first sub-section shows retention in ITE compared to other higher education program types. This is followed by ITE retention rates across a number of demographic variables to provide insight into the characteristics of students and modes of study and attendance that may affect continuation beyond their first year of enrolment in an ITE program.

The retention rate data represent students who commenced in the year indicated in the figure title, and shows their retention status after one year. For example the 2014 data show the proportion of students who commenced in 2014 and who were retained in 2015. Retention rates are provided for undergraduate students only. It was not possible to calculate accurate first-to-second-year retention rates for postgraduate ITE students due to the large number of one year postgraduate programs. For a full understanding of attrition and completion in undergraduate and postgraduate ITE, please refer to section 4.7.

When interpreting the retention rates it is important to consider that some students may take a leave of absence in their second year and re-commence at a later date.

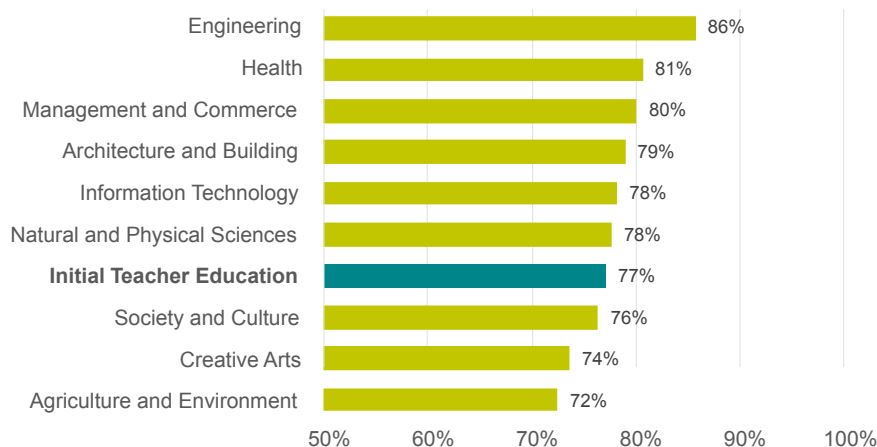
Retention in undergraduate initial teacher education compared to other undergraduate higher education program types

Figure 22 shows the first to second year retention rate for undergraduate ITE students and undergraduate students from other higher education program types for 2014 commencing students. The retention rate shows the proportion of students who commenced in a program type and remained in that program type in 2015, whether at the same or another institution. The data from Figure 22 show:

- ITE undergraduates had a retention rate of 77% (n=15,657) which was 1% lower than the mean retention rate of the nine undergraduate higher education program types selected for comparison.

Figure 22

First to second year undergraduate retention in initial teacher education compared to other undergraduate higher education programs types, 2014



Source: Customised data provided by the Department of Education Research and Economics Group.

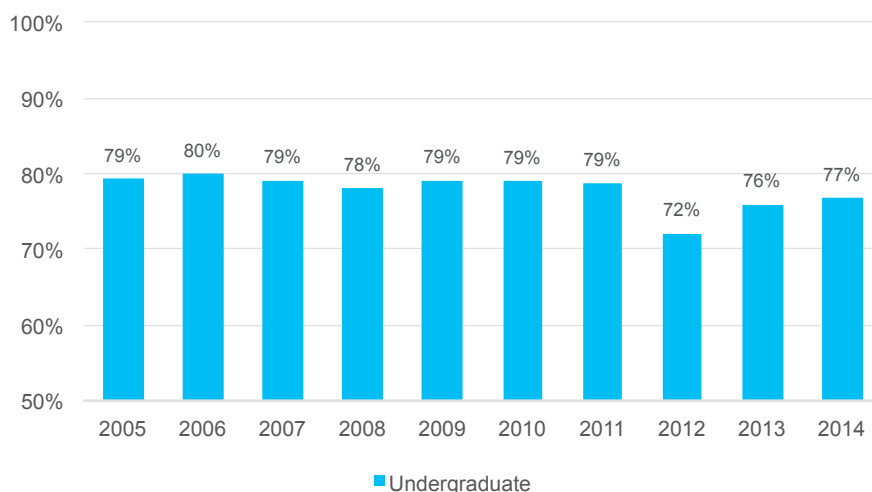
Time series retention in undergraduate initial teacher education¹⁷

Figure 23 outlines retention rates in ITE for undergraduate students who commenced between 2005 and 2014. The data show:

- Despite a dip in 2012 where the retention rate was 72% (n=14,749), undergraduate retention has remained fairly stable at about 78%.

Figure 23

First to second year undergraduate retention rates, initial teacher education, 2005–2014



Source: Customised data provided by the Department of Education Research and Economics Group.

¹⁷ Please note that the ITE first-to-second-year retention rates in this section are similar but not identical to the ITE retention rates presented above in Figure 22. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis in Figure 22. This approach was not undertaken for analysis of ITE retention rates by various student demographic and study characteristics.

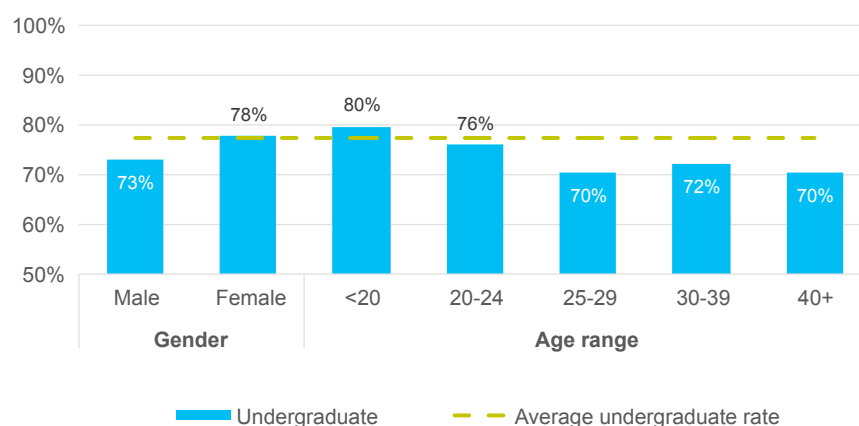
Retention in undergraduate initial teacher education by various population and study characteristics

Figure 24 shows the retention rate for undergraduate ITE students who commenced in 2014, by gender and age range. The average undergraduate rate is also provided. The data show:

- Females (78%, n=15,223) had a 5% higher retention rate than males (73%, n=5,042)
- Students aged 25-29 and 40+ had a 70% (n=1,116 and n=728) retention rate, which was 7% lower than the average undergraduate rate
- Students aged 30-39 had a 72% (n=1,286) retention rate, which was 5% lower than the average undergraduate rate.

Figure 24

First to second year undergraduate retention rates by gender and age range, initial teacher education, 2014



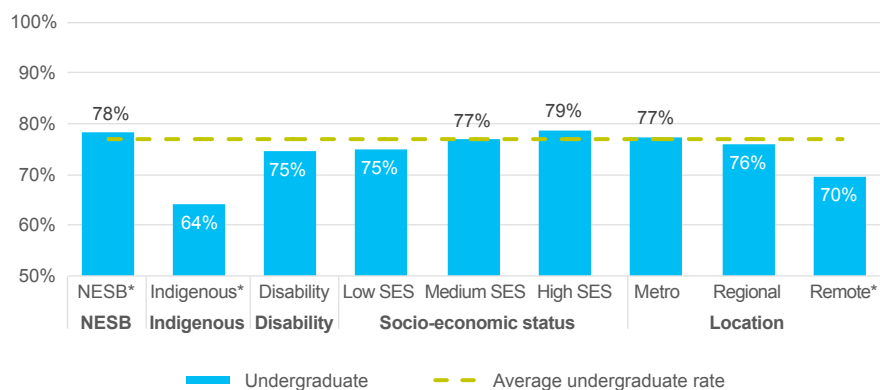
Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 25 shows the retention rate for 2014 commencing undergraduate ITE students by various equity status indicators, as well as the undergraduate average. The data show the following groups of students had a retention rate at least 5% lower than the average rate:

- Indigenous undergraduate students had a 64% (n=371) retention rate, which was 13% below the average undergraduate rate
- Remote undergraduate students had a 70% (n=188) retention rate, which was 7% below the average undergraduate rate

Figure 25

First to second year undergraduate retention rates by equity status, initial teacher education, 2014



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: *Retention rates for NESB, Indigenous and remote students are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis. SES and location has been derived from the ASGS.

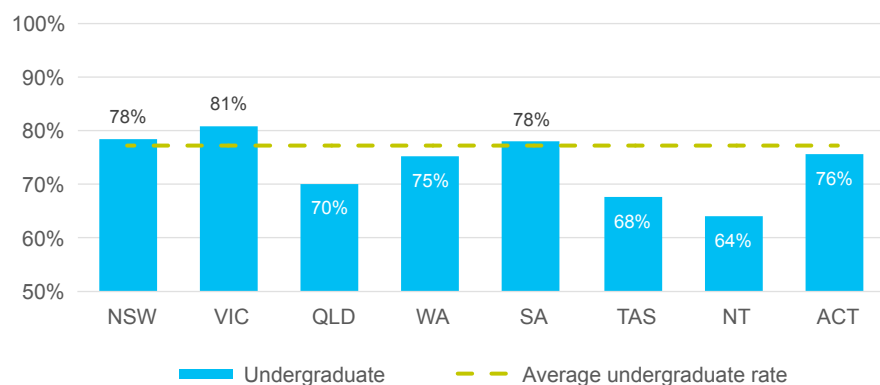
Figure 26 shows the retention rate for undergraduate students who commenced in 2014, by location of permanent home address. The average undergraduate ITE retention rate is also provided.

The data show students who resided in:

- The Northern Territory had a 64% (n=121) retention rate, which was 13% lower than the average undergraduate rate
- Tasmania had a 68% (n=219) retention rate, which was 9% lower than the average undergraduate rate
- Queensland had a 70% (n=2,468) retention rate, which was 7% lower than the average undergraduate rate.

Figure 26

First to second year undergraduate retention rates by location of permanent home address, initial teacher education, 2014



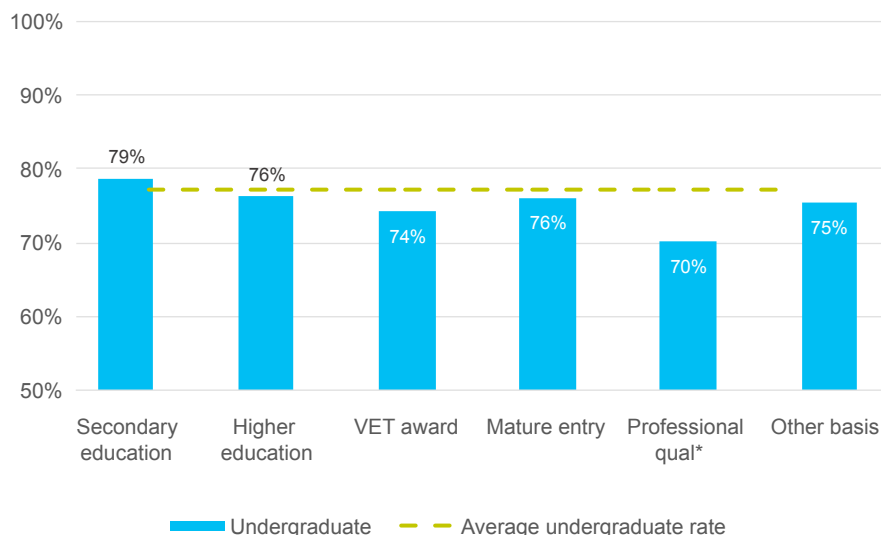
Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 27 provides the retention rate of ITE undergraduates who commenced in 2014, by basis of admission, along with the average undergraduate rate. It shows:

- Students who entered via a professional qualification pathway had a retention rate of 70% (n=120), which was 7% lower than the undergraduate average
- Students who entered via a secondary education pathway had the highest retention rate, at 79% (n=6,686).

Figure 27

First to second year undergraduate retention rates by basis of admission, initial teacher education, 2014



Source: Customised data provided by the Department of Education Research and Economics Group.

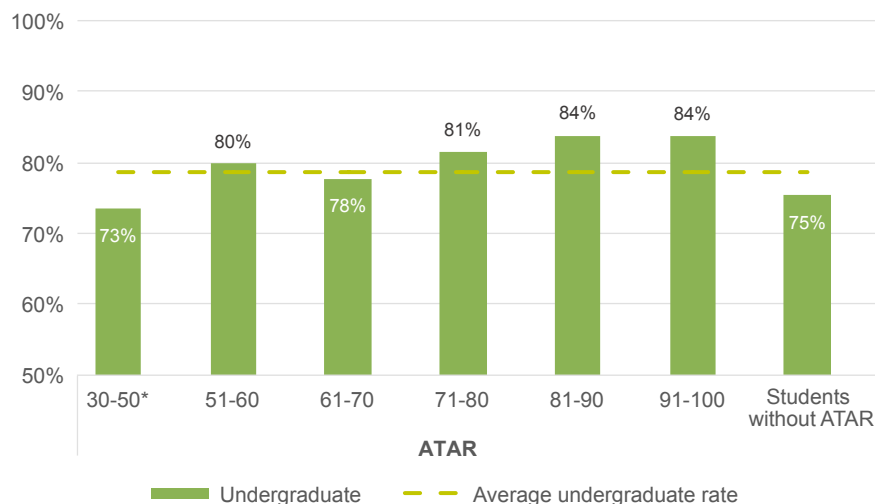
Note: *Retention rates for students entering via a professional qualification pathway are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

Figure 28 presents the retention rate of 2014 commencing undergraduate ITE students who were admitted on the basis of their secondary education by ATAR band, as well as the average secondary education entrant undergraduate rate. The data indicate:

- Students with an ATAR of 81 or higher had an 84% (n=1,042) retention rate, which was 5% higher than the average secondary education entry pathway rate
- Students with an ATAR of 50 or lower had a 73% (n=234) retention rate which was 6% lower than the average secondary education entry pathway rate
- Students without a submitted ATAR had the second lowest retention rate, at 75% (n=2,380)
- A higher ATAR was generally associated with a higher retention rate.

Figure 28

First to second year undergraduate retention rates by ATAR, secondary education entrants, initial teacher education, 2014



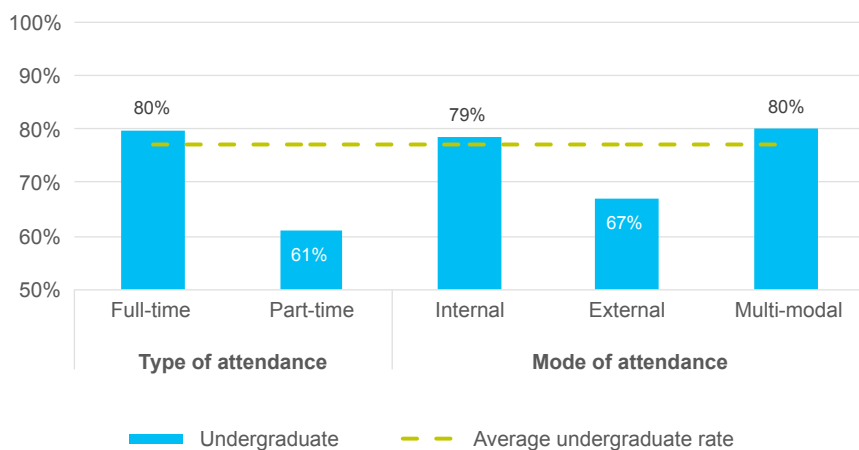
Source: Customised data provided by the Department of Education Research and Economics Group.
Note: *Retention rates for secondary education entrants with an ATAR of 30-50 are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

In Figure 29, retention rates for 2014 commencing ITE undergraduates by type and mode of attendance are shown. The average undergraduate rate is also provided. The data indicate:

- Part-time students had a 61% (n=1,977) retention rate, which was 16% lower than the average undergraduate rate
- Students studying externally had a 67% (n=2,289) retention rate, which was 10% lower than the average for all ITE undergraduates.

Figure 29

First to second year undergraduate retention rates by type and mode of attendance, initial teacher education, 2014



Source: Customised data provided by the Department of Education Research and Economics Group.

3.5 Success rates

The success rates of students within a program provide valuable insight into how students are managing the study requirements of their program. Success rates are calculated by the sum of all units passed by students enrolled in a given year, divided by all units of study attempted (passed + failed + withdrawn) by those students. Success rates are presented as a proportion of actual student load (equivalent full-time student load, EFTSL).¹⁸ As such, the success rates should not be considered to represent the cumulative success of students across the entirety of their studies.

Success rate data are provided for ITE domestic undergraduate and postgraduate students across a range of population and study characteristics.

i Quick Fact

Success rates indicate the rate at which students successfully complete a unit of study.

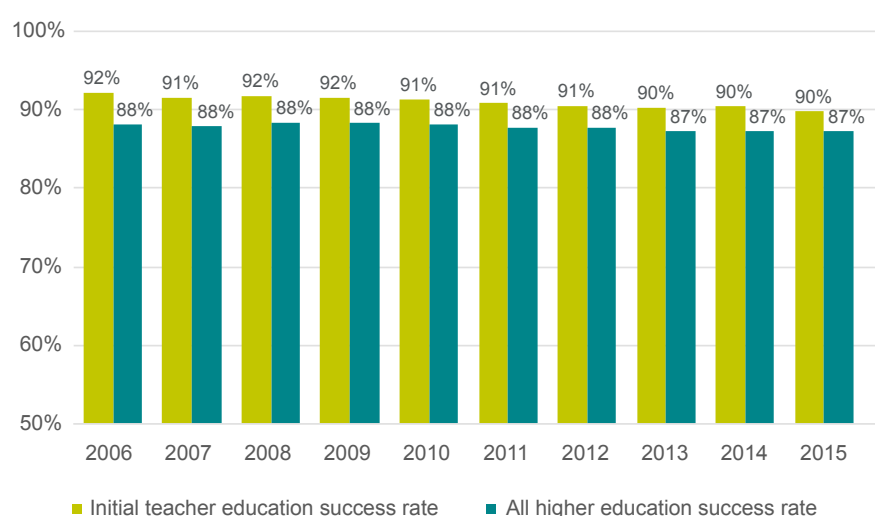
Time series success rates in initial teacher education compared to all higher education programs

Figure 30 provides success rate data for ITE students and students from all higher education programs who were enrolled between 2006 and 2015. The data show:

- The success rate in ITE was 90% in 2015, compared to 87% across all higher education programs
- Success rates in ITE have remained slightly higher than those across all higher education programs over the past decade.

Figure 30

Success rates, initial teacher education and all higher education, 2006 – 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

¹⁸ Department of Education and Training 2015, Attrition, success and retention rates for commencing bachelor students, Canberra, viewed 28 March 2017, < <https://docs.education.gov.au/documents/2015-appendix-4-attrition-success-and-retention> >.

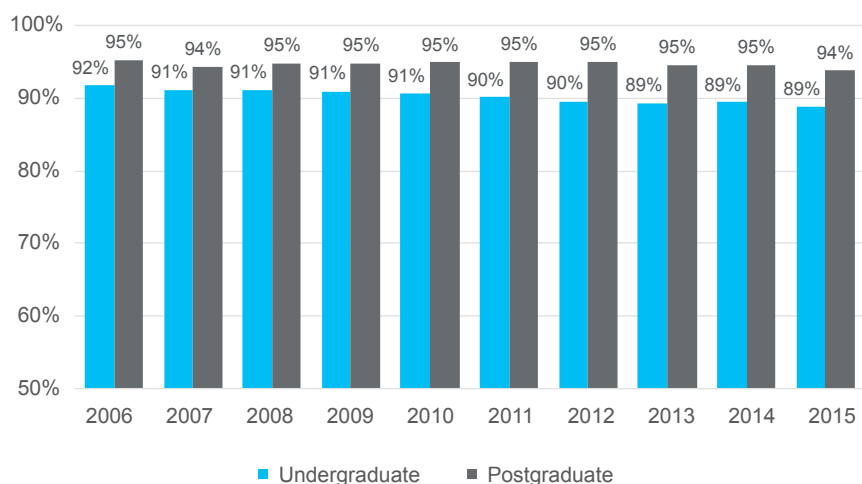
Time series success rates in undergraduate and postgraduate initial teacher education

Figure 31 outlines success rates for all students who were enrolled in ITE between 2006 and 2015, by level of qualification. The chart indicates:

- The success rate was 89% for undergraduates and 94% for postgraduates in 2015
- Success rates in both undergraduate and postgraduate programs have remained fairly steady over the past decade
- Postgraduate success rates have consistently remained about 5% above undergraduate rates over the past decade.

Figure 31

Success rates by level of qualification, initial teacher education, 2006 - 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

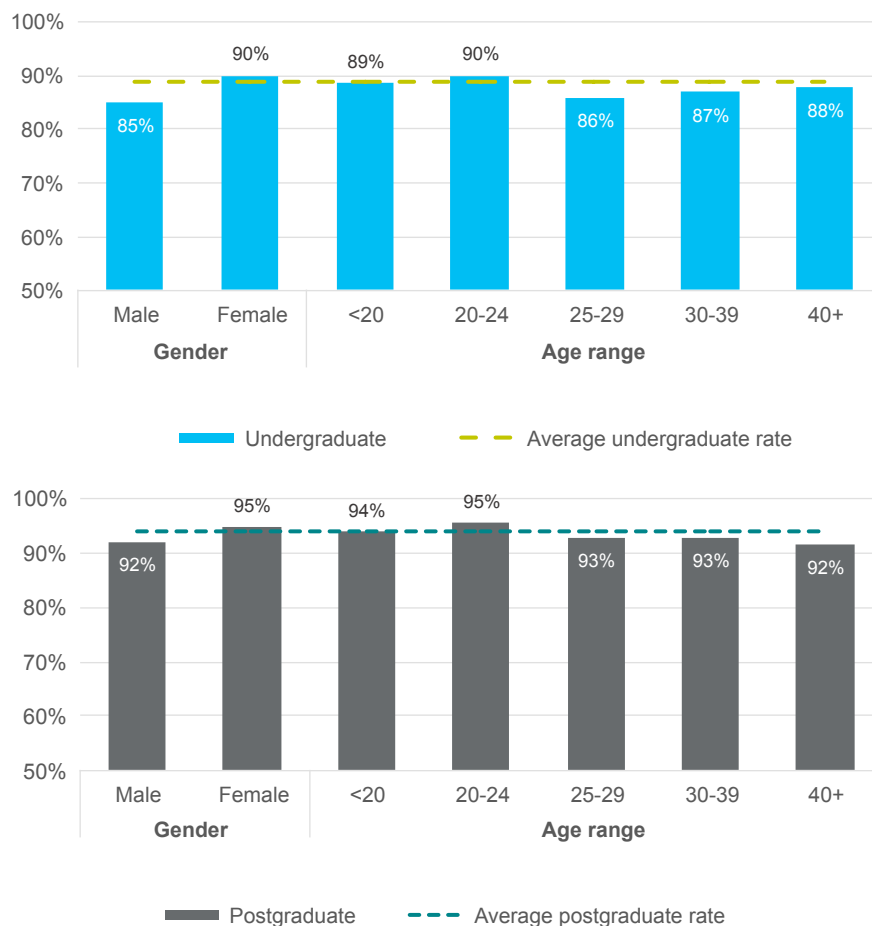
Success rates in undergraduate and postgraduate initial teacher education by various population and study characteristics

Figure 32 shows success rates by gender and age range for undergraduate and postgraduate ITE students who were enrolled in 2015. The average undergraduate and postgraduate rates are also provided. The data indicate that for both undergraduate and postgraduate students:

- Females had higher success rates than males
- Younger students had slightly higher success rates than older students.

Figure 32

Success rates by gender and age range, undergraduates and postgraduates, initial teacher education, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Success rates by various equity status indicators are shown in Figure 33 for undergraduate and postgraduate ITE students in 2015. The average undergraduate and postgraduate rates are also provided.

For undergraduates, the data indicate:

- Indigenous students had a 79% success rate, which was 10% lower than the average undergraduate rate
- Students with a disability had an 84% success rate, which was 5% lower than the average undergraduate rate.

For postgraduates:

- Students with a disability had an 88% success rate, which was 6% lower than the average postgraduate rate.

Figure 33

Success rates by equity status, domestic postgraduates and undergraduates, initial teacher education, 2015



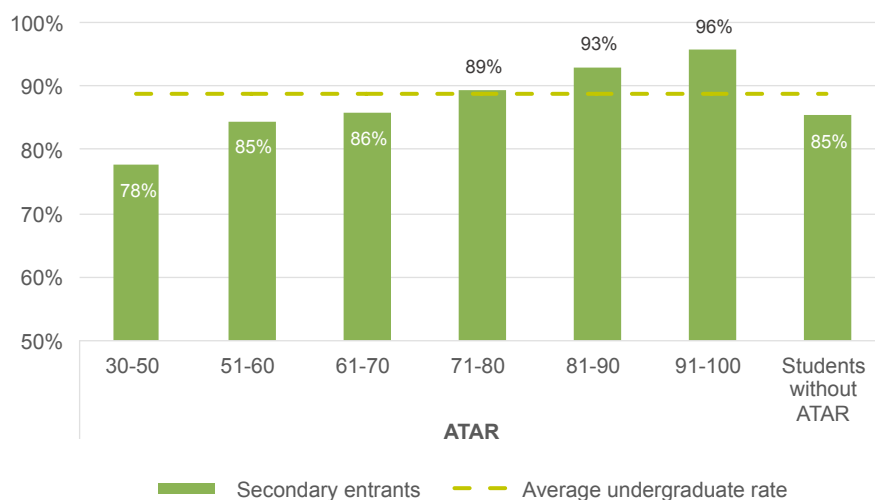
Source: Customised data provided by the Department of Education Research and Economics Group.
Note: SES and location has been derived from the ASGS.

Success rates for 2015 ITE undergraduate students who entered via a secondary education pathway by ATAR band are shown in Figure 34, along with the average undergraduate success rate. The chart indicates:

- Students who were admitted on the basis of their secondary education with an ATAR between 30 – 50 had a 78% success rate, which was 11% lower than the average undergraduate rate
- Students who were admitted on the basis of their secondary education with an ATAR between 91 – 100 had a 96% success rate, which was 6% higher than the average undergraduate rate
- Similar to the retention data presented further above, a higher ATAR was generally associated with a higher success rate.

Figure 34

Success rates by ATAR, undergraduate students who entered via a secondary education pathway, initial teacher education, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 35 presents 2015 success rates for undergraduate and postgraduate ITE students, by type and mode of attendance. It also presents the average undergraduate and postgraduate retention rate.

For undergraduates:

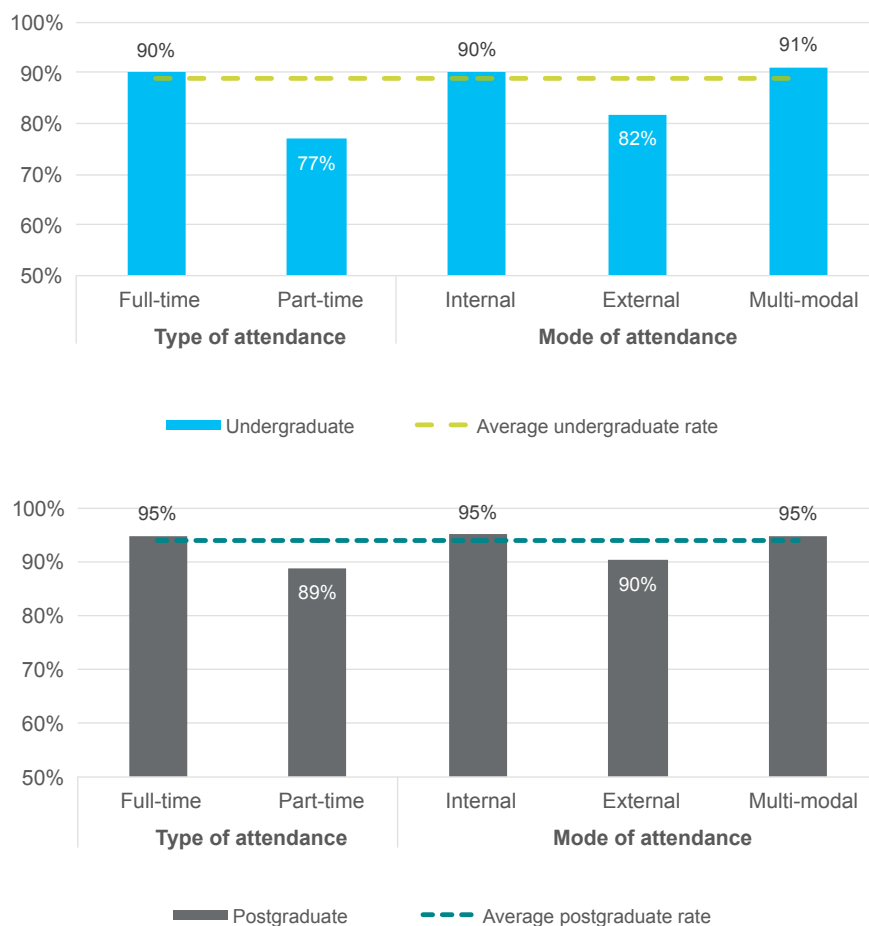
- Part-time students had a 77% success rate, which was 12% lower than the average undergraduate rate
- Students studying via an external (i.e. online) mode of attendance had an 82% success rate, which was 7% below the average undergraduate rate

For postgraduates:

- Part-time students had an 89% success rate, which was 5% below the postgraduate average.

Figure 35

Success rates by type and mode of attendance, undergraduates and postgraduates, initial teacher education, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Quick Link

Find out more

Additional data on enrolled students and full aggregated data tables from the HESDC presented in this report can be found on the AITSL *Initial teacher education: data report 2017* webpage.



**Initial teacher education:
data report 2017**

4. Completion of initial teacher education

Understanding the characteristics of completing students provides an understanding about the potential pipeline of graduates entering into the teaching profession. This section presents demographic data on 2015 completing ITE students and data on the types and levels of qualifications they undertook.

To give insight into completion outcomes in ITE, this section of the report also provides six year completion and attrition rates of ITE students compared to students from various higher education programs and cross-tabulated with demographic and other variables. For the first time in the data report series, analysis of the impact of multiple demographic factors on completion in ITE are examined.

Also new to the data report this year is an analysis of satisfaction and engagement in ITE. The analysis examines satisfaction and engagement of current students and recent graduates at the undergraduate and postgraduate levels.

4.1 Key findings

Completing student numbers and demographics

- 18,194 students completed an ITE program in 2015, a 2% decline on the previous year. Completions in ITE represented 6% of completions across all fields of education. This figure has remained steady over the past decade.
- In 2015, 76% (n=13,857) of completing ITE students were female, 74% (n=13,519) were aged between 20 and 29, 54% (n=8,920) were from medium socio-economic status backgrounds, 76% (n=12,543) were from metropolitan locations and 2% (n=254) were Indigenous.

- Compared to commencing students from all higher education programs, ITE had a higher proportion of females, a higher proportion of students from medium socio-economic status backgrounds, and a higher proportion of students from regional locations in 2015.
- Tasmania recorded the largest (16%, n=41) within state/territory proportional increase of completing students between 2014 and 2015, while Northern Territory recorded the largest within state/territory decline (24%, n=-34) during this time. These results relate to the permanent home address of the student, rather than the location of the higher education provider.

Completing student qualification levels and types

- 60% (n=10,977) of ITE students completed an undergraduate qualification and 40% (n=7,217) completed a postgraduate qualification in 2015. There was a 1% decrease in the proportion of postgraduate ITE completions on the previous year, from 41% (n=10,816) in 2014.
- Over the past decade, the proportion of completing postgraduate students has risen 9%, from 31% (n=5,199) in 2006.
- There was a 2% increase in the proportion of ITE Masters completions between 2014 (16%, n=2,923) and 2015 (18%, n=3,289). Over the past decade, the proportion of ITE Masters completions has increased 17% from 1% (n=251) in 2006.
- 24% (n=4,389) of ITE students completed an undergraduate primary qualification and 10% (n=1,781) completed a postgraduate primary qualification in 2015.
- 15% (n=2,646) of students completed an undergraduate secondary qualification and 19% (n=3,445) completed a postgraduate secondary qualification in 2015.
- In 2015, there was a much higher proportion of undergraduates (12%, n=2,201) who completed an early childhood qualification, compared to postgraduates (2%, n=308).
- The number of completions in early childhood qualifications has increased steadily over the past decade from 1,599 in 2006 to 2,509 in 2015.
- The number of completions in secondary qualifications is nearing those in primary qualifications. In 2015, there were 6,091 completions in primary qualifications and 6,170 completions in secondary qualifications. These qualifications represented 33% and 34% of all ITE completions respectively, in 2015.

Six year completion rates - proportion of students in a cohort who completed their degree within six years

- The six year completion rate for ITE students who commenced in 2010 was 56% (n=11,140) for undergraduates and 79% (n=6,810) for postgraduates.
- The undergraduate completion rate in ITE was 2% higher than the mean rate of nine undergraduate higher education program types selected for comparison (2010 commencing cohort). Using the same comparison with postgraduate programs, the postgraduate ITE completion rate was 12% higher than the mean. As such, ITE students were more likely to complete their program. This was particularly the case for postgraduates.
- Both ITE undergraduates and postgraduates have experienced an 8% decline in six year completion rates between the 2005 and 2010 commencing cohorts. This decline is steeper compared to that of other higher education programs.
- The following groups of ITE students had the highest six year completion rates (2010 commencing cohort):

Undergraduates

- Commenced through a secondary education pathway with an ATAR of 81 or higher (67%, n=1,991)
- Studied via a mixed (i.e. on campus and online) mode of attendance (65%, n=1,283)
- Commenced through a secondary education pathway (60%, n=4,800)
- Studied full-time (60%, n=9,938)

Postgraduate

- Aged 24 or under when commencing (87%, n=2,872)
- Studied full-time (86%, n=5,712)
- Studied via a mixed (i.e. on campus and online) mode of attendance (85%).
- Studied via an internal (i.e. on campus) mode of attendance (84%, n=567)
- Female (80%, n=4,817)
- Resided in New South Wales (80%, n=2,095), Victoria (80%, n=1,869) or South Australia (80%, n=408).

- The following groups of undergraduate ITE students had a six year completion rate at least 5% lower than the average undergraduate ITE rate of 56%:
 - Studied part-time (35%, n=1,202)
 - Resided in the Northern Territory (36%, n=63)
 - With an Indigenous background (37%, n=159)
 - Studied externally (i.e. online) (41%, n=1,393)
 - Resided in Tasmania (42%, n=244)
 - From a remote location (43%, n=109)
 - Commenced via a mature entry pathway (47%, n=712)
 - Commenced through a secondary education pathway and had an ATAR between 51 and 60 (47%, n=187)
 - With a disability (48%, n=345)
 - Resided in Queensland (48%, n=1,585)
 - Male (48%, n=2,239)
 - Commenced via a professional qualification pathway (49%, n=51)
 - Aged 25 or over when commencing (49%, n=2,617)
 - With a non-English speaking background (49%, n=93)
 - Resided in Western Australia (50%, n=505).
- The following groups of postgraduate ITE students had a six year completion rate at least 5% lower than the average postgraduate ITE rate of 78%:
 - Studied part-time (55%, n=1,098)
 - With an Indigenous background (60%)
 - Resided in Tasmania (63%, n=96)
 - Studied externally (i.e. online) (64%, n=1,317)
 - From a remote location (64%, n=51)
 - With a disability (69%, n=277)
 - Aged 25 or over when commencing (71%, n=3,938).
- A range of multiple demographic and study characteristics were analysed to determine whether there were any student groups that were particularly susceptible to lower completion. For undergraduates, the groups least likely to complete and their completion rates were (average of 2005 to 2010 commencing cohorts):
 - Part-time students from a remote location (21%, n=103)
 - Part-time students with an Indigenous background (26%, n=128)
 - Part-time students with a disability (27%, n=172)
 - Students who attended externally (i.e. online) and from a remote location (29%, n=170)
 - Students who attended externally (i.e. online) and aged 19 or younger when commencing (30%, n=177).

- For postgraduates, the student groups with the lowest completion rates when multiple demographic and study characteristics were analysed were (average of 2005 to 2010 commencing cohorts):
- Part-time students with an Indigenous background (46%, n=36)
- External (i.e. online) mode of attendance with an Indigenous background (50%, n=49)
- Part-time students with a disability (52%, n=190).

Student and graduate satisfaction

- Current undergraduate ITE students had a high degree (80%) of satisfaction with the quality of their educational experience and similar levels of satisfaction compared to current undergraduate students from all higher education programs in 2015.
- In 2015, 71% of current undergraduate ITE students were satisfied with the level of student support they received. Positive perceptions about student support have increased significantly from 61% in 2013.
- 18% of current ITE undergraduate students seriously considered an early departure in 2015. This figure was similar compared to current undergraduates from all higher education programs.
- Of those current undergraduate ITE students with early departure intentions, the most common reasons for leaving related to 'health / stress (47%)', 'study / life balance' (32%) and 'workload difficulties' (31%).
- Recent ITE graduates from undergraduate programs had high overall levels of satisfaction with their course (82%) and were significantly more satisfied compared to their postgraduate counterparts (77%) in 2015.

4.2 Number of completing students

A total of 18,194 students completed an ITE program in 2015 which was a decline of 2% from 2014. Across all higher education programs, the number of completing students increased by 2% between 2014 and 2015 (Table 8). There were 17,267 domestic and 865 international ITE student completions in 2015 (Table 9).

Table 8

Total completions, initial teacher education and all higher education, 2015 and 2014

Initial teacher education	Completions
Total 2015	18,194
Total 2014	18,488
% change 2014 to 2015	-2%
All higher education	Completions
Total 2015	324,836
Total 2014	319,209
% change 2014 to 2015	2%

Source: Customised data provided by the Department of Education Research and Economics Group.

Table 9

Domestic and international completions in initial teacher education, 2015

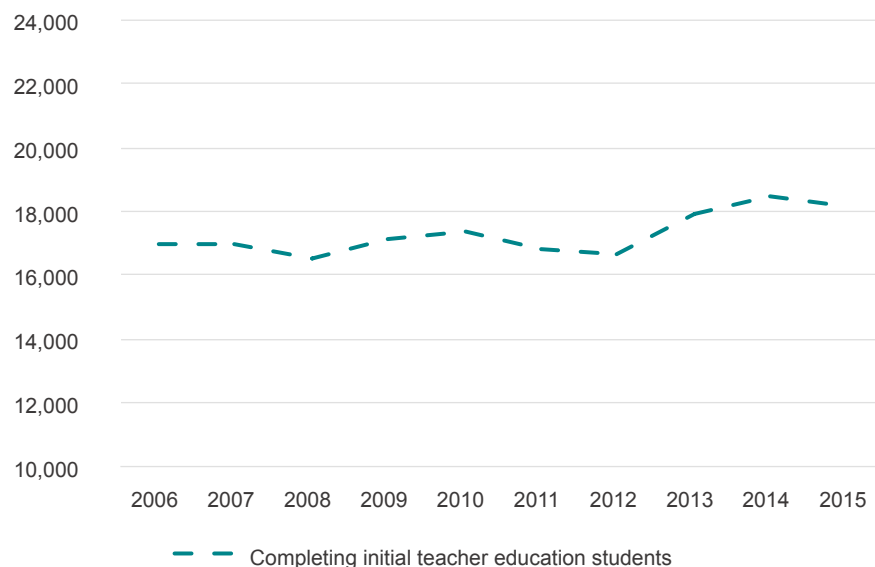
Initial teacher education	Completions
Domestic – excluding domestic students whose permanent home address is overseas	17,267
Domestic students whose permanent home address is overseas	62
International	865
Total 2015	18,194

Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 36 provides the number of completing ITE students between 2006 and 2015. It shows that there has been a 7% increase in the number of completions since 2006. Over the past decade, the percentage of students completing an ITE program as a proportion of all completing students in higher education has remained steady, at approximately 6%.

Figure 36

Total completions in initial teacher education, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.

4.3 Characteristics of completing students

Figure 37 details the characteristics of all students who completed an ITE program in 2015. For context, this information is also provided for all higher education students. For ITE, the data show:

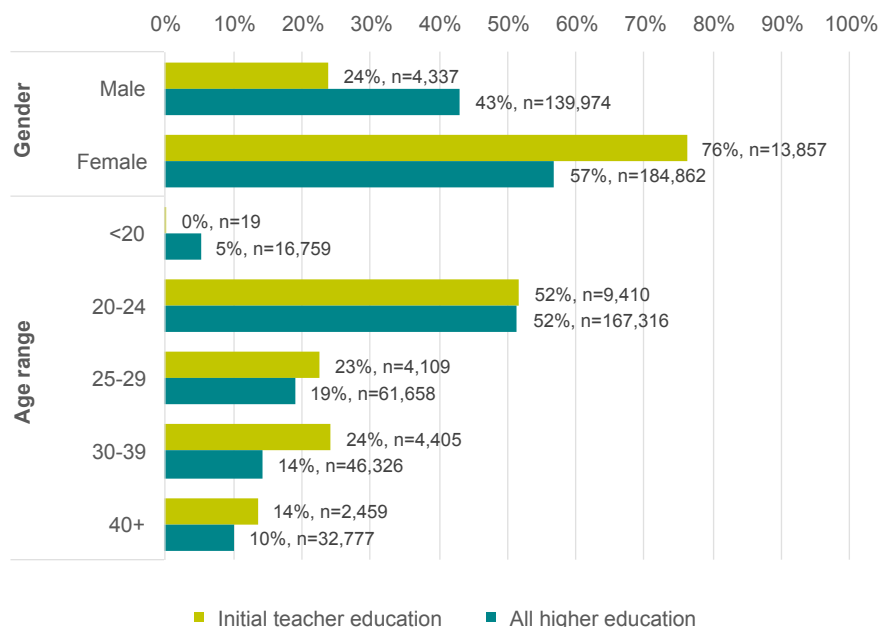
- 76% (n=13,857) were female
- 74% (n=13,519) were between the ages of 20 and 29.

When compared to all higher education students, Figure 37 indicates ITE students:

- Had a higher proportion of completing females (ITE = 76%, all higher education = 57%)
- Had a higher proportion of completing students aged 30 or older (ITE = 38%, all higher education = 24%).

Figure 37

Total completions in initial teacher education and all higher education by gender and age range, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 38 provides equity status data for completing ITE students and students across all higher education programs and indicates that:

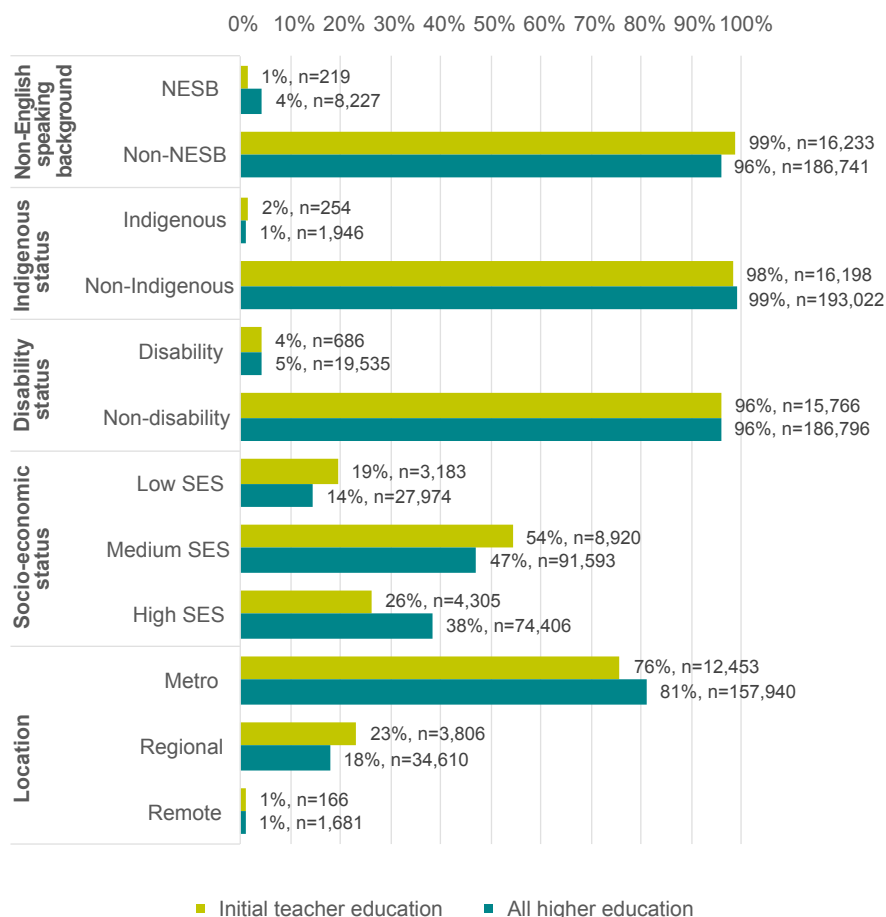
- 54% (n=8,920) of completing ITE students were from medium SES backgrounds
- 76% (n=12,543) were from metropolitan locations
- 2% (n=254) were Indigenous.

When compared to students across all higher education programs, Figure 38 indicates:

- There was a higher proportion of ITE students with a medium SES status (ITE = 54%, all higher education = 47%)
- There was a higher proportion of ITE students from regional locations (ITE = 23%, all higher education = 18%)
- There was a lower proportion of ITE students from non-English speaking backgrounds (ITE = 1%, all higher education = 4%)
- There was a higher proportion of Indigenous ITE students (ITE = 2%, all higher education = 1%).

Figure 38

Domestic completions in initial teacher education and all higher education by equity status, 2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: SES and location has been derived from the ASGS.

4.4 Completions by state/territory of home residence

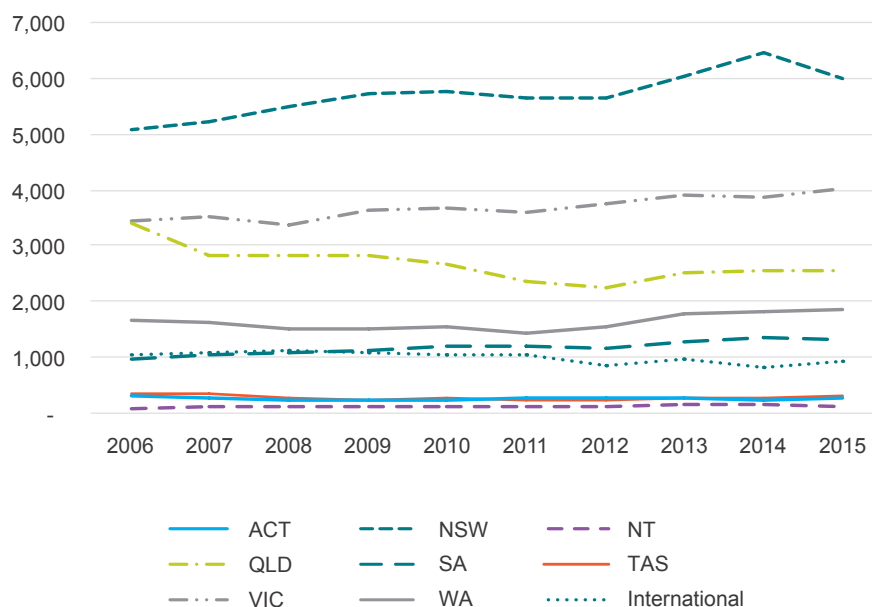
Figure 39 shows time series data for completing ITE students by home residence. This provides an indication of the supply of graduate teachers around Australia. It shows:

- Tasmania recorded the largest (16%, n=41) within state/territory proportional increase of completing students between 2014 and 2015, while the Northern Territory recorded the largest within state/territory proportional decline (24%, n=-34) during this time.

- New South Wales has recorded the largest proportional increase of completing students over the past decade. In 2006 New South Wales was home to 30% (n=5,079) of the entire completing population, which has increased to 33% (n=6,011) in 2015. Between 2014 and 2015, however, New South Wales experienced a 7% (n=-437) within state decline.
- Queensland has recorded the largest proportional decline of completing students over the past decade. In 2006, Queensland was home to 20% (n=3,419) of the entire completing population, which has decreased to 14% (n=2,561) in 2015.

Figure 39

Total completions in initial teacher education by home residence, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: Excludes students whose home address was unknown.

4.5 Completions by type and level of qualification

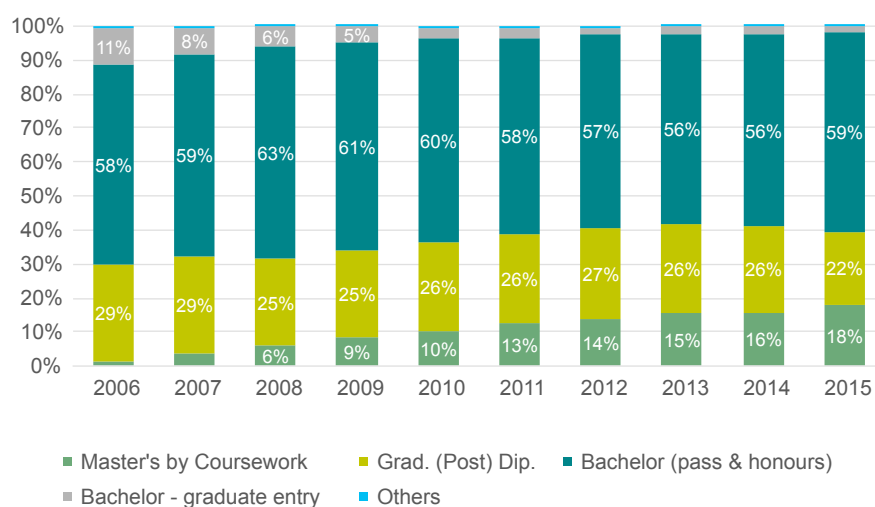
Figure 40 shows completions in ITE by program type. The data show:

- Over the past decade, there was an increase in the proportion of Masters completions, from 1% (n=251) of total completions in 2006 to 18% (n=3,289) in 2015. There was a 2% increase on the previous year, from 16% (n=2,923) in 2014. These changes are likely to continue with the requirement for two-year graduate entry ITE programs under the revised National Accreditation Standards.

- Over the past decade, there was a decrease in the proportion of Graduate Diploma completions, from 29% (n=4,875) of total completions in 2006 to 22% (n=3,919) in 2015. There was a 4% decrease on the previous year, from 26% (n=4,734) in 2014. Many Graduate Diploma programs are one-year programs that are being phased out under the National Accreditation Standards and as such completions in these programs are likely to continue to decrease.

Figure 40

Total completions in initial teacher education by detailed qualification type, 2006–2015



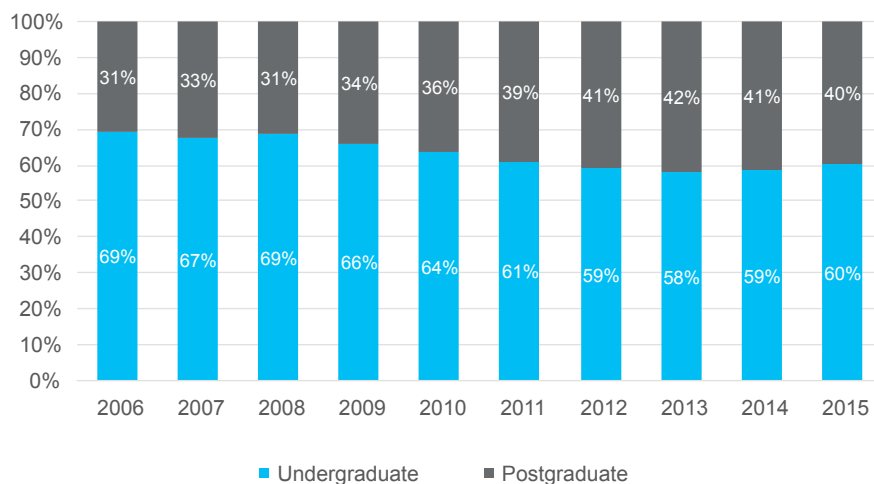
Source: Customised data provided by the Department of Education Research and Economics Group.
Note: 'Other' refers to 'graduate certificates,' 'associate degrees,' 'advanced diplomas,' and 'diplomas.' These programs have been recorded by institutions as ITE programs (E312=22), however, they would not meet the current requirements for accreditation as an initial teacher education programs. Data labels were omitted where the percentage was less than 5%.

Figure 41 provides the proportion of completing undergraduate and postgraduate ITE students between 2006 and 2015. The chart shows:

- 60% (n=10,977) of ITE students completed an undergraduate qualification and 40% (n=7,217) completed a postgraduate qualification in 2015
- There was a slight decrease in the proportion of postgraduate completions over the previous year, from 41% (n=10,816) in 2014
- There has been an increase in the proportion of postgraduate completions over the past decade, from 31% (n=5,199) in 2006.

Figure 41

Total completions in initial teacher education by level of qualification, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.

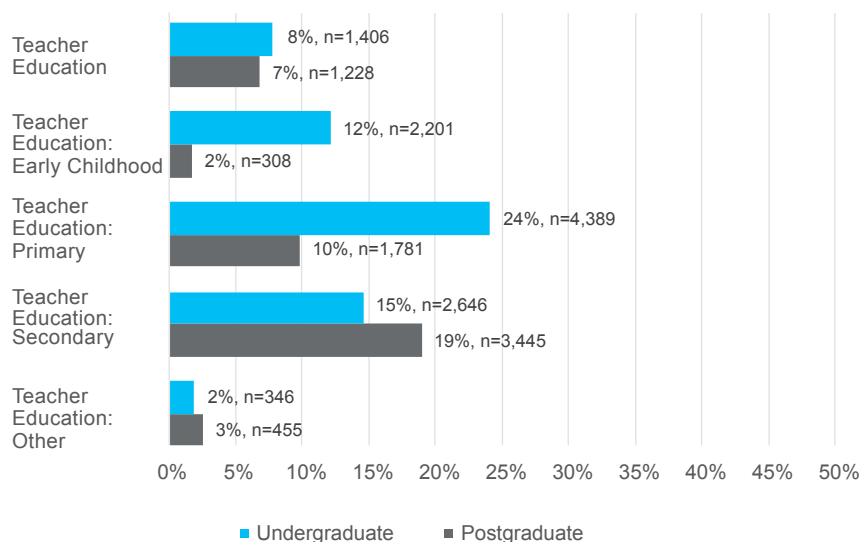
4.6 Completions by detailed field of education

Figure 42 provides figures for 2015 completing ITE students by level of qualification and detailed field of education. It shows that more undergraduate students completed primary qualifications compared to secondary qualifications. At the postgraduate level however, the situation is reversed, with more postgraduate students completing secondary programs than primary programs. Specifically, Figure 42 shows that in 2015:

- 24% (n=4,389) of students completed an undergraduate primary qualification and 10% (n=1,781) completed a postgraduate primary qualification
- 15% (n=2,646) of students completed an undergraduate secondary qualification and 19% (n=3,445) completed a postgraduate secondary qualification
- There was a much higher proportion of undergraduates (12%, n=2,201) who completed an early childhood qualification, compared to postgraduates (2%, n=308).

Figure 42

Completions in initial teacher education by detailed field of education, postgraduate and undergraduate, 2015



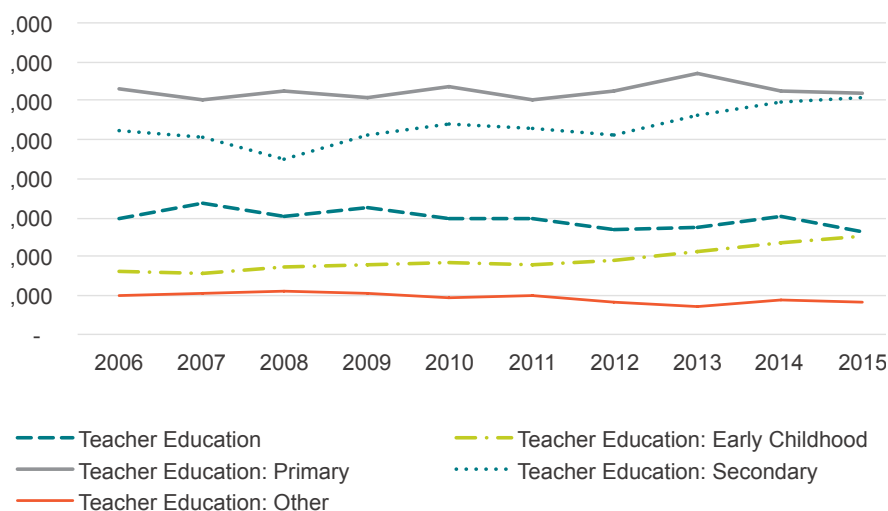
Source: Customised data provided by the Department of Education Research and Economics Group.
Note: The 'teacher education' category includes ITE programs that are not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data. The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

Figure 43 provides 2006 to 2015 time series data on completing ITE students by detailed field of education. It shows:

- The number of completions in early childhood qualifications have increased steadily over the past decade from 1,599 in 2006 to 2,509 in 2015.
- The number of completions in secondary qualifications is nearing those in primary qualifications. In 2015, there were 6,091 completions in primary qualifications and 6,170 completions in secondary qualifications. These qualifications represented 33% and 34% of all ITE completions respectively, in 2015.

Figure 43

Total completions in initial teacher education by detailed field of education, 2006–2015



Source: Customised data provided by the Department of Education Research and Economics Group.
Note: The 'teacher education' category includes ITE programs that are not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data. The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

4.7 Six year completion and attrition rates

This section presents a series of six year longitudinal cohort analyses showing the proportion of students who completed, discontinued, or were still enrolled in an ITE program within six years of their commencement. The analyses show completion rates in ITE compared to other higher education programs, and completion rates in ITE by various student demographic and study characteristics.

A cohort analysis provides a more accurate picture of completion in ITE compared to, for example, comparing commencement and completion data across years. To determine the completion and attrition rates, by cohort analysis, a matching process using the Student ID, Commonwealth Higher Education Student Support Number (CHESSN) and field of education indicator were used to track the progress of a cohort over six years. Using this approach, the data represent completion outcomes for all commencing students within a cohort after six years of their commencement, regardless of the circumstances of their journey. For example, this approach includes the completion outcomes for students who progress straight through their course, for students who take leave periods, for students who may defer or discontinue and re-enrol in the same program, and for those who changed higher education providers.

Quick Fact

Six year completion rates show the proportion of students in a cohort who completed the same program type they commenced six years ago.

A six year timeframe was determined to be appropriate because previous analysis suggests only a very small proportion of students go on to complete an ITE program after six years.¹⁹

Note that the six year completion rates presented in this report may differ to those in other publications that also use data from the HESDC. It is likely that any differences reflect a different approach to the analysis of the data. In AITSL's analysis, for a student to be counted as 'completed', they must have completed the same field of education in which they commenced, regardless of whether or not they changed programs within the same field of education. For example, a student who commenced an ITE program at University A and completed an ITE program at University B within six years, is counted as 'completed the same program.' If that same student completed a non-ITE program within six years they are counted as 'dropped out or enrolled in other program.'

Six year completion rates in initial teacher education compared to other higher education program types

Figure 44 below shows the status of the 2010 commencing undergraduate cohort, by ITE and other fields of education, up to the end of 2015. That is, it provides the six year completion and attrition rates for undergraduate students who commenced in 2010 in ITE and across a range of other higher education program types²⁰. It also shows the proportion of students who were still enrolled in the same program in the sixth year. The data indicate:

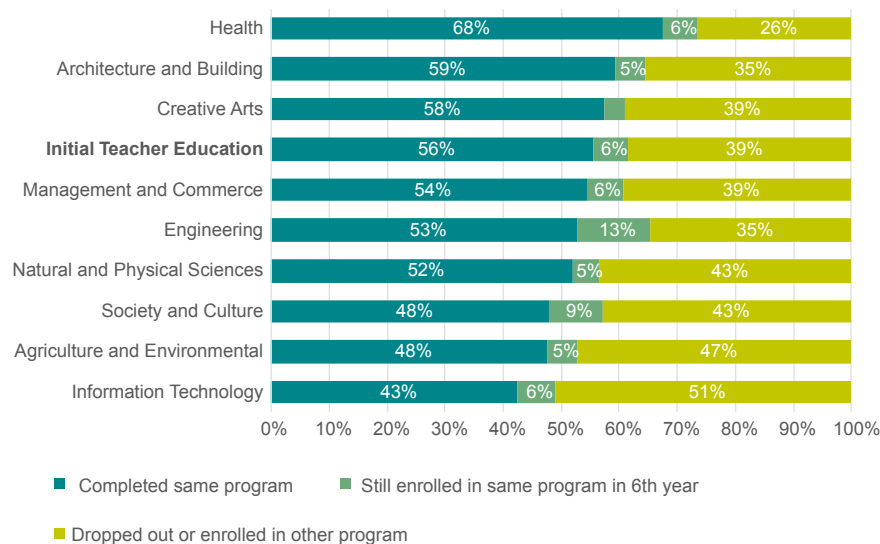
- ITE undergraduates had a completion rate of 56% (n=10,650) which was 2% higher than the mean completion rate of the nine undergraduate higher education program types selected for comparison
- ITE undergraduates had an attrition rate of 39% (n=7,494) which was 1% lower than the mean attrition rate of the nine undergraduate higher education program types selected for comparison.

¹⁹ Six and 10 year analyses were conducted on the 2005 commencing initial teacher education cohort. After six years, 65% (n=12,178) had completed an initial teacher education program. After 10 years this figure had increased only marginally to 66.5% (n=12,464).

²⁰ These program types were selected because they represent a broad cross section of higher education program types.

Figure 44

Undergraduate six year completion and attrition rates, initial teacher education and other higher education programs, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group.

Note: Data labels were omitted where the percentage was less than 5%. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis.

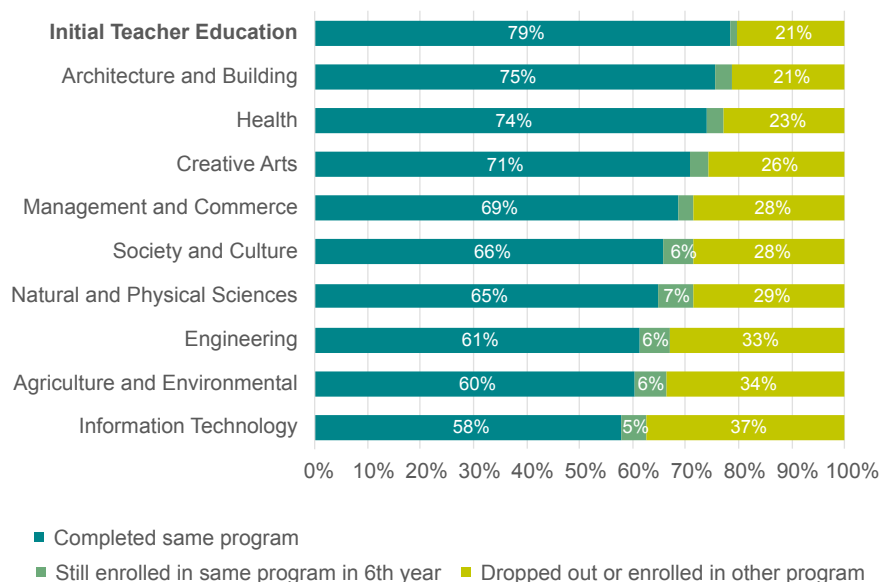
The equivalent data for postgraduate students is presented in Figure 45 below. The chart shows:

- ITE postgraduates had a completion rate of 79% (n=6,207) which was 12% higher than the mean completion rate of the nine postgraduate program types selected for comparison
- ITE postgraduates had an attrition rate of 21% (n=1,637) which was 8% lower than the mean attrition rate of the postgraduate higher education program types selected for comparison.

It should be noted that ITE postgraduate programs had the lowest proportion of students who were still engaged in their sixth year. This could indicate that the postgraduate programs selected for comparison take longer to complete than ITE, and as a result, could have higher completion rates if the analysis was extended beyond six years.

Figure 45

Postgraduate six year completion and attrition rates, initial teacher education and other higher education programs, 2010 commencing cohorts



Source: Customised data provided by the Department of Education Research and Economics Group.

Note: Data labels were omitted where the percentage was less than 5%. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis.

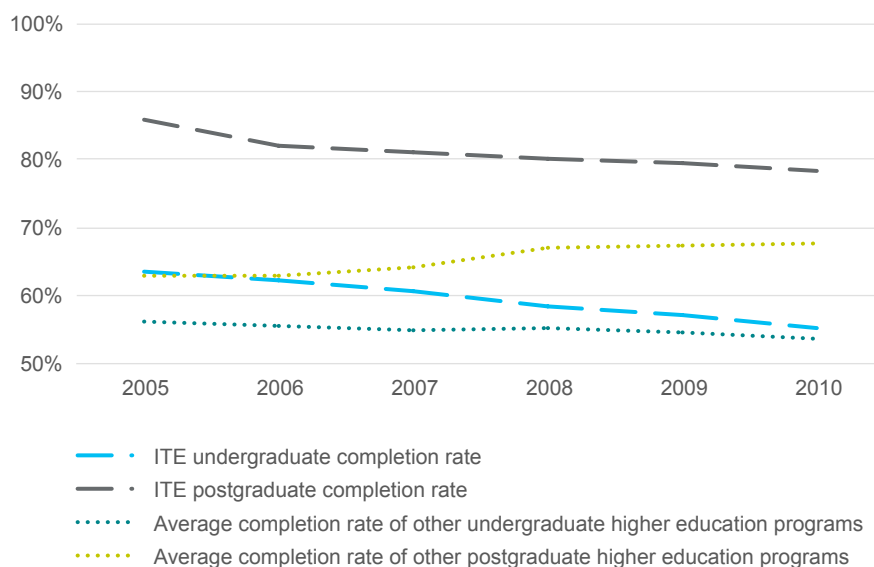
Figure 46 below provides the completion rates for undergraduate and postgraduate ITE students and the mean rate for undergraduate and postgraduate students from other higher education programs, six years after their commencement. These rates are shown for the 2005 through to the 2010 commencing cohorts. The data show:

- Completion rates in postgraduate ITE programs have been about 22% higher than undergraduate programs on average. The difference in duration between these qualifications should be considered when interpreting the results.
- The completion rate for undergraduate ITE programs has decreased by 8% between the 2005 and 2010 commencing cohorts while the average completion rate of other²¹ undergraduate higher education programs decreased by 2% during this timeframe.
- The completion rate for postgraduate ITE programs has decreased by 8% between the 2005 and 2010 commencing cohorts while the average completion rate of other higher education programs increased by 6% during this timeframe.

²¹ The other programs selected for analysis are those listed in Figures 46 and 47.

Figure 46

Six year completion rates for undergraduates and postgraduates, initial teacher education and other higher education programs, 2005 to 2010 commencing cohorts



Source: Customised data provided by the Department of Education Research and Economics Group

Six year completion rates for undergraduate and postgraduate initial teacher education students by various population and study characteristics²²

This section provides an outline of the completion rates for ITE students over time and across various student demographic and study characteristics. To enable easier interpretation of the data, this section shows the completion rate only, and does not refer to the attrition rates or proportion of students still enrolled in their sixth year (as in Figure 44 and Figure 45 above).

The results show that some characteristics are associated with particularly high or low completion rates. When interpreting the data it is important to remember that there are usually a range of factors associated with higher and lower completion rates. For example, the data show that students attending via an external (i.e. online) mode of attendance have much lower than average completion rates; however that does not necessarily indicate that studying via an external (i.e. online) mode of attendance causes lower completion. Students who study externally are older than average, more likely to study part-time and more likely to live in a non-metropolitan location. These factors are also associated with lower completion and may contribute to the lower average completion rate of students studying through an external (i.e. online) mode of attendance, and vice versa. For a more nuanced picture of completion rates, please refer to the section below on 'multiple factors affecting completion'.

²² Please note that the ITE completion rates in this section are similar but not identical to the ITE completion rates presented in Figure 44, Figure 45 and Figure 46 above. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis in Figure 44, Figure 45 and Figure 46. This approach was not undertaken for analysis of ITE completion rates by various student demographic and study characteristics.

Figure 47 shows the completion rate for undergraduate and postgraduate ITE students by gender and age range (2010 commencing cohort). The average undergraduate and postgraduate completion rate is also provided.

For undergraduates, the data show:

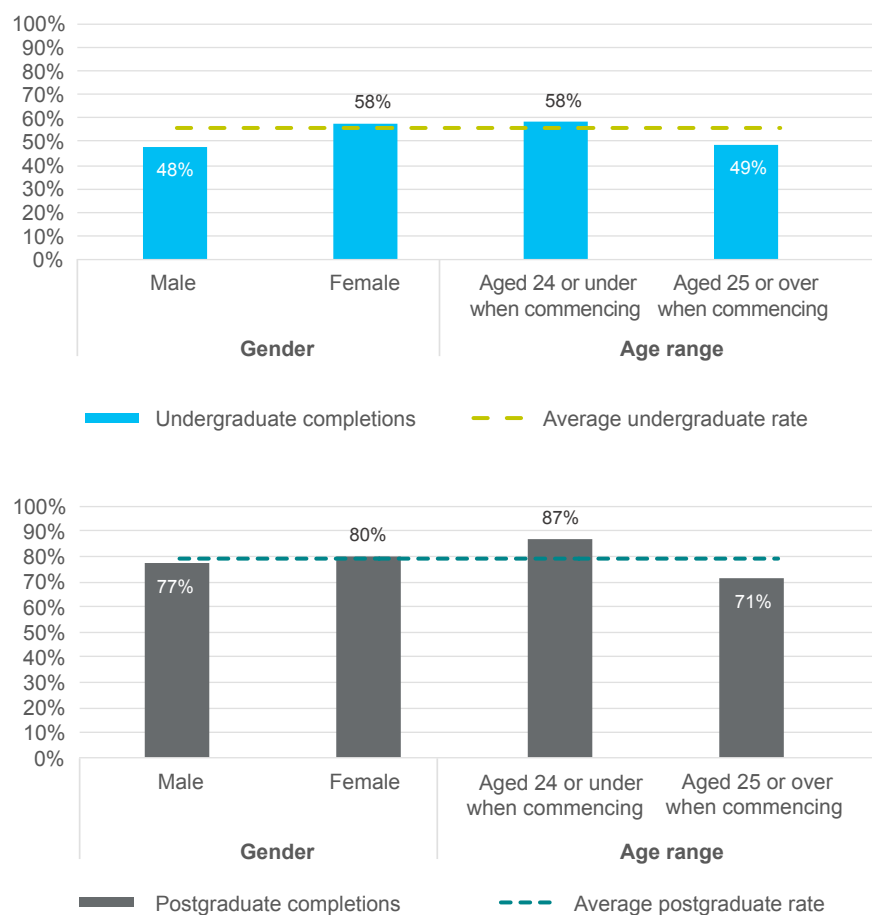
- Females (58%, n=8,901) had a 10% higher completion rate than males (48%, n=2,239)
- Students aged 24 or under when commencing (58%, n=8,523) had a 9% higher completion rate than students aged 25 or over when commencing (49%)

For postgraduates:

- Students aged 24 or under when commencing (87%, n=2,872) had a 16% higher completion rate than students aged 25 or over when commencing (71%, n=3,938).

Figure 47

Six year completion rates by gender and age range, undergraduates and postgraduates, initial teacher education, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 48 provides completion rates for domestic undergraduate and postgraduate ITE students (2010 commencing cohort) by various equity status indicators, as well as the domestic undergraduate and postgraduate average.

The following groups of undergraduate students had a completion rate at least 5% lower than average:

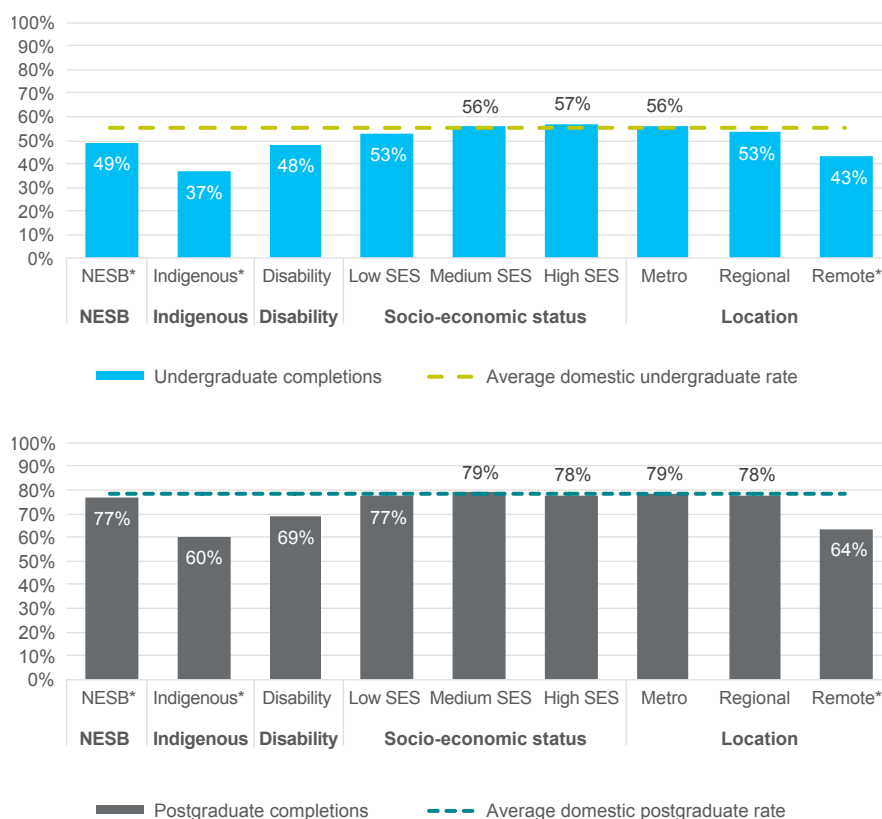
- Indigenous students had a 37% (n=159) completion rate, which was 19% lower than the average domestic undergraduate rate
- Remote students had a 43% (n=109) completion rate, which was 12% lower than the average domestic undergraduate rate.

The data for postgraduates were similar to undergraduates. Specifically:

- Indigenous students had a 60% (n=41) completion rate, which was 18% lower than the average domestic postgraduate rate
- Remote students had a 64% (n=51) completion rate, which was 15% lower than the average domestic postgraduate rate.

Figure 48

Six year completion rates by equity status, domestic undergraduates and postgraduates, initial teacher education, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group.
 Note: *Completion rates for NESB, Indigenous and remote students are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis. SES and location has been derived from the ASGS.

Undergraduate and postgraduate completion rates for ITE students by state of permanent home address (2010 commencing cohort) are shown in Figure 49. The average undergraduate and postgraduate rates are provided for context.

For undergraduates, the data show:

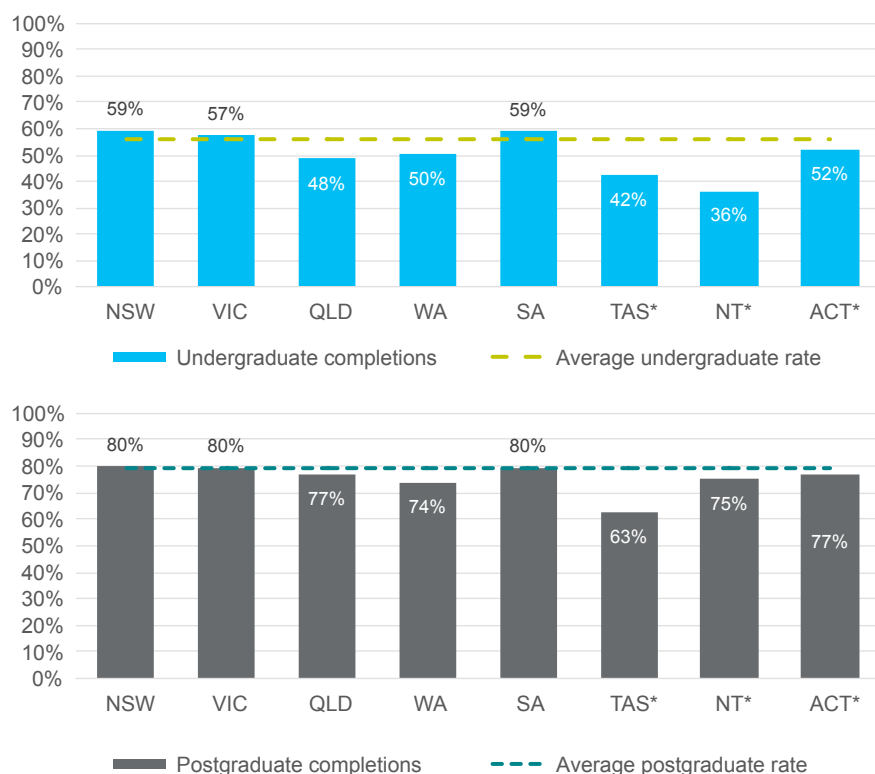
- Northern Territory had a 36% (n=63) completion rate which was 19% lower than the average undergraduate rate
- Tasmania had a 42% (n=244) completion rate which was 13% lower than the average undergraduate rate
- Queensland had a 48% (n=1,585) completion rate which was 7% lower than the average undergraduate rate
- Western Australia had a 50% (n=1,044) completion rate which was 5% lower than the average undergraduate rate.

The data for postgraduates were similar to undergraduates. Specifically:

- Tasmania had a 63%(n=96) completion rate which was 16% lower than the average postgraduate rate
- Western Australia had a 74% (n=505) completion rate which was 5% lower than the average postgraduate rate.

Figure 49

Six year completion rates by state of permanent home address, initial teacher education, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group. Note: *Completion rates for Northern Territory, Tasmanian and ACT students are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

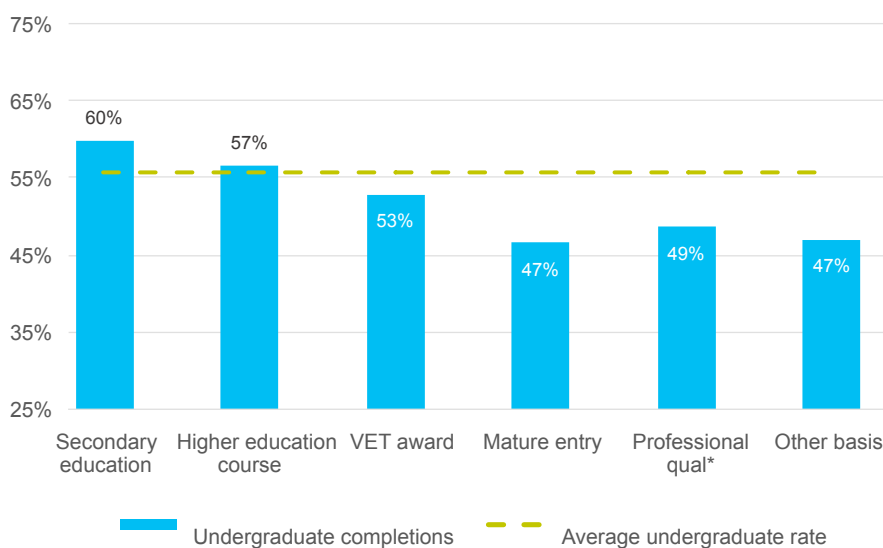
Figure 50 presents undergraduate ITE completion rates by basis of admission (2010 commencing cohort) alongside the average undergraduate rate. The Figure shows:

- Students who entered via a secondary education pathway had the highest completion rate (60%, n=4,800)
- Students who entered through a mature entry pathway (47%, n=712) or 'other basis' (47%, n=937) had the lowest completion rates and these were 9% lower than the undergraduate average
- Students who entered on the basis of a professional qualification had a 49% (n=51) completion rate which was 7% below the average undergraduate rate.

Completion rates for postgraduate students by basis of admission are not reported because about 95% of postgraduates enter through a higher education pathway.

Figure 50

Six year completion rates by basis of admission, undergraduates, initial teacher education, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group.

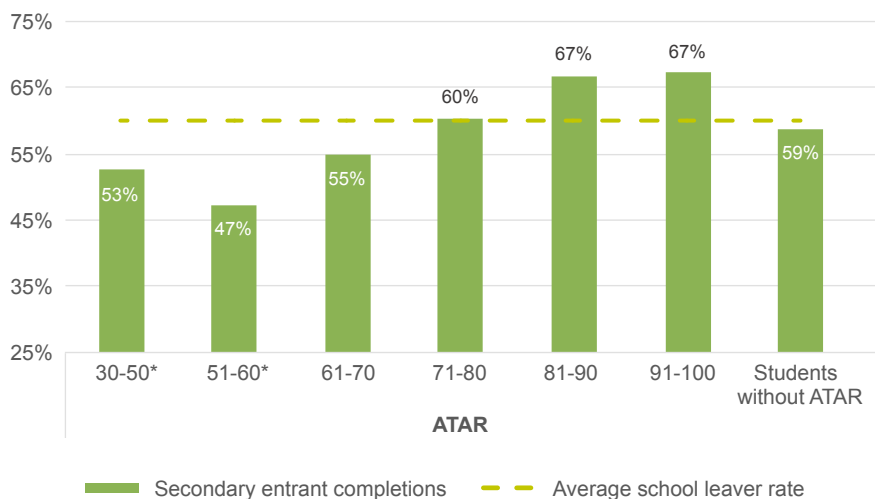
Note: *Completion rates for students entering via a professional qualification pathway are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

Figure 51 presents undergraduate ITE completion rates by ATAR band for students who were admitted on the basis of their secondary education. The average undergraduate secondary education pathway entry rate is also provided. It shows:

- Students with an ATAR of 81 or higher had a 67% (81 – 90: n=968; 91 – 100: n=365) completion rate which was 7% higher than the average undergraduate secondary education entry pathway rate
- Students with an ATAR between 61 – 70 (55%, n=630), 51 – 60 (47%, n=187) and 50 or less (53%, n=41) had a completion rate 5%, 13% and 7% lower than the average undergraduate secondary education entry pathway rate, respectively
- A lower ATAR was generally associated with a lower completion rate.

Figure 51

Six year completion rates by ATAR, undergraduate secondary education pathway entrants, initial teacher education, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group.
 Note: *Completion rates for secondary education entrants with an ATAR of 30-50 and 51-60 are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

Figure 52 shows undergraduate and postgraduate ITE completion rates by mode of attendance (2010 commencing cohort), as well as the undergraduate and postgraduate averages.

For undergraduates:

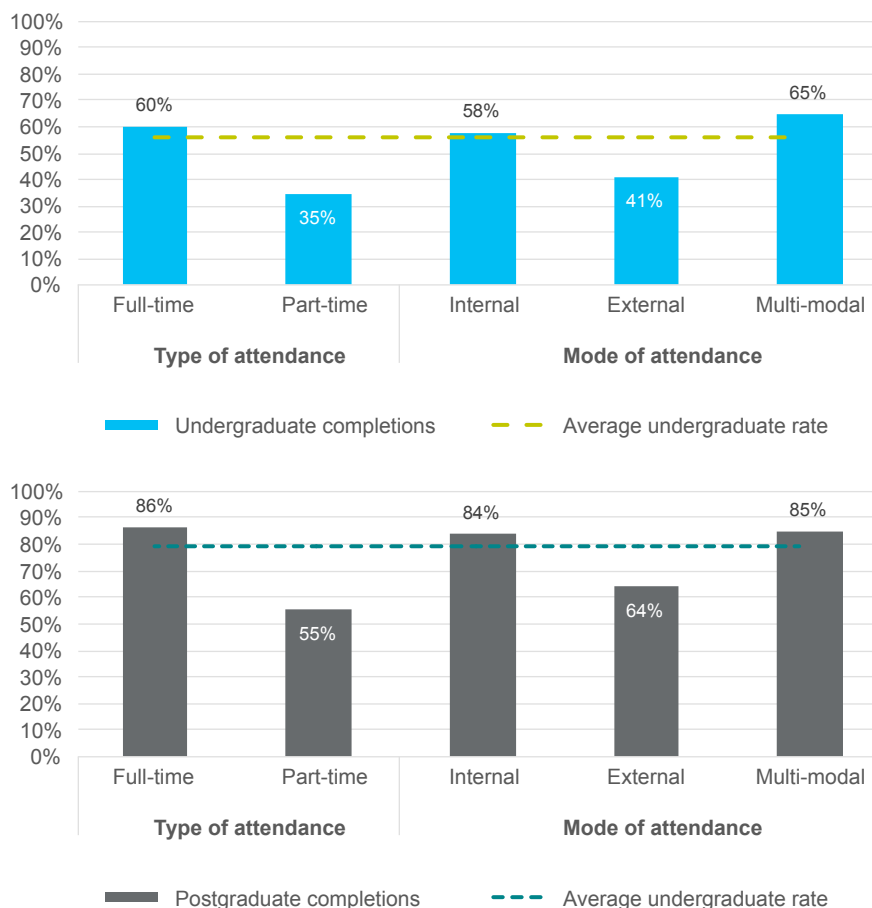
- Part-time students had a completion rate of 35% (n=1,202), which was 25% below the full-time rate and 21% below the average undergraduate rate
- Students studying through a multi-modal (i.e. on campus and online) mode of attendance had a 65% (n=1,283) completion rate, which was 9% higher than the undergraduate average
- Students studying externally had a 41% (n=1,393) completion rate, which was 24% lower than the multi-modal rate and 14% below the undergraduate average.

The data for postgraduates were similar to undergraduates:

- Part-time students had a completion rate of 55% (n=1,098) which was 31% below the full-time rate and 24% below the average postgraduate rate
- Multi-modal students (85%, n=567) and students studying internally (84%, n=4,962) had a higher than average completion rate
- Students studying externally had a 64% completion rate which was 21% lower than the multi-modal rate and 15% below the average postgraduate rate.

Figure 52

Six year completion rates by type and mode of attendance, undergraduates and postgraduates, initial teacher education, 2010 commencing cohort



Source: Customised data provided by the Department of Education Research and Economics Group.

Six year completion rates in initial teacher education: Multiple factors associated with lower completion for undergraduates and postgraduates

The analysis above has shown that some student demographic and study characteristics are associated with lower than average completion rates. As noted, however, it is potentially inaccurate to conclude that a particular demographic or study characteristic is responsible when there may be multiple factors impacting on the likelihood of completion.

To provide a more nuanced understanding of completion in ITE, AITSL undertook an analysis of three student groups with lower than average completion rates, namely part-time students, students studying through an external (i.e. online) mode of attendance, and students from low SES backgrounds. Six year completion rates for each of these groups were then analysed by a range of demographic and study characteristics including gender, age, Indigeneity, disability status, location, SES and type and mode of attendance.

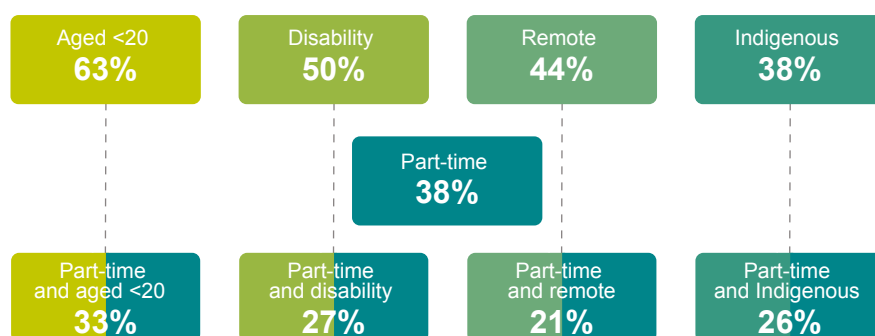
Given the level of disaggregation in this analysis, average completion rates were calculated across five cohorts (from 2006 through to 2010). This reduced the level of outcome fluctuation that would occur if the analysis was restricted to one cohort. This variation would have been due, in part, to the small number of students belonging to multiple categories in a single cohort.

Figure 53 shows the six year completion rates for part-time ITE undergraduates along with other demographic characteristics that were found to negatively impact the likelihood of completion (average of the 2006 to 2010 commencing cohorts). While there were many demographic and study characteristics that were analysed for part-time students, Figure 53 shows only those additional factors that were at least 5% lower than the part-time average, and at least 5% lower than the additional factor itself. Key findings from Figure 53 include:

- Part-time students from a remote location had a completion rate of 21% (n=103), which was 16% lower than the rate for all part-time students (38%, n=6,788) and 23% lower than the rate for all remote students (44%, n=733)
- Part-time students with a disability had a completion rate of 27% (n=172), which was 11% lower than the rate for all part-time students (38%, n=6,788) and 24% lower than the rate for all students with a disability (50%, n=1,804).

Figure 53

Six year completion rates by part-time and: aged 19 or younger; disability status; remote; Indigenous, initial teacher education.
Average of 2006 to 2010 commencing cohorts



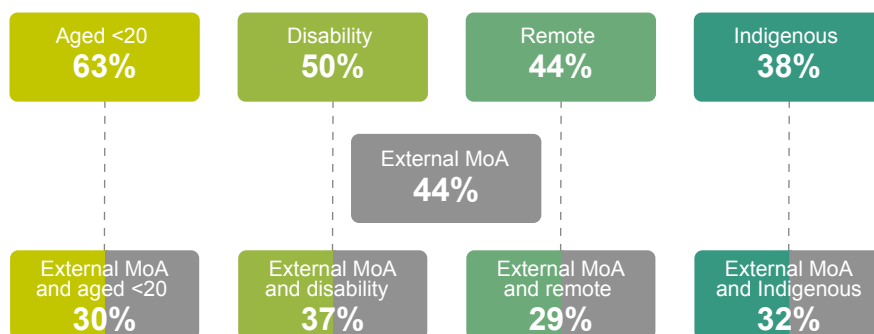
Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 54 shows the equivalent completion rates for undergraduate ITE students who attended externally (i.e. online) along with other characteristics that were found to negatively impact the likelihood of completion. While there were many characteristics that were analysed, Figure 54 shows only those additional factors that were at least 5% lower than the average rate for external students, and at least 5% lower than the additional factor itself. Interestingly, the additional factors that resulted in the lowest completion rates for part-time students were the same for external students. Key findings from Figure 54 include:

- Students attending via an external (i.e. online) mode of attendance and who were aged 19 or younger had a completion rate of 30% (n=177), which was 14% lower than the rate for all external students (44%, n=6,388) and 33% lower than the rate for all students aged 19 or younger (63%, n=33,938)
- Students attending via an external (i.e. online) mode of attendance and from a remote location had a completion rate of 29% (n=170), which was 15% lower than the rate for all external students (44%, n=6,388) and 15% lower than the rate for all remote students (44%, n=733).

Figure 54

Six year completion rates by external (i.e. online) mode of attendance and: aged 19 or younger; disability status; remote; Indigenous, initial teacher education. Average of 2006 to 2010 commencing cohorts



Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 55 shows the equivalent completion rates for low SES undergraduate ITE students along with other demographic characteristics that were found to negatively impact the likelihood of completion. Again, many characteristics were analysed; however Figure 55 shows only those additional factors that were at least 5%²³ lower than the average rate for students from low SES backgrounds, and at least 5% lower than the additional factor itself. Key findings from Figure 55 include:

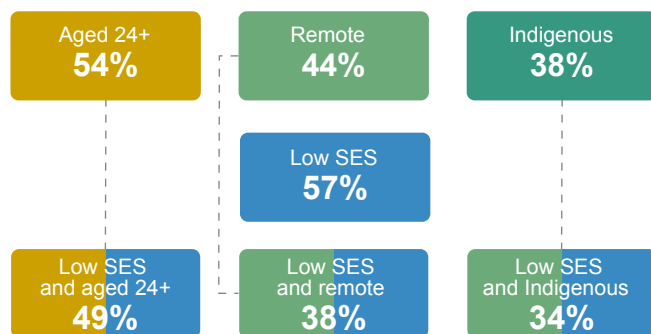
- Students from low SES backgrounds who were Indigenous had a completion rate of 34% (n=348) which was 23% lower than the rate for all students from low SES backgrounds (57%, n=13,724) and 5% lower than the rate for all Indigenous students (38%, n=969)
- Students from low SES backgrounds who were from remote areas had a completion rate of 38% (n=271) which was 18%²⁴ lower than the rate for all students from low SES backgrounds (57%, n=13,724) and 6% lower than the rate for all students from remote locations (44%, n=733).

²³ Due to rounding Figure 55 appears to show that low SES Indigenous students have a completion rate 4% lower than the rate for all Indigenous students. The exact difference in these completion rates is 4.6%.

²⁴ This percentage was rounded to the nearest whole number.

Figure 55

Six year completion rates by low SES and: aged 24 or older; remote; Indigenous, initial teacher education, average of 2006 to 2010 commencing



Source: Customised data provided by the Department of Education Research and Economics Group.

AITSL undertook the equivalent analysis for postgraduate ITE students. For part-time postgraduates, there were three additional factors that were associated with a completion rate at least 5% lower than the part-time rate and the additional factor itself. These included:

- Part-time Indigenous students, who had a completion rate of 46% (n=76²⁵). This was 13% lower than the rate for all part-time students (60%, n=5,888) and 21% lower than the rate for all Indigenous students (67%, n=172).
- Part-time students with a disability, who had a completion rate of 52% (n=190). This was 7%²⁶ lower than the rate for all part-time students (60%, n=5,888) and 21% lower than the rate for all students with a disability (71%, n=940).
- Part-time males, with a completion rate of 55% (n=1,075). This was 5% lower than the rate for all part-time students (60%, n=5,888) and 24% lower than the rate for all male students (79%, n=10,129).

For students attending via an external (i.e. online) mode of attendance, there were two additional factors that were associated with a completion rate at least 5% lower than the rate for all external students and the additional factor itself. These included:

- External students with an Indigenous background, who had a completion rate of 50% (n=49²⁷). This was 17% lower than the rate for all external students (67%, n=6,350) and 17% lower than the rate for all Indigenous students (67%, n=172).
- External students with a disability, who had a completion rate of 61% (n=175). This was 7%²⁸ lower than the rate for all external students (67%, n=6,350) and 17% lower than the rate for all students with a disability (71%, n=940).

For low SES postgraduates, there were no additional factors affecting completion that met the reporting threshold, that is, completion rates at least 5% lower than the average low SES rate and the additional factor itself.

²⁵ The small numbers of part-time Indigenous students should be considered in any further analysis.

²⁶ This percentage was rounded to the nearest whole number.

²⁷ The small numbers of Indigenous external attendance students should be considered in any further analysis.

²⁸ This percentage was rounded to the nearest whole number.

Quick Link

Find out more

More information on attrition in ITE and of early career teachers can be found in AITSL's evidence summary - *Spotlight: What do we know about early career attrition in Australia?*



4.8 Current student and recent graduate satisfaction

ITE programs are designed to prepare students to commence their professional journey in the classroom. Student and graduate satisfaction levels are useful indicators of the success of ITE programs and higher education providers in preparing classroom-ready graduates. This section presents various student and graduate perception data from the Student Experience Survey (SES) and Course Experience Questionnaire (CEQ). The SES is a survey administered to commencing and later year students from undergraduate programs and captures data on their satisfaction and engagement with their higher education experience. The CEQ is administered to graduates (from undergraduate and postgraduate coursework programs) about four months after graduation and captures data on course satisfaction. Please refer to Appendix 3 for further information about the SES and CEQ, including an assessment on data quality.

Student satisfaction

Figure 56, Figure 57 and Figure 58 present data from the SES which was designed to conceptualise and measure five domains of the student higher education experience. The five domains include student satisfaction with: the skills development they experienced; the level of engagement at their institution; the quality of teaching in their course; the support they received at their institution; and the learning resources provided by their institution. There is also an overall measure of the quality of the educational experience. In total these domains are comprised of 46 individual survey items which can be found at Appendix 4.

Figure 56 shows the percentage of students who were satisfied across the five SES domains and the overarching 'quality of educational experience' measure. 2015 data are shown for ITE undergraduate students and students from all undergraduate higher education courses. Ninety five per cent confidence intervals are provided to indicate the precision of the survey results. Where there is overlap between confidence intervals, it suggests there may be no significant difference between the results, however where there is no overlap, it suggests the results are statistically significant. For ITE students, Figure 56 indicates:

- There was a high degree of satisfaction with the learning resources provided (85%²⁹), the skills development experienced (82%) and the level of teaching quality (80%), while there was moderate satisfaction in relation to learner engagement (61%) and student support (71%).

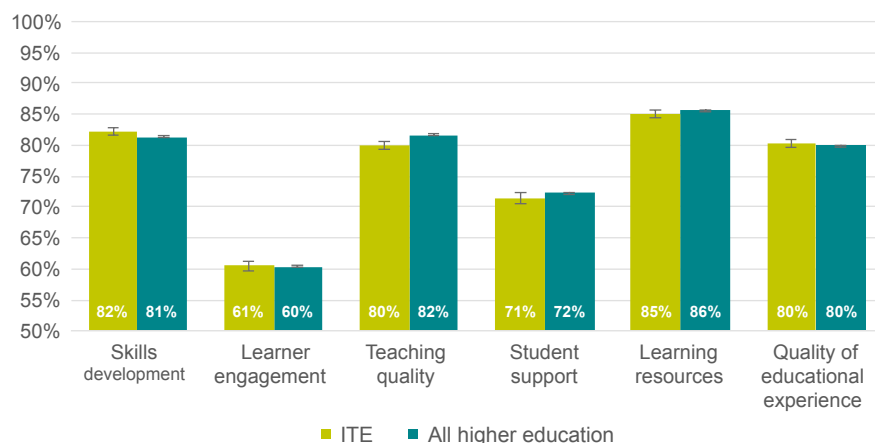
When comparing responses from ITE students to students from all higher education courses, Figure 56 indicates:

- There was low variation between ITE students and students from all higher education courses across the SES domains; however teaching quality was rated slightly (but statistically significantly) higher by students from all higher education programs.

²⁹ Number of responses per domain are not shown because they are comprised of multiple questionnaire items.

Figure 56

Overall satisfaction with the higher education experience, undergraduates, initial teacher education and all higher education, 2015



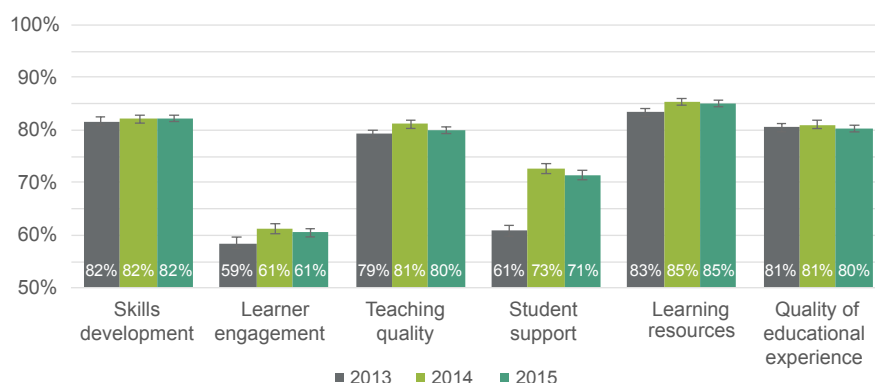
Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Figure 57 shows the percentage of ITE undergraduates who were satisfied across the five SES domains over time. The Figure shows that between 2013 and 2015:

- There was a statistically significant increase in satisfaction with student support from 61% to 71%
- There was a small (but significant) increase in learner engagement (2013 = 59%, 2015 = 61%) and the learning resources provided (2013 = 83%, 2015 = 85%).

Figure 57

Overall satisfaction with the higher education experience, undergraduates, initial teacher education, 2013 - 2015



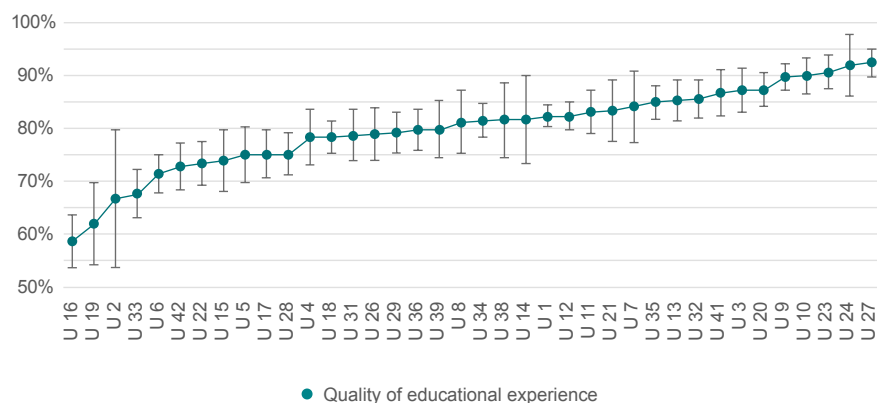
Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Figure 58 presents the percentage of undergraduate ITE students who were satisfied with the quality of their educational experience from different ITE providers in 2015. Provider names have been replaced with randomly assigned numerical identifiers. Ninety five per cent confidence intervals have been included to indicate the precision of the results. Where confidence intervals between providers overlap, it suggests there may be no statistically significant difference between the results. Where the confidence intervals between providers do not overlap, then the results are statistically significant. Wider confidence intervals indicate a larger degree of variance within the point estimate for a provider. The data from Figure 58 indicate:

- There was a considerable difference between the proportion of students who were satisfied with the quality of their educational experience across ITE providers
- ITE providers in the lowest quarter of the distribution appear to be significantly different to those in the highest quarter
- There does not appear to be significant differences between ITE providers in the middle of the distribution.

Figure 58

Student satisfaction with their overall educational experience from different initial teacher education providers, undergraduates, initial teacher education, 2015



Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

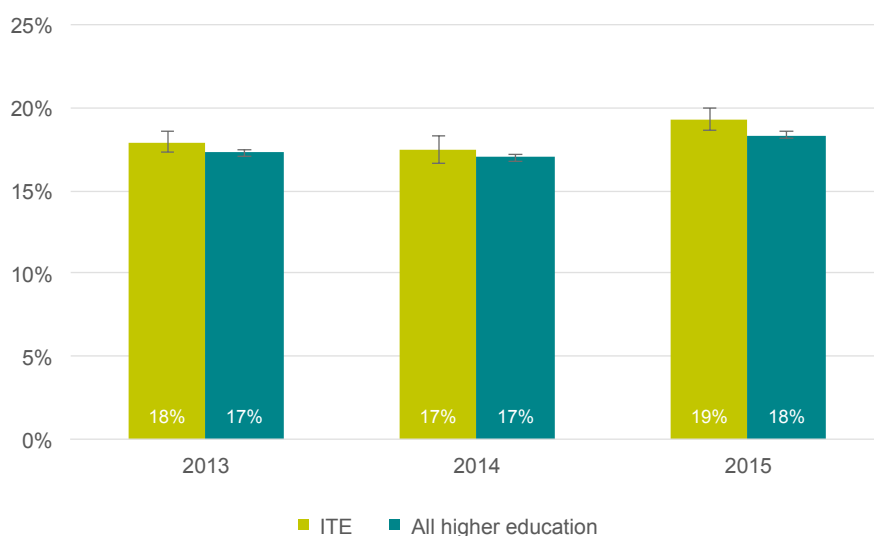
Students considering early departure

In addition to measuring students' satisfaction with their educational experience, the SES also captures data on their departure intentions. Figure 59 below shows the proportion of undergraduate students who indicated they had seriously considered leaving between 2013 and 2015. The chart presents responses from ITE students and students from all higher education programs along with 95% confidence intervals. Figure 59 shows:

- The proportion of ITE students who have seriously considered leaving has remained steady between 2013 and 2015, at about 18%
- There were no substantial differences in departure intentions between ITE students and students from all higher education programs.

Figure 59

Per cent of students considering early departure, undergraduates, initial teacher education and all fields of education, 2013 - 2015



Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Students who indicated they had seriously considered leaving in 2015 were asked to select from a list of 30 options to reveal the reasons for their consideration. Figure 60 shows these results for undergraduate ITE students and students from all higher education programs, together with 95% confidence intervals. The results were filtered to show the 10 most prominent reasons for ITE students. Respondents were asked to select as many reasons that apply, hence the percentages will not add up to 100%. For ITE students, Figure 60 indicates:

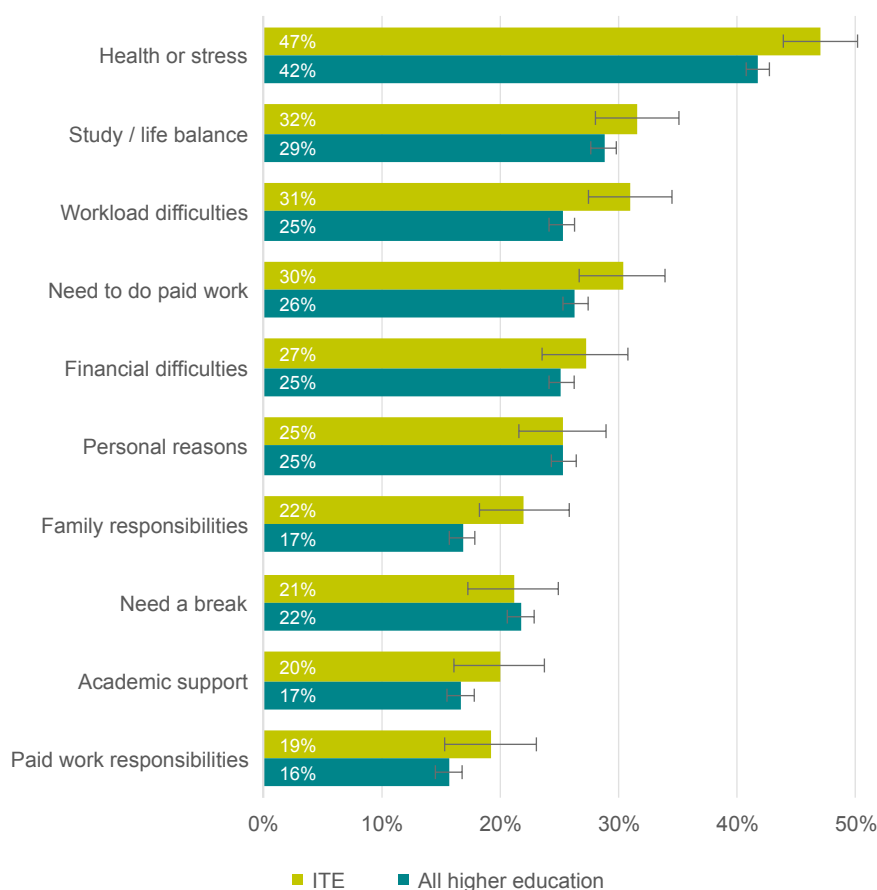
- The most common reasons for leaving would relate to everyday / situational circumstances, such as 'health / stress' (47%, n=976), 'study / life balance' (32%, n=655) and work factors (workload difficulties = 31%, n=643, need to do paid work = 30%, n=629). This may highlight the importance of student support in maximising ITE students' higher education experience.

When compared to responses from students across all higher education courses, Figure 60 shows:

- ITE students had similar reasons for considering leaving; however ITE students were significantly more likely to nominate 'health / stress', 'workload difficulties', and 'family responsibilities' as a potential reason for departure.

Figure 60

Selected reasons for considering early departure, undergraduates, initial teacher education and all fields of education, 2015



Source: Customised data from the Student Experience Survey provided by the Social Research Centre

Graduate satisfaction

Figure 61 and Figure 62 present data from the CEQ, which is administered to graduates from undergraduate and postgraduate coursework programs about four months after graduation. The CEQ asks graduates to agree or disagree to statements about aspects of their course which have been shown to influence student learning. There are three focus areas which ask graduates: whether they had experienced good teaching practices during their study; whether their studies had improved their generic skills; and whether overall, they were satisfied with their course. The three CEQ focus areas are measured through numerous individual survey items which can be found at Appendix 4.

Figure 61 shows the percentage of graduates who were satisfied across the three CEQ focus areas in 2015, along with 95% confidence intervals. Data are shown for ITE graduates and graduates from all higher education courses and are split by undergraduates and postgraduates.

For undergraduates:

- ITE graduates had high overall levels of satisfaction with their course (82%³⁰) and agreed their course had improved their generic skills (83%). There was moderate agreement in relation to teaching quality (70%).
- Compared to graduates from all higher education courses, ITE graduates had similar levels of agreement about the extent to which they experienced good teaching and improved their generic skills. They also had similar levels of overall satisfaction.

For postgraduates:

- ITE graduates had significantly lower levels of agreement compared to their ITE undergraduate counterparts about the extent to which they improved their generic skills (71%) and their overall satisfaction (77%). They had similar levels of agreement about the quality of teaching they experienced in their course (70%).
- Compared to graduates from all higher education courses, ITE graduates had significantly lower levels of agreement across all three CEQ focus areas.

³⁰ Number of responses not shown because focus areas are measured by more than one survey question.

Figure 61

Graduate course satisfaction, undergraduates and postgraduates, initial teacher education and all higher education, 2015



Source: Customised data from the CEQ provided by the Social Research Centre.

Figure 62 shows the percentage agreement of ITE undergraduates and postgraduates across the three CEQ focus areas, along with 95% confidence intervals. The Figure shows that between 2013 and 2015:

- There have been no significant changes in the proportion of undergraduates and postgraduates who agreed they had experienced good teaching in their course, had improved their generic skills or who were satisfied overall.

Figure 62

Graduate course satisfaction, undergraduates and postgraduates, initial teacher education, 2013 - 2015



Source: Customised data from the CEQ provided by the Social Research Centre.

Quick Link

Find out more

Additional data on completing students from the HESDC and full aggregated data tables from the HESDC, SES and GDS presented in this report can be found on the AITSL *Initial teacher education: data report 2017* webpage.

 **Initial teacher education:**
data report 2017

5. Early career teaching

This section presents new data on the employment outcomes of recent ITE graduates and the experiences and attitudes of early career teachers about their induction and their career intentions.

Data on employment outcomes are from the Australian Graduate Survey³¹ (AGS) which was administered to graduates about four months after graduation. Various employment outcomes are presented including overall and full-time employment rates, the proportion of ITE graduates working in schools and in the public or private sectors. Results for undergraduates and postgraduates are presented separately.

New to the *Initial teacher education: data report 2017* are data on early career teachers' induction experiences from the AITSL Stakeholder Survey. The results explore the use of various school induction processes and strategies and the extent to which they supported early career teachers to transition into a school. New data on early career teachers' career intentions are also presented from the AITSL Stakeholder Survey. The initial teacher education: data report series previously published similar data from the Staff in Australia's Schools Survey which was last administered in 2013.

5.1 Key findings

Employment outcomes of recent graduates

- Recent ITE graduates from *undergraduate* programs had a 94% overall employment rate and a 71% full-time employment rate. This was higher than the overall (89%) and full-time (67%) employment rate for recent graduates from all undergraduate programs in 2015.
- Recent ITE graduates from *postgraduate* programs had a 90% overall employment rate and a 65% full-time employment rate. This was lower than the overall (92%) and full-time (80%) employment rate for recent graduates from all postgraduate programs in 2015.
- 46% of recent ITE graduates from *undergraduate* programs were working full-time in schools in 2015. This was higher than the proportion of recent ITE graduates from postgraduate programs working full time in schools, at 40%.

³¹ Please refer to Appendix 3 for more information about the Australian Graduate Survey.

- Of recent ITE *undergraduates*, 51% of secondary graduates, 50% of primary graduates and 39% of early childhood graduates³² were working full-time in schools in 2015.
- Of recent ITE *postgraduates*, 45% of secondary graduates, 36% of primary graduates and 21% of early childhood graduates were working full-time in schools in 2015.
- Of recent ITE graduates working part-time in schools, 54% of *undergraduates* and 47% of *postgraduates* were seeking full-time employment in 2015.
- 68% of recent ITE *undergraduates* working in schools were employed in the public sector while 32% were employed in the private sector in 2015.
- 65% of recent ITE *postgraduates* working in schools were employed in the public sector while 35% were employed in the private sector in 2015³³.

Induction experiences of early career teachers

- 59% of early career teachers on a permanent contract had received a formal induction compared to 17% of early career casual relief teachers.
- School leaders were more likely to indicate formal induction was provided compared to early career teachers themselves. Across all contract types, 48% of early career teachers indicated they had received a formal induction while 70% of school leaders indicated formal induction was provided to early career teachers.
- Early career teachers who had received induction were most likely to indicate their school's induction focused on orientation (96%).
- The least common focus area, according to early career teachers who had received induction, was 'teacher wellbeing' with 30% indicating their school induction program had no focus in this area.
- Of the range of formal induction processes and strategies available, early career teachers who had received induction most commonly participated in 'mentoring / coaching' (73%), followed by 'classroom observation and feedback' (66%) and 'collaboration with colleagues' (65%).
- School leaders were more likely to indicate early career teachers had participated in a range of induction processes and strategies, compared to early career teachers themselves.
- 72% of early career teachers who received induction agreed that their experience made them feel a part of the profession.
- Of early career teachers who received induction, 65% strongly agreed while 24% strongly disagreed that their induction experience improved their knowledge and teaching practice.

32 The lower full-time 'in-school' employment rate for early childhood graduates may indicate employment was sought in early childhood settings outside of the schooling system.

33 'Public schools' refer to those run by state / territory government and 'private schools' include Catholic and Independent schools

- About half of early career teachers who received induction strongly agreed their induction experience supported their transition to full registration (56%) and supported their personal wellbeing (55%), while about a third strongly disagreed that this was the case.

Career intentions of early career teachers

- 56% of early career teachers indicated they were not likely to leave classroom teaching in the foreseeable future, while 15% indicated they would leave within one to five years, 4% indicated they would leave within six to 10 years and 3% after 10 years. 22% were unsure.

5.2 Employment after graduation

Data on employment outcomes of recent ITE graduates are from the AGS. This is the final year the AGS will be used in the Initial teacher education: data report series. Future reports will use the full suite of QILT surveys which replaced the suite of AGS surveys from 2016. Two QILT surveys – the Graduate Outcomes Survey (GOS) and Employer Satisfaction Survey (ESS) – collect data on employment outcomes of recent graduates. Consistent with the AGS, these surveys continue to measure labour market experiences and destinations. In addition, data on perceptions of employment readiness and graduate employer satisfaction will also be collected and will be included in the 2018 ITE data report onwards.

Quick Fact

The *overall employment rate* refers to the percentage of graduates who were employed – whether part-time or full-time – as a proportion of those who were available for employment. The *full-time employment rate* refers to the percentage of graduates who were employed full-time as a proportion of those who were available for full-time employment.

Overall and full-time employment rates

Figure 63 shows the 2015 overall and full-time employment rates for ITE graduates and graduates from all higher education programs. The chart shows separate rates for graduates who completed undergraduate and postgraduate qualifications. Ninety five percent confidence intervals are provided to indicate the precision of the survey results. Overlap between confidence intervals suggests the results may not be statistically significantly different, however where there is no overlap, the results are significantly different. The *overall employment rate* refers to the percentage of graduates who were employed – whether part-time or full-time – as a proportion of those who were available for employment. The *full-time employment rate* refers to the percentage of graduates who were employed full-time as a proportion of those who were available for full-time employment.

For undergraduates, the data from Figure 63 show:

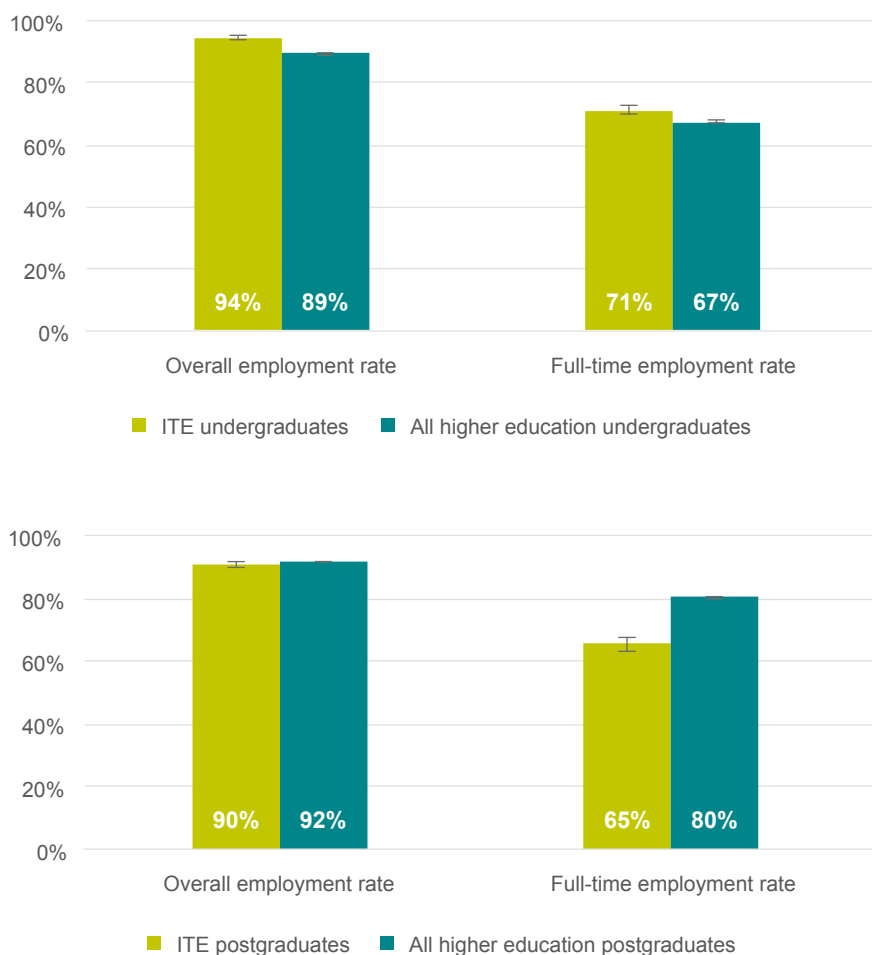
- Recent ITE graduates had an overall employment rate of 94% (n=5,151), which was significantly higher than the overall rate for recent graduates from all higher education programs (89%, n=53,870)
- Recent ITE graduates had a full-time employment rate of 71% (n=3,139) which was significantly higher than the full-time rate for recent graduates from all higher education programs (67%, n=30,103).

For postgraduates:

- Recent ITE graduates had an employment rate of 90% (n=3,372), which was slightly lower than the rate for recent graduates from all higher education programs (92%, n=21,617). This difference may not be statistically significantly different.
- Recent ITE graduates had a full-time employment rate of 65% (n=1,880) which was significantly lower than the full-time rate for recent graduates from all higher education programs (80%, n=15,876).

Figure 63

Recent graduate overall and full-time employment rates, undergraduates and postgraduates, initial teacher education and all higher education, 2015



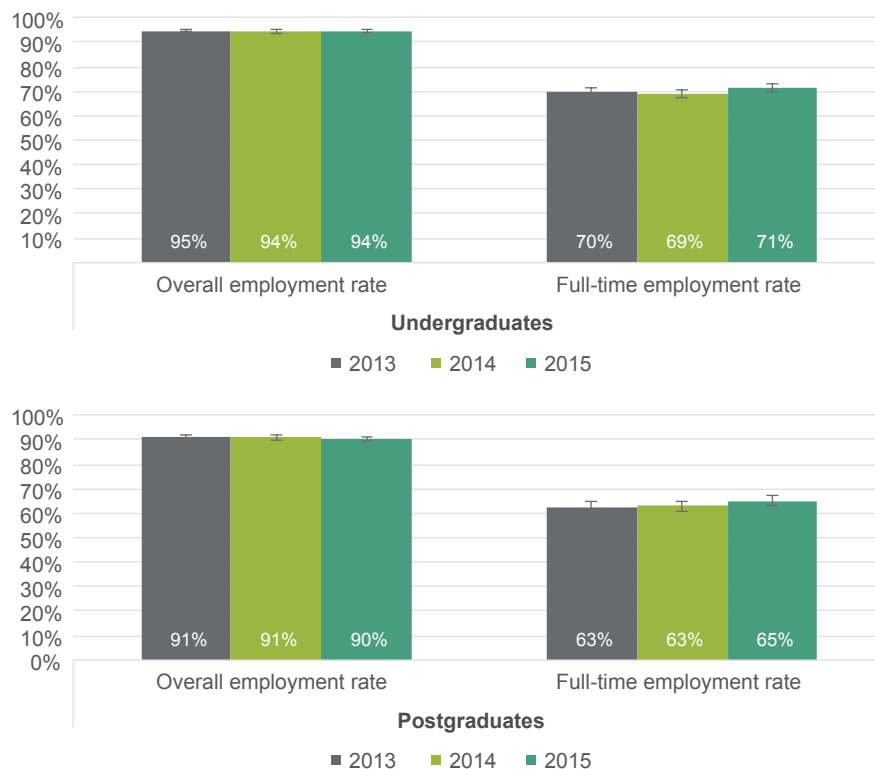
Source: Customised data from the AGS provided by the Social Research Centre.

Figure 64 shows overall and full-time employment rates for ITE graduates between 2013 and 2015. The chart provides rates for undergraduates and postgraduates and includes 95% confidence intervals. Figure 64 indicates:

- There was little movement in the overall and full-time employment rate for recent ITE undergraduates and postgraduates between 2013 and 2015.

Figure 64

Recent graduate overall and full-time employment rates, undergraduates and postgraduates, initial teacher education, 2013 - 2015



Source: Customised data from the AGS provided by the Social Research Centre.

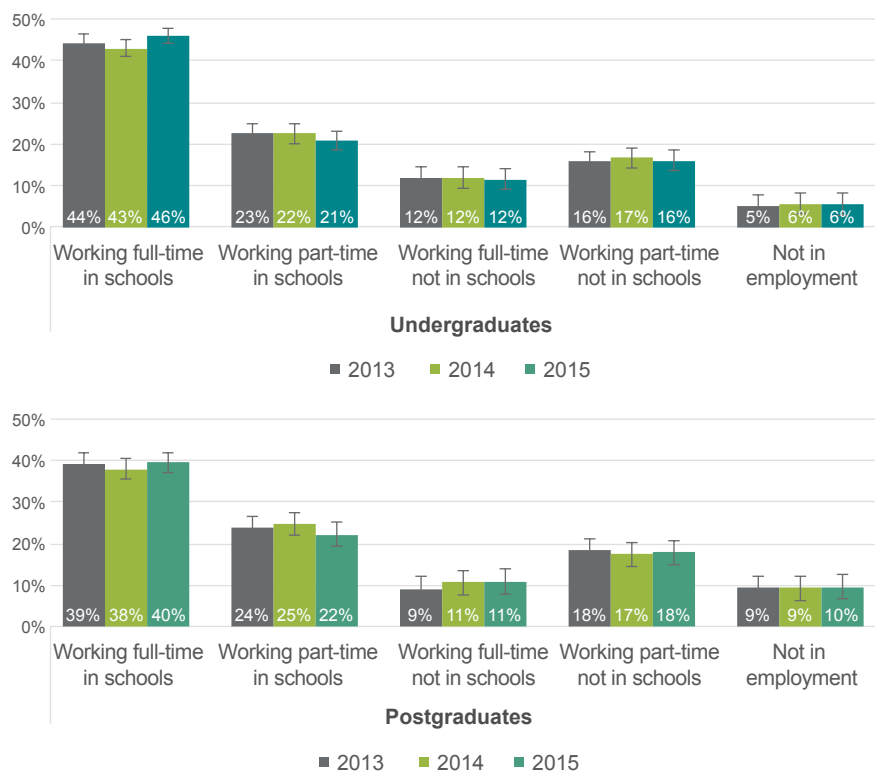
Figure 65 provides a detailed breakdown of the overall employment rate for ITE graduates, about four months after their graduation (2013 – 2015). As such it shows the percentage of ITE graduates, as a proportion of all ITE graduates, who were available for employment, by part-time / full-time and working in schools / not in schools. It also shows the proportion who were not in employment. The chart presents data for undergraduates and postgraduates separately. Ninety five per cent confidence intervals are included to demonstrate the precision of the survey results.

Figure 65 shows:

- The proportion of recent ITE graduates working full-time in schools was 46% (n=2,511) for undergraduates and 40% (n=1,476) for postgraduates in 2015
- The proportion of recent undergraduate ITE graduates employed full-time in schools was significantly higher compared to recent postgraduate ITE graduates between 2013 and 2015
- The proportion of recent ITE graduates working full-time and part-time in schools was fairly consistent for both undergraduates and postgraduates between 2013 and 2015.

Figure 65

Employment status of recent initial teacher education graduates, undergraduates and postgraduates, 2013 - 2015



Source: Customised data from the AGS provided by the Social Research Centre.

Figure 66 shows a detailed breakdown of the overall employment rate for recent ITE graduates in 2015, separated by undergraduates and postgraduates. The data are filtered by the detailed field of education of the graduate which shows whether they completed an 'early childhood', 'primary' or 'secondary' qualification. An additional category 'teacher education: Other' includes graduates who completed a combined program, special program or where the detailed field of education was not specified. Ninety five per cent confidence intervals have been included in the chart. For undergraduates, Figure 66 indicates:

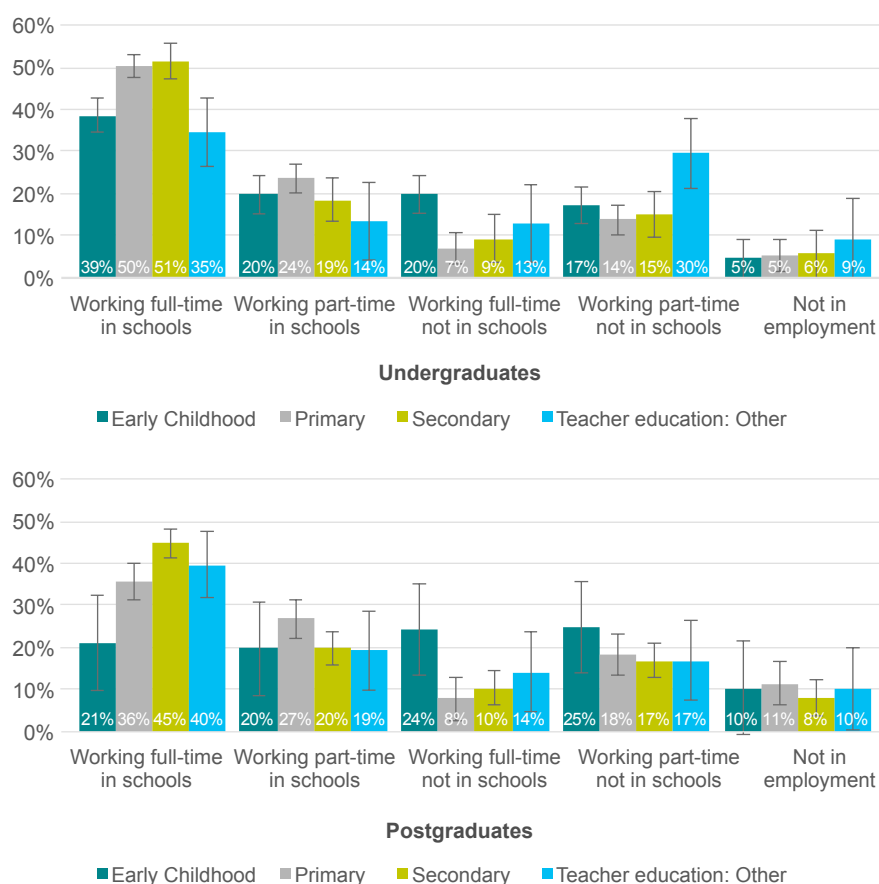
- 51% (n=569) of secondary graduates and 50% (n=1,224) of primary graduates were working full-time in schools about four months after graduation. This was significantly higher than the proportion of recent early childhood graduates (39%, n=585). For early childhood graduates, the lower full-time in-school employment rate and higher full-time 'not in school' employment rate may indicate employment was gained in early childhood settings outside of the schooling system.

For postgraduates:

- 45% (n=829) of secondary graduates were working full-time in schools about four months after graduation. This was significantly higher than the proportion of recent primary (36%, n=453) and early childhood (21%, n=51³⁴) graduates. Again, early childhood postgraduates may have sought employment outside of the schooling system.

Figure 66

Employment status of recent initial teacher education graduates by detailed field of education, undergraduates and postgraduates, 2015



Source: Customised data from the AGS provided by the Social Research Centre.

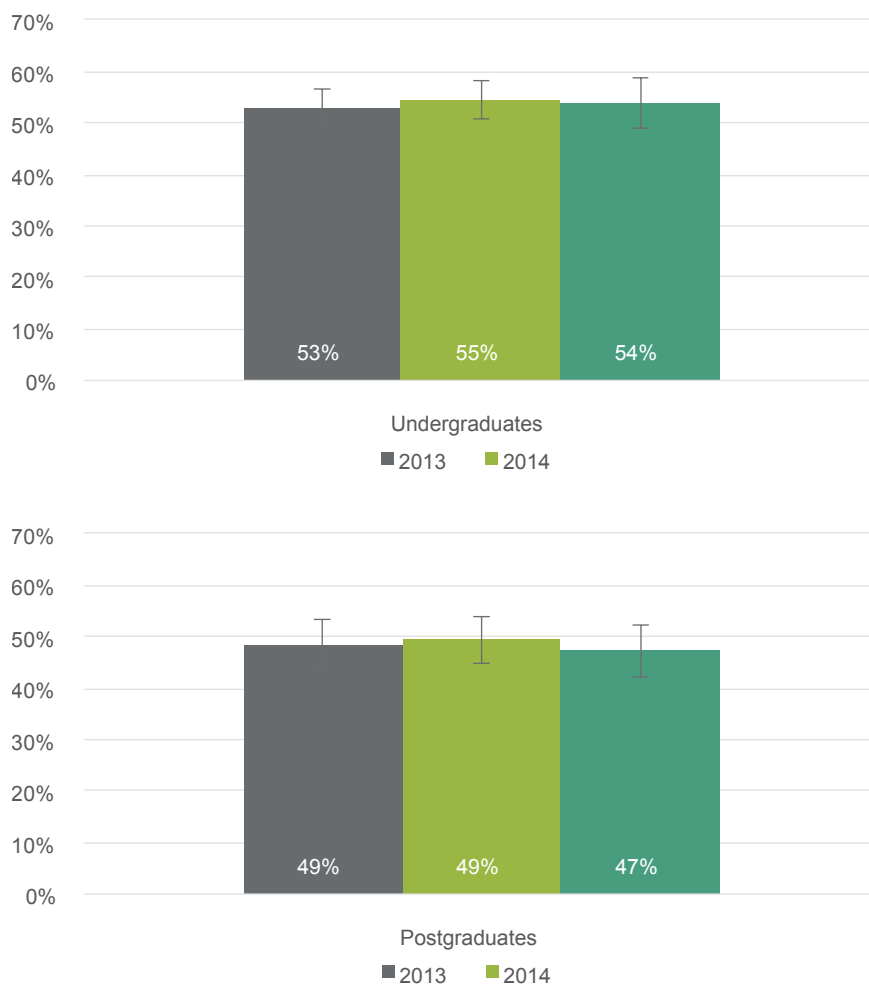
34 The small number of early childhood postgraduate respondents and associated wide confidence intervals should be considered in any further analysis: working full-time in schools 95% CI [9.8, 32.2).

Figure 67 shows the percentage of ITE graduates who were working part-time in schools and seeking full-time employment about four months after graduation between 2013 and 2015. Results are provided for undergraduates and postgraduates and 95% confidence intervals are included. Figure 67 shows:

- The proportion of recent ITE graduates who were working part-time in schools and seeking full-time employment was 54% (n=609) for undergraduates and 47% (n=390) for postgraduates in 2015. These figures have remained steady between 2013 and 2015.

Figure 67

Per cent of recent initial teacher education graduates employed part-time in schools and seeking full-time employment, undergraduates and postgraduates, 2013 - 2015



Source: Customised data from the AGS provided by the Social Research Centre.

Figure 68 shows the percentage of recent ITE graduates who were working part-time in schools and seeking full-time employment about four months after graduation in 2015. Results are provided for undergraduates and postgraduates by detailed field of education and 95% confidence intervals are included. For undergraduates, Figure 68 shows:

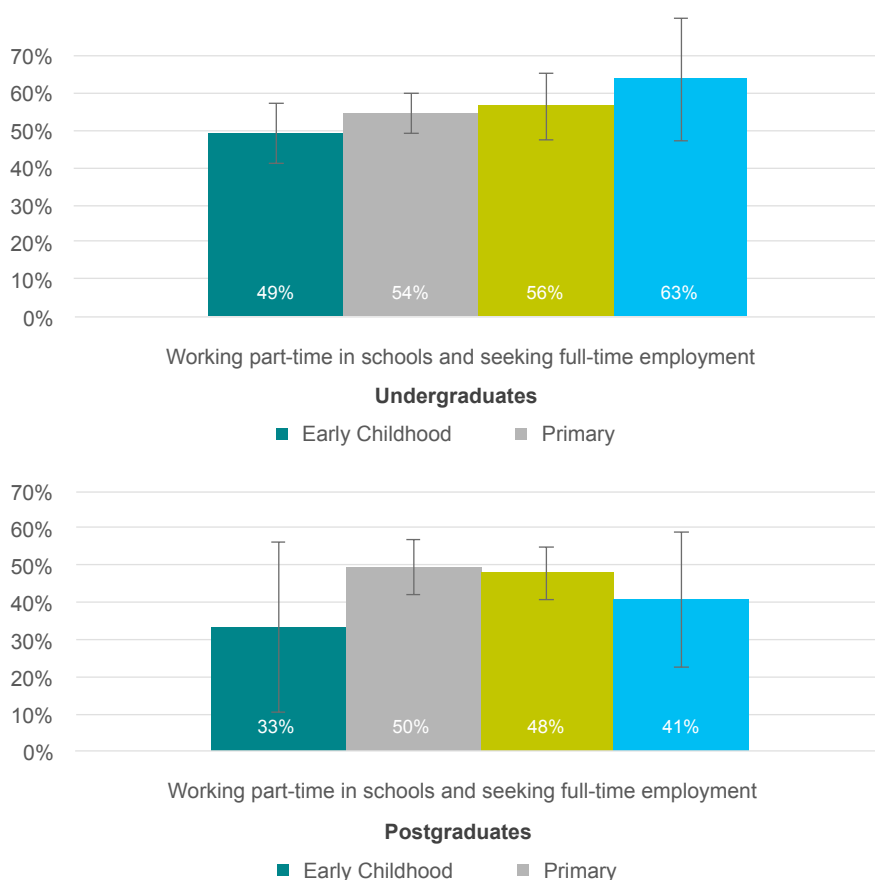
- 56% (n=116) of recent secondary, 54% (n=314) of recent primary and 49% (n=146) of recent early childhood graduates working part-time in schools were seeking full-time employment in 2015. These differences may not be significantly different.

For postgraduates:

- 50% (n=169) of recent primary, 48% (n=177) of recent secondary and 33% (n=16³⁵) of recent early childhood graduates were working part-time in schools and seeking full-time employment in 2015. The wide confidence intervals in the chart suggest these differences may not have been significantly different.

Figure 68

Per cent of recent initial teacher education graduates employed part-time in schools and seeking full-time employment by detailed field of education, undergraduates and postgraduates, 2015



Source: Customised data from the AGS provided by the Social Research Centre.

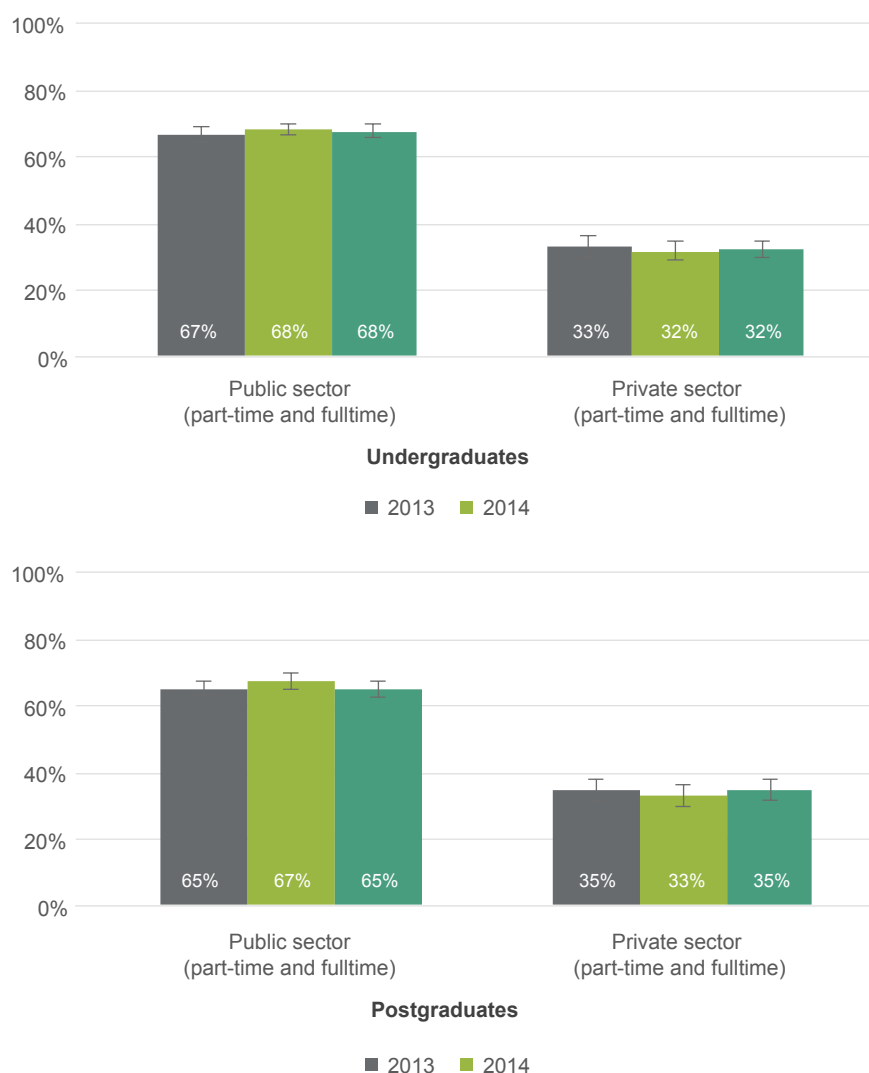
³⁵ The small number of part-time early childhood postgraduate respondents seeking full-time employment, and associated wide confidence intervals should be considered in any further analysis: working part-time in schools and seeking full-time employment 95% CI [10.2, 56.4].

Figure 69 shows the percentage of recent ITE graduates working in the public sector (i.e. government schools) and the private sector (i.e. Catholic and Independent schools). Results are shown for undergraduates and postgraduates between 2013 and 2015 along with 95% confidence intervals. Figure 69 indicates:

- The proportion of recent ITE graduates working in the public sector was 68% (n=2,466) for undergraduates and 65% (n=1,498) for postgraduates in 2015
- The proportion of recent ITE graduates by public or private sector has remained consistent for both undergraduates and postgraduates between 2013 and 2015.

Figure 69

Per cent of recent initial teacher education graduates employed in public or private sector schools, undergraduates and postgraduates, 2013 - 2015



Source: Customised data from the AGS provided by the Social Research Centre.

Figure 70 shows the proportion of recent ITE graduates by public or private sector and detailed field of education for 2015. Data for undergraduates and postgraduates are presented separately and 95% confidence intervals are provided to indicate the precision of the survey results.

For undergraduates, Figure 71 indicates:

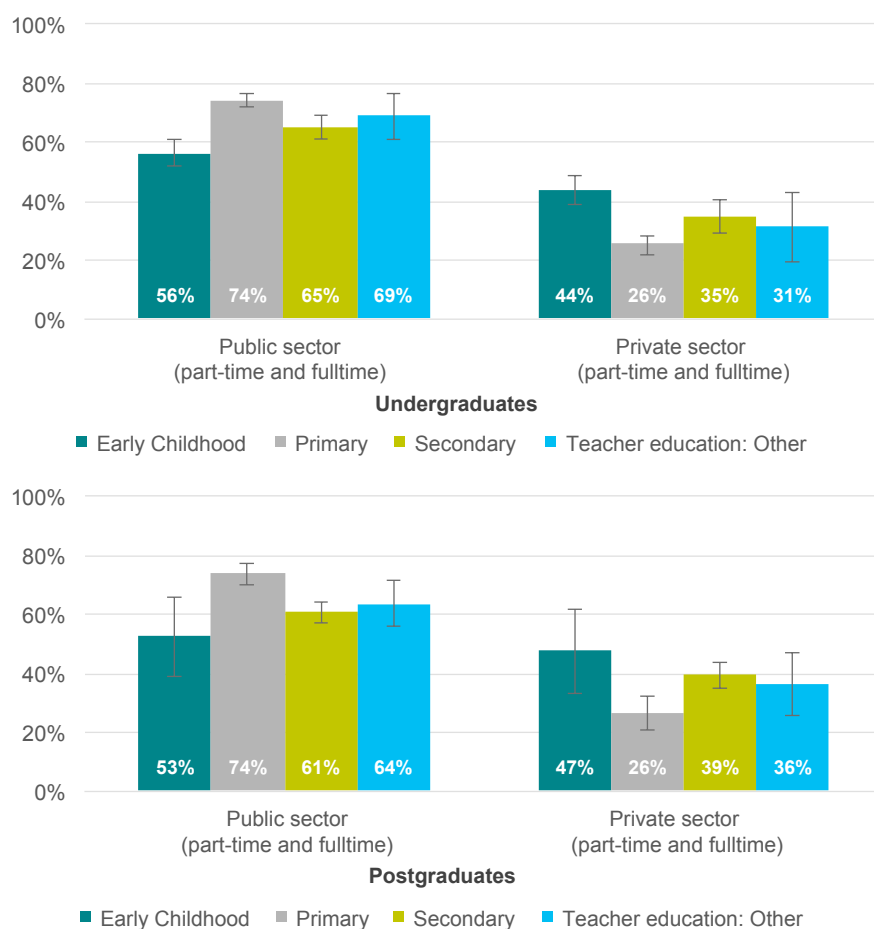
- 74% (n=1,337) of primary graduates were working in the public sector about four months after graduation. This was significantly higher than recent secondary (65%, n=505) and early childhood (56%, n= 497) graduates.

The data were similar for postgraduates:

- 74% (n=210) of primary graduates were working in the public sector about four months after graduation. This was significantly higher than recent secondary (61%, n=727) and early childhood (53%, n=52³⁶) graduates.

Figure 70

Per cent of recent initial teacher education graduates employed in public or private sector schools and detailed field of education, undergraduates and postgraduates, 2015



Source: Customised data from the AGS provided by the Social Research Centre.

³⁶ The small number of early childhood postgraduate respondents and associated wide confidence intervals should be considered in any further analysis: working in the public sector (part-time and full-time) 95% CI [30, 66.1).

5.3 Induction of early career teachers

Australian and international literature about the benefits of induction for beginning teachers is extensive.³⁷ However, there has been a lack of data in Australia about the extent to which induction is offered to early career teachers. Data on the impact of induction on early career teachers as they enter the teacher workforce, has also been inadequate. The 2016 AITSL Stakeholder Survey collected data on induction from 3,736 school leaders, experienced teachers and early career teachers. The survey results are presented in this section. Please see Appendix 3 for information about the survey and for details of the respondent profile.

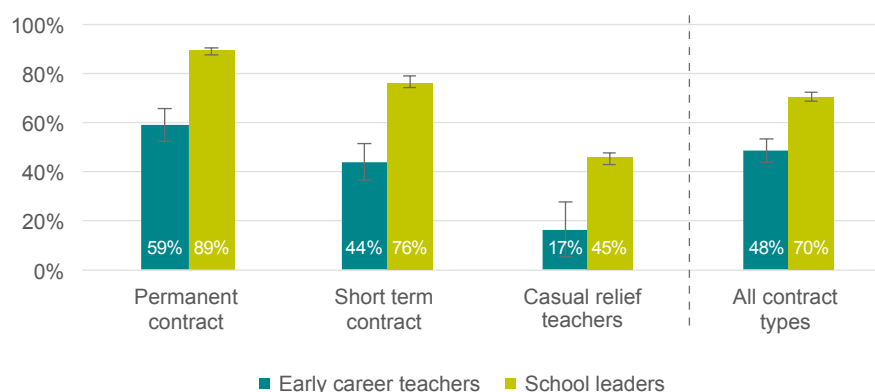
Provision of formal induction by contract type

The survey asked school leaders³⁸ about the provision of formal induction for early career teachers³⁹ by employment contract type. Early career teachers themselves were also asked whether they received formal induction and their responses were filtered according to their contract type. The results are presented in Figure 71 which shows:

- Early career teachers on a permanent contract (part-time and full-time) were most likely to have received formal induction, according to school leaders (89%, n=1,127) and early career teachers (59%, n=126) themselves
- Only 17% (n=8) of casual relief teachers indicated they had received formal induction
- School leaders (70%, n=2,665) were significantly more likely to indicate early career teachers had received formal induction, compared to early career teachers (48%, n= 212) themselves.

Figure 71

Provision of formal induction for early career teachers by employment type, early career teachers compared to school leaders, 2016



Source: AITSL 2016 Stakeholder Survey.

³⁷ See e.g. Kearney, S 2014, 'Understanding beginning teacher induction: A contextualised examination of best practice' Cogent Education, vol. 1,

³⁸ Includes school principals, deputy/assistant principals and other school leaders.

³⁹ The 2016 AITSL Stakeholder Survey defined an early career teacher as a teacher with up to five years' teaching experience.

i Quick Fact

The induction phase for an early career teacher involves an intense period of learning that helps them prepare for full registration and supports their career-long professional learning. Teachers learn how to use their knowledge in ways that scaffold the learning of students in their classrooms, and the support and experience of their colleagues will be a crucial element in their success.

School induction processes and strategies

Early career teachers who had received a formal induction were asked about the focus of their school's induction processes. So too were school leaders and experienced teachers who had acted as a mentor/coach for early career teachers. The survey questions explored the following induction focus areas:

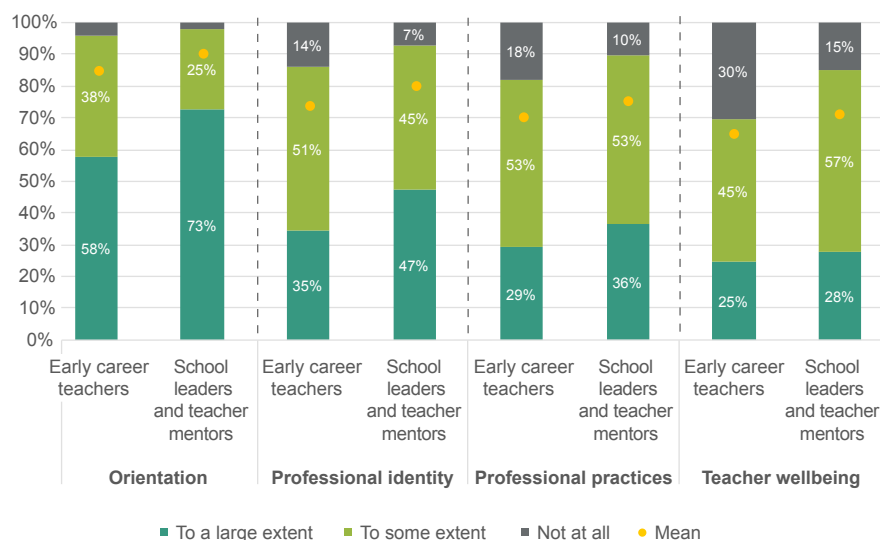
- **Orientation**, including familiarisation with the school's formal requirements (e.g. policies, procedures), and informal ways of operating (e.g. cultural, interpersonal and administrative)
- **Teacher wellbeing**, including teacher resilience, emotional wellbeing and connections with other professionals
- **Professional practices**, including developing a deeper range and sophistication of skills
- **Professional identity**, including developing teacher knowledge of good teaching and expectations of teachers, understanding responsibilities and the significance of teaching.

Figure 72 presents the results from these survey questions. The results show:

- Orientation was the most common focus area, with 96% (n=211) of early career teachers and 98% (n=1,394) of school leaders and teacher mentors indicating their school had at least some focus in this area
- Teacher wellbeing was the least common focus area, with 31% (n=67) of early career teachers and 15% (n=215) of school leaders and teacher mentors indicating their school had no focus in this area
- The mean scores in each focus area (i.e. the yellow dot), by respondent type, indicate school leaders and teacher mentors believed, to a larger extent, that their school's induction processes focused on orientation, professional identity, professional practices and teacher wellbeing, when compared to responses from early career teachers.

Figure 72

Focus of school induction processes, early career teachers compared to school leaders and teacher mentors, 2016⁴⁰



Source: Customised data provided by the Department of Education Research and Economics Group. Data labels were omitted where the percentage was less than 5%.

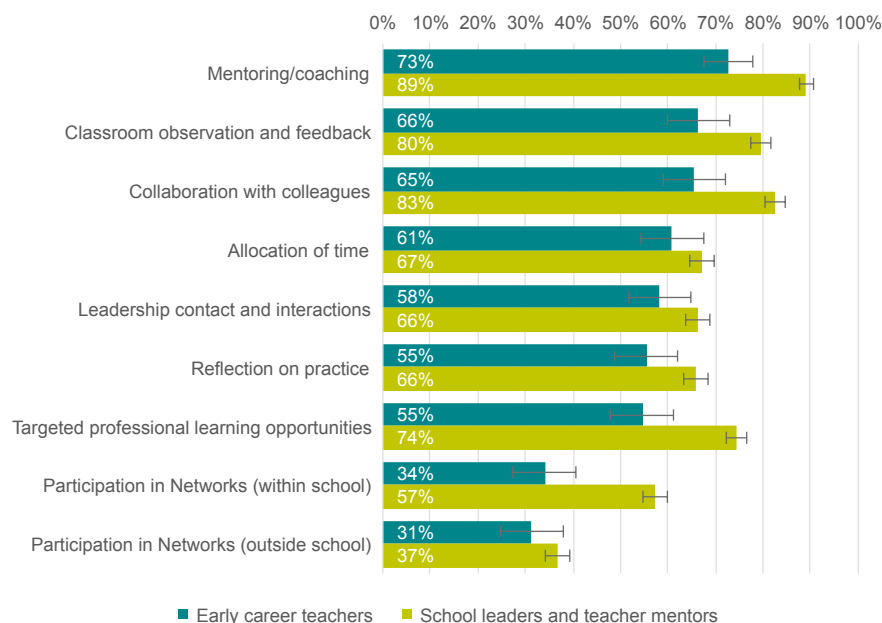
The use of various induction strategies in Australian schools was examined in the survey. Early career teachers were asked whether they had participated in a range of induction strategies and school leaders and teacher mentors were asked which strategies were used in their school. The results (Figure 73) show:

- Mentoring/coaching was the most common induction strategy, according to early career teachers (73%, n=610) and school leaders and teacher mentors (89%, n=1,266)
- Participation in out of school networks was the least common induction strategy, according to early career teachers (31%, n=69) and school leaders and teacher mentors (37%, n=525)
- School leaders and teacher mentors were significantly more likely to indicate early career teachers had participated in the following induction strategies than early career teachers themselves: mentoring/coaching, classroom observation and feedback, collaboration with colleagues, reflection on practice, targeted professional learning opportunities, participation in in-school networks.

⁴⁰ The percentages and means were calculated from a three point Likert scale where 'to a large extent' = 3, 'to some extent' = 2 and 'not at all' = 1. The means and standard deviation for each item and respondent were: early career teachers - orientation (=2.54, SD=0.6), professional identity (=2.20, SD=0.7), professional practices (=2.11, SD=0.7), teacher wellbeing (=1.94, SD = 0.7); and school leaders and teacher mentors - orientation (=2.71, SD = 0.5), professional identity (=2.40, SD = 0.6), professional practices (=2.26, SD = 0.6), teacher wellbeing (=2.13, SD = 0.6).

Figure 73

Induction strategies used in schools, early career teachers compared to school leaders and teacher mentors, 2016



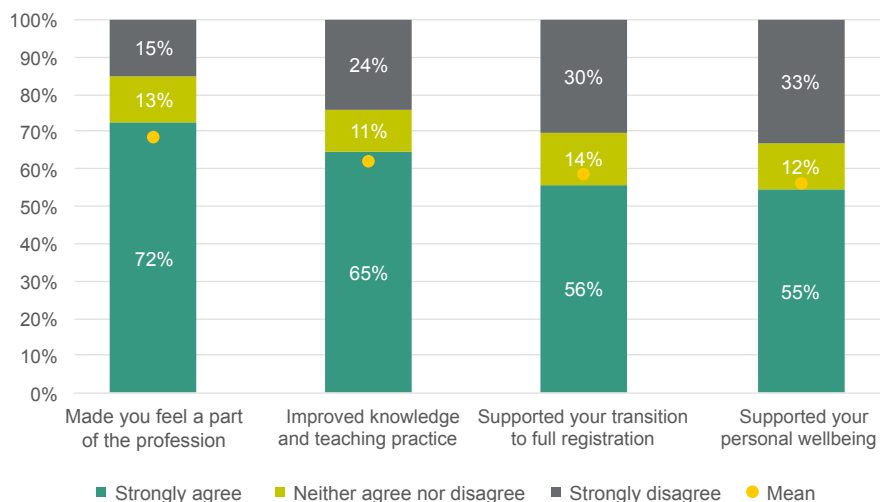
Source: AITSL 2016 Stakeholder Survey.

Early career teachers were surveyed on four measures to provide an indication of how their induction experience supported their transition into a school. The results (Figure 74) show:

- 72% (n=159) of early career teachers agreed their induction experience made them feel a part of the profession
- 65% (n=142) strongly agreed and 24% (n=53) strongly disagreed that their induction experience improved their knowledge and teaching practice
- About half of early career teachers strongly agreed their induction experience supported their transition to full registration (56%, n=123) and supported their personal wellbeing (55%, n=120), while about a third strongly disagreed that this was the case.

Figure 74

Extent to which induction experience supported transition into school, early career teachers, 2016⁴¹



Source: AITSL 2016 Stakeholder Survey.

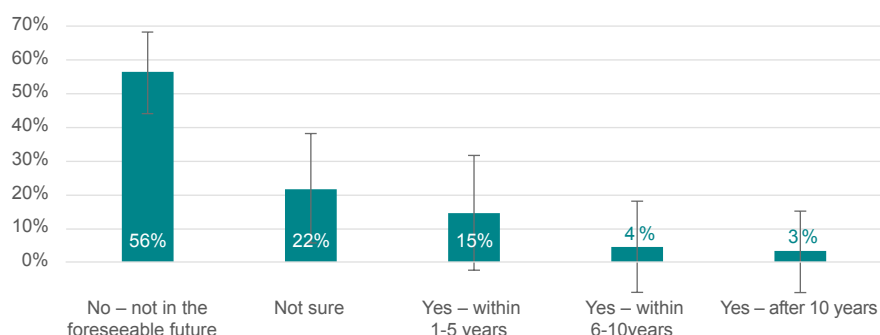
5.4 Career intentions of early career teachers

The 2016 AITSL Stakeholder Survey asked early career teachers - teachers with between one and five years' teaching experience - about their career intentions. Figure 75 presents these results along with 95% confidence intervals. Note the wide confidence intervals which indicate a high degree of variability in the survey estimates. The data from Figure 75 indicate:

- 56% (n=254) of early career teachers were not likely to leave classroom teaching in the foreseeable future
- 15% (n=66) were likely to leave classroom teaching within 1 – 5 years
- 22% (n=98) were unsure.

Figure 75

Likelihood of early career teachers leaving classroom teaching, 2016



Source: AITSL 2016 Stakeholder Survey.

41 The percentages and means were calculated from a 10 point Likert scale where 'strongly agree' = 6-10, 'neither agree nor disagree' = 5 and 'strongly disagree' = 0-6. The means and standard deviation for each item and respondent were: made you feel part of the profession (=6.80, SD=2.4), improved knowledge and teaching practice (=6.30, SD=2.5), supported your transition to full registration (=5.87, SD=2.5), supported your personal wellbeing (=5.61, SD = 2.6)

Quick Link

Find out more

More information on teacher induction can be found in AITSL's evidence summary - *Spotlight: Induction of beginning teachers in Australia - What do early career teachers say?*



Quick Link

Find out more

Full aggregated data tables of the survey results in this report can also be found on the AITSL *Initial teacher education: data report 2017*.



6. Individual initial teacher education provider reports

This section includes a summary report on individual ITE providers presented alphabetically by provider.

Each summary report presents data on the demographic and study characteristics of commencing and completing students, time series data, completion and attrition rates, current ITE student and recent graduate satisfaction rates and recent graduate employment outcomes. The data from these summary reports are from four separate data sources:

- The Higher Education Student Data Collection
- Course Experience Questionnaire
- Graduate Destination Survey
- Student Experience Survey.

6.1 Explanation of data in the individual initial teacher education provider reports, by data source

Higher Education Student Data Collection

Data from the Higher Education Student Data Collection (HESDC) is presented on the first and second page of each individual provider report. The HESDC is compiled by the Australian Government Department of Education through the Higher Education Information Management System (HEIMS). Data from the HESDC is collected by HEPs and submitted through the HEIMS. Once the data is submitted it is verified and signed off. The HESDC data presented in this section is from 2015 and includes data on:

- ITE programs
- Commencing ITE student demographic characteristics
- Commencing ITE student entry and study characteristics
- Completing student demographic and study characteristics
- Time-series commencement and completion data for 2006 to 2015.
- Undergraduate and postgraduate longitudinal completion and attrition rate averages⁴² at each provider as well as the national average for ITE.

⁴² Averages were calculated for the 2005, 2006, 2007, 2008, 2009 and 2010 commencing ITE cohorts at each provider, six years after their commencement (i.e. up to end 2010, 2011, 2012, 2013, 2014 and 2015 respectively).

Data from ITE programs were filtered from other higher education programs by limiting extraction to programs with an ITE identifier: HEIMS data element E312=22. Where the data in this section have fewer than five students in a cell, it is shown as '<5' to avoid any risk of disseminating identifiable data. Some cells have also been secondarily suppressed to prevent calculation of primarily suppressed cells.

The data in this report are derived from the verified and signed-off data. Revised data may be submitted by HEPs through the HEIMS at any time; however, no change will be made to the verified and signed-off data. Further, the reporting practices followed in entering data into the HEIMS may vary across HEPs.

Four key points should be considered when interpreting the data from the HESDC:

1. The basis of admission data show the main criterion on which the commencing student was granted an offer into an ITE program. The categories listed in the individual provider reports in this section include:
 - Higher education course – where a student was granted an offer as a result of a higher education course they had previously undertaken.
 - Secondary education – where a student was granted an offer as a result of completing secondary education at a school, RTO or HEP. Secondary education is the basis of admission category in which ITE students were most likely to have been selected as the result of their ATAR.
 - VET award course – where a student was granted an offer as a result of a VET course they had previously undertaken.
 - Mature age – where a student was granted an offer through a mature age special entry provision as determined by the HEP.
 - Professional qualification – where a student was granted an offer through previous employment, relevant to the field of study as determined by the HEP.
 - Other basis – where a student was granted an offer not categorised through the remaining basis of admission categories, for example, through a school principal's letter of recommendation.
2. The ATAR data include ATARs for ITE students who commenced through a secondary education pathway only. It should be noted that the ATARs listed may not have been the only determining factor in a student's admission to a program, and as such the ATAR data provide an indication as to how secondary education entrants to ITE performed in secondary education, rather than a direct representation as to how they were admitted to an ITE program. Any further interpretation of the data to draw conclusions about ATAR and selection should be done with caution. These data do not represent the minimum entry ATAR scores that are published for admission to ITE programs.

3. The completion and attrition rate averages were calculated by determining the status of students, six years after their commencement. Specifically, it shows whether they: completed an ITE program at the same provider within six years; were still enrolled in an ITE program at the same provider within six years; or whether they did not complete an ITE program at the same provider within six years. The latter category includes students who may have completed an ITE program at another institution. It also includes students who re-enrolled in a non-ITE program at the same or another institution, or who discontinued from all university studies.

A six year timeframe was determined to be appropriate because previous analysis suggests only a very small proportion of students go on to complete an ITE program after six years.⁴³

The rates were calculated through a longitudinal analysis of data from the HESDC, where student IDs, CHESSN and special ITE course indicator were matched to follow each individual student's progress over the six year timeframe at each individual provider.

AITSL calculated the combined average completion and attrition rates from data across six cohorts (i.e. students who commenced an ITE program between 2005 and 2010). This analysis: enabled AITSL to publish completion and attrition rates for smaller providers whose data would have otherwise been suppressed; and provided more consistent completion and attrition rate data for smaller providers, whose rates across time may be prone to variability due to the small number of students who commenced ITE in each cohort.

Finally it should be noted that there is a relationship between lower completion rates and some student demographic and study characteristics. This is further explained in section 4.7 of the report and should be considered in any further analysis of section 6.

4. The equity status data for completing students have been derived using the student's state / territory of permanent home address, and NESB, Indigenous and disability status listed at the time of commencement. As a result, these data may not reflect their current equity status if their address changed or their NESB, Indigenous or disability status changed after their commencement. This should be considered in any analysis of the data.

Notation	Definition
<5	Actual figures suppressed to avoid identification
np	Where the data are not provided due to primary or secondary data suppression

⁴³ Six and 10 year analyses were conducted on the 2005 commencing initial teacher education cohort. After six years, 65% (n=12,178) had completed an initial teacher education program. After 10 years this figure had increased only marginally to 66.5% (n=12,464).

Student Experience Survey

Data from the Student Experience Survey (SES) is presented on the third page of each individual provider report. The SES was completed by commencing and later year students enrolled in undergraduate programs. ITE students were identified using the HEIMS data element E312=22 'initial teacher education.' Combined 2013, 2014 and 2015 data from the SES are presented in a column chart showing average scores for ITE students, by individual ITE provider, and the national average of all ITE providers, across the following six domains that were designed to conceptualise and measure the student higher education experience:

- Overall quality of educational experience:
- Teaching quality
- Learner engagement
- Learning resources
- Student support
- Skills development.

The chart presents the average percentage of results for respondents who were satisfied in each domain, together with the upper and lower confidence intervals. Confidence intervals are displayed to provide a measure of precision for the estimates. The precise wording of the items from which these data were derived can be found at Appendix 1.1.

Course Experience Questionnaire

Data from the Course Experience Questionnaire (CEQ) is presented on the third page of each individual provider report. The CEQ was completed by graduates of Australian HEPs about four months after completion of their courses. The data represent responses from graduates of undergraduate programs. ITE respondents were identified in the CEQ by limiting the data to four specific fields of education within the broad field of 'Teacher Education.' Namely: Teacher Education, Early Childhood, Primary, and Secondary.

The survey provides information about the quality of education provided at ITE graduates' institutions of study. The CEQ asks graduates to what extent they agree with a series of statements about their study experiences. Combined 2013, 2014 and 2015 data are presented in a column chart showing the average scores given by ITE students, by individual ITE provider, and the national average of all ITE providers, across the following three indicators:

- Overall satisfaction
- Good teaching
- Generic skills.

The chart presents the average percentage of results, together with the upper and lower confidence intervals. Confidence intervals are displayed to provide a measure of precision for the estimates. The precise wording of the items from which these data were derived can be found at Appendix 1.2.

Graduate Destination Survey

Data from the GDS is presented on the third page of each individual provider report. The GDS was administered at the same time as the CEQ and collects information about graduate employment outcomes, continuing study and work-seeking status. The data represent employment outcomes for graduates of undergraduate programs. ITE students were identified in the GDS by limiting the data to four specific fields of education within the broad field of 'Teacher Education.' Namely: Teacher Education, Early Childhood, Primary, and Secondary.

The employment outcomes data represent the proportion of ITE respondents who were employed about four months after completing their course, by individual ITE provider. Combined 2013, 2014 and 2015 data are presented in a stacked bar chart, along with the number of responses. The chart shows the proportion of ITE graduates working full-time and part-time and further divides these groups into those working in schools and those not employed in schools. ITE providers offering early childhood ITE programs may have lower in-school employment rates because graduates may have gained employment in early childhood settings outside of the schooling system.

The precise wording of the items from which these data were derived can be found at Appendix 1.3. Please note that 2015 was the last year the GDS was administered. From 2016 it was incorporated into the Graduate Outcomes Survey.

Three key points should be considered when interpreting the data from the SES, CEQ and GDS:

1. Care should be taken when interpreting the results of the SES, CEQ and GDS. The results are estimates based on a survey which was not completed by all students. The accuracy of the figures varies with the number of students who completed the surveys. Where possible, confidence intervals and numbers of responses are displayed in the charts to provide a measure of precision for the estimates. Where a data item contained fewer than 25 responses, it has been omitted. The CEQ and SES data presented in this section allow you to compare an individual ITE provider's average with the national average of all ITE providers. When there is an overlap between the confidence interval for an ITE provider and the confidence interval for the national average of all ITE providers, it cannot be concluded with confidence that there is a difference between an institution and the national average.

2. ITE courses could not be identified in the CEQ and GDS using the HEIMS data element E312=22 'initial teacher education' because the survey does not collect student and course identifiers. Four teacher education field of study codes were used to identify ITE students in these surveys, which captured about 90% of ITE students.
3. There may be a relationship between lower scores in the SES, CEQ and GDS data and certain demographic and study characteristics. For example, an external (i.e. online) mode of attendance is associated with a lower 'learner engagement' score in the SES. This should be considered in any further analysis of section 6.

6.2 List of initial teacher education providers

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

Initial teacher education

Program and commencement data

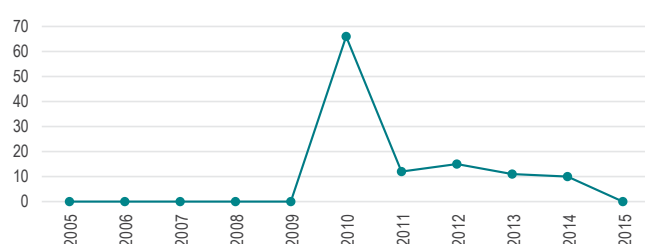
Student demographics

2015 commencing students

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

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

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

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	100%
	Undergraduate	0	0%
	Total	1	100%

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

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

Average cohort completion rates after six years

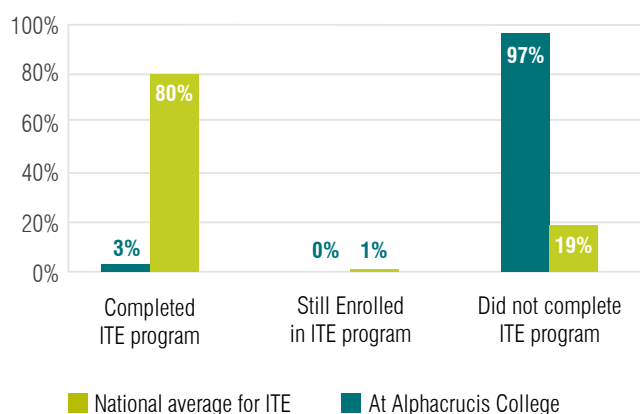
2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

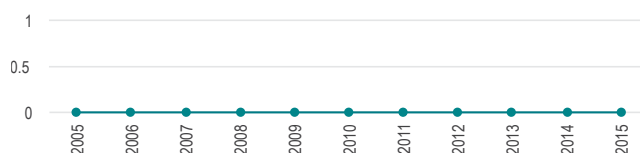
Not available due to insufficient data

Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

Alphacrucis offered postgraduate ITE programs only, and survey data on postgraduate students was not available.

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Alphacrucis offered postgraduate ITE programs only, and survey data on postgraduate students was not available.

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Alphacrucis offered postgraduate ITE programs only, and survey data on postgraduate students was not available.

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

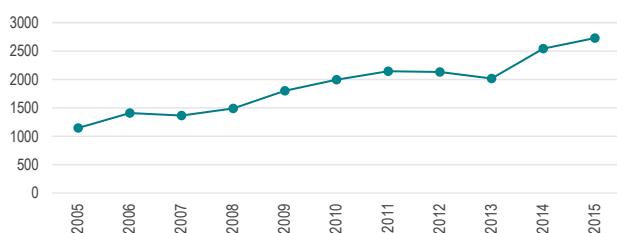
Student demographics

2015 commencing students

		Number	%
Total commencing students		2729	100%
Student type	Domestic	2631	96%
	International	98	4%
Gender	Male	731	27%
	Female	1998	73%
Age	<20	1326	49%
	20-24	807	30%
	25-29	264	10%
	30-39	206	8%
	40+	126	5%
State/territory of permanent home address*	NSW	1222	45%
	VIC	911	33%
	QLD	370	14%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	119	4%
	International	100	4%
Equity status (domestic onshore students only)	NESB	35	1%
	Indigenous	66	3%
	Disability	86	3%
	Low SES*	302	11%
	Medium SES*	1328	51%
	High SES*	994	38%
	Metro*	2412	92%
	Regional*	205	8%
	Remote*	6	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		2729	100%
Basis of admission	Secondary education	1043	38%
	Higher education course	1117	41%
	VET/TAFE	234	9%
	Mature entry	14	1%
	Professional qualification	7	0%
	Other basis	314	12%
ATAR (domestic secondary education basis of admission entrants only)	30-50	21	2%
	51-55	69	7%
	56-60	143	14%
	61-65	161	16%
	66-70	148	14%
	71-75	88	8%
	76-80	59	6%
	81-85	38	4%
	86-90	25	2%
	91-95	np	np
	96-100	<5	np
	Students without ATAR	265	26%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	586	21%
	Primary	962	35%
	Secondary	1181	43%
	Other	0	0%
Mode of attendance	Internal	2583	95%
	External	107	4%
	Multi-modal	39	1%
Type of attendance	Full-time	2472	91%
	Part-time	257	9%
Course level	Postgraduate	922	34%
	Undergraduate	1807	66%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	7	35%
	Undergraduate	13	65%
	Total	20	100%

Initial teacher education

Completion data

Demographic and study characteristics

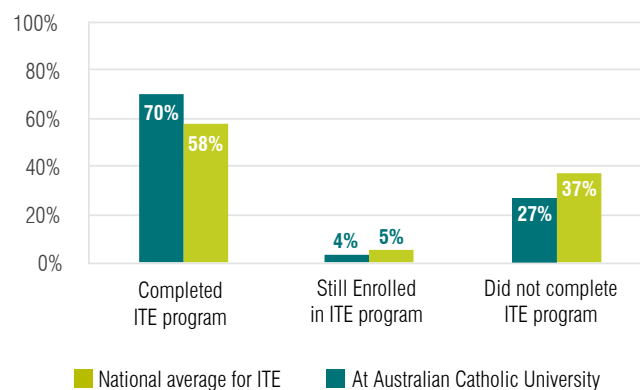
2015 completing students

		Number	%
Total completing students		1586	100%
Gender	Male	354	22%
	Female	1232	78%
Age	<20	< 5	np
	20-24	1084	68%
	25-29	276	17%
	30-39	144	9%
	40 +	np	np
State/territory of permanent home address*	NSW	666	42%
	VIC	507	32%
	QLD	182	11%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	65	4%
	International	np	np
Equity status (domestic onshore students only)	NESB	8	1%
	Indigenous	26	2%
	Disability	70	5%
	Low SES*	191	13%
	Medium SES*	710	50%
	High SES*	516	36%
	Metro*	1291	91%
	Regional*	122	9%
	Remote*	6	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	318	20%
	Primary	575	36%
	Secondary	693	44%
	Other	0	0%
Course level	Postgraduate	613	39%
	Undergraduate	973	61%

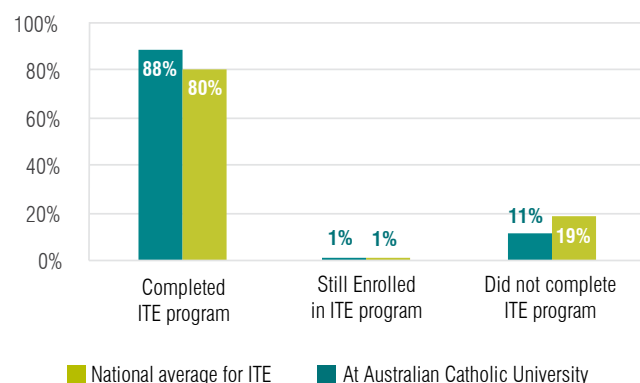
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

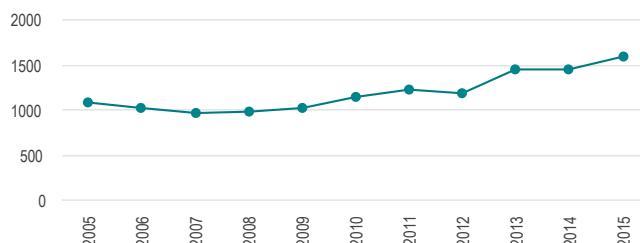


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

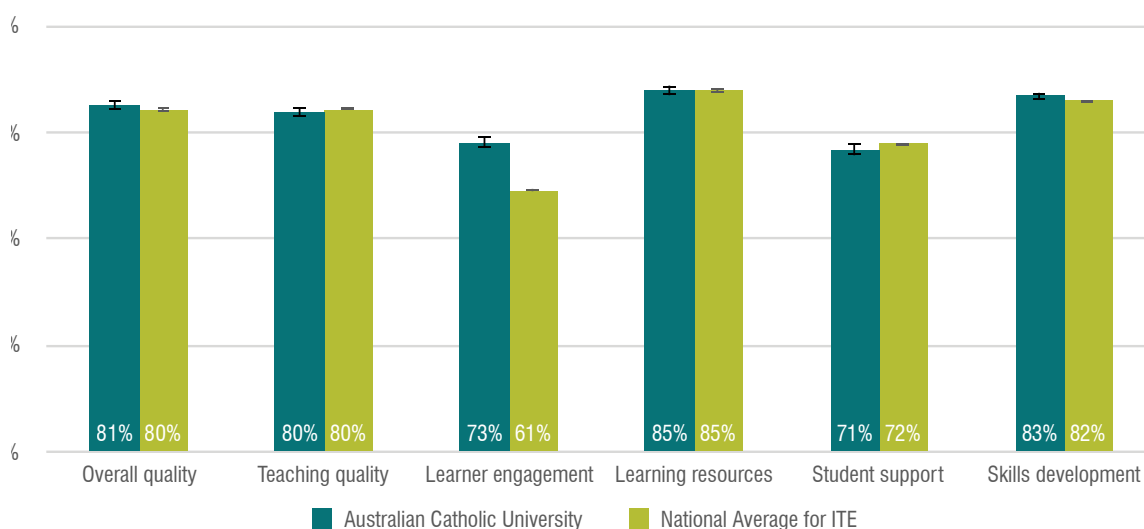
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

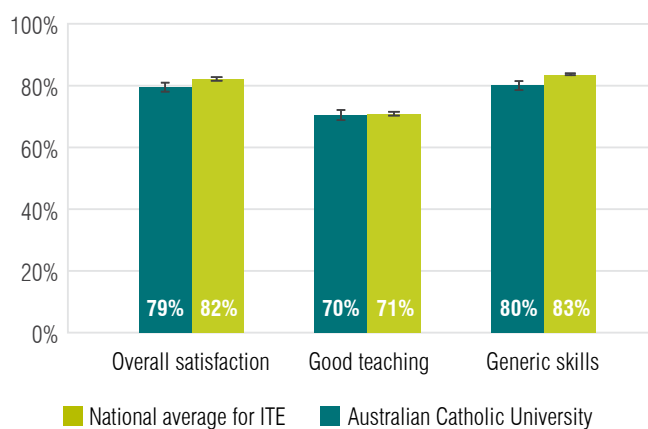
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



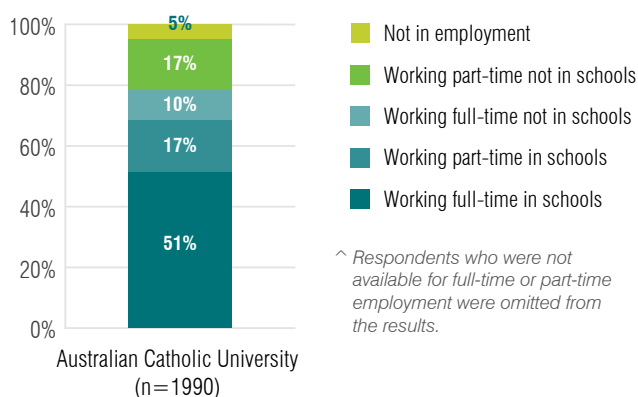
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

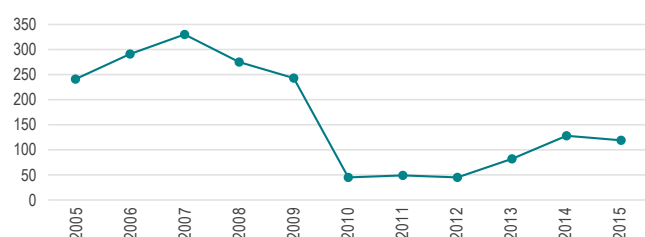
Student demographics

2015 commencing students

		Number	%
Total commencing students		119	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	69	58%
	Female	50	42%
Age	<20	31	26%
	20-24	66	55%
	25-29	16	13%
	30-39	np	np
	40+	< 5	np
State/territory of permanent home address*	NSW	115	97%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	7	6%
	Low SES*	21	18%
	Medium SES*	56	48%
	High SES*	39	34%
	Metro*	104	90%
	Regional*	12	10%
	Remote*	0	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		119	100%
Basis of admission	Secondary education	44	38%
	Higher education course	73	62%
	VET/TAFE	< 5	np
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	8	18%
	51-55	<5	np
	56-60	<5	np
	61-65	<5	np
	66-70	<5	np
	71-75	<5	np
	76-80	<5	np
	81-85	<5	np
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	22	50%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	119	100%
	Other	0	0%
Mode of attendance	Internal	119	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	102	86%
	Part-time	17	14%
Course level	Postgraduate	61	51%
	Undergraduate	58	49%

2015 program information

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

Initial teacher education

Completion data

Demographic and study characteristics

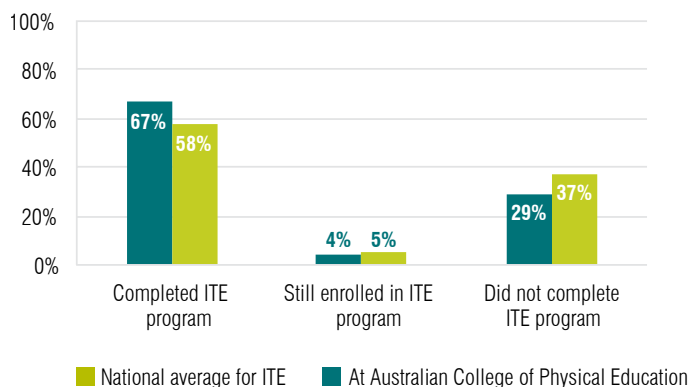
2015 completing students

		Number	%
Total completing students		91	100%
Gender	Male	41	45%
	Female	50	55%
Age	<20	0	0%
	20-24	74	81%
	25-29	14	15%
	30-39	< 5	np
	40 +	< 5	np
State/territory of permanent home address*	NSW	np	np
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	0	0%
	Low SES*	17	19%
	Medium SES*	49	54%
	High SES*	25	27%
	Metro*	82	90%
	Regional*	9	10%
Detailed field of teacher education	Remote*	0	0%
	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	91	100%
Course level	Other	0	0%
	Postgraduate	59	65%
	Undergraduate	32	35%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



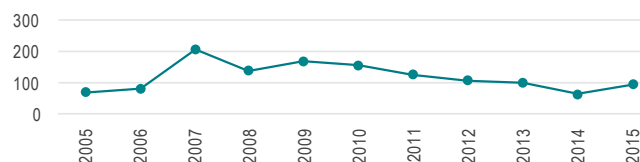
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

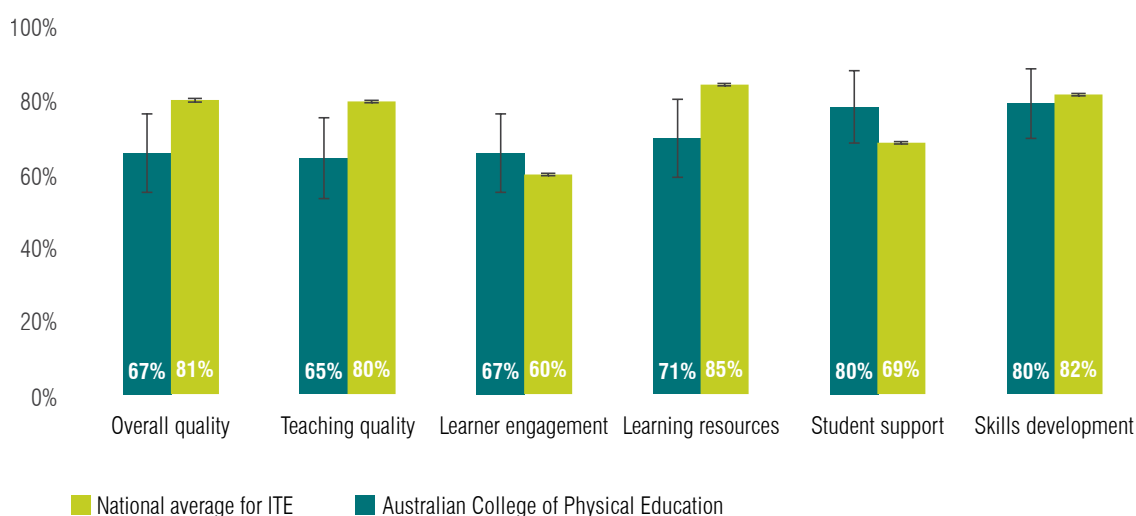
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

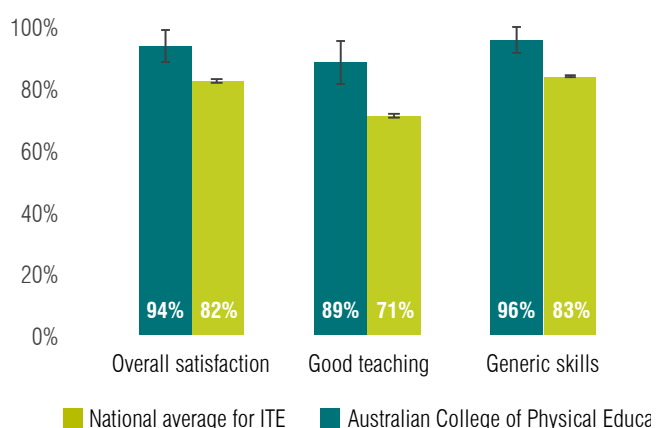
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



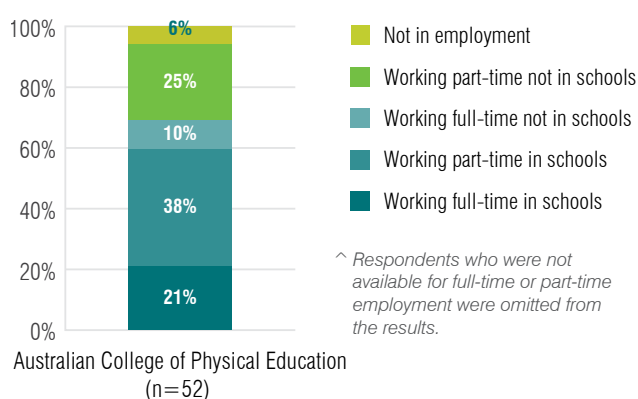
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

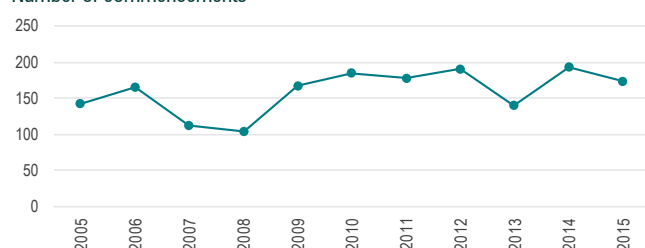
Student demographics

2015 commencing students

		Number	%
Total commencing students		173	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	56	32%
	Female	117	68%
Age	<20	80	46%
	20-24	48	28%
	25-29	20	12%
	30-39	14	8%
	40+	11	6%
State/territory of permanent home address*	NSW	133	77%
	VIC	< 5	np
	QLD	21	12%
	WA	7	4%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	8	5%
	Disability	9	5%
	Low SES*	42	25%
	Medium SES*	116	68%
	High SES*	12	7%
	Metro*	127	75%
	Regional*	40	24%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		173	100%
Basis of admission	Secondary education	61	36%
	Higher education course	82	48%
	VET/TAFE	np	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	10	16%
	56-60	7	11%
	61-65	8	13%
	66-70	<5	np
	71-75	<5	np
	76-80	5	8%
	81-85	6	10%
	86-90	<5	np
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	11	18%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	35	20%
	Primary	57	33%
	Secondary	81	47%
	Other	0	0%
Mode of attendance	Internal	102	59%
	External	43	25%
	Multi-modal	28	16%
Type of attendance	Full-time	133	77%
	Part-time	40	23%
Course level	Postgraduate	31	18%
	Undergraduate	142	82%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	13%
	Undergraduate	14	88%
	Total	16	100%

Initial teacher education

Completion data

Demographic and study characteristics

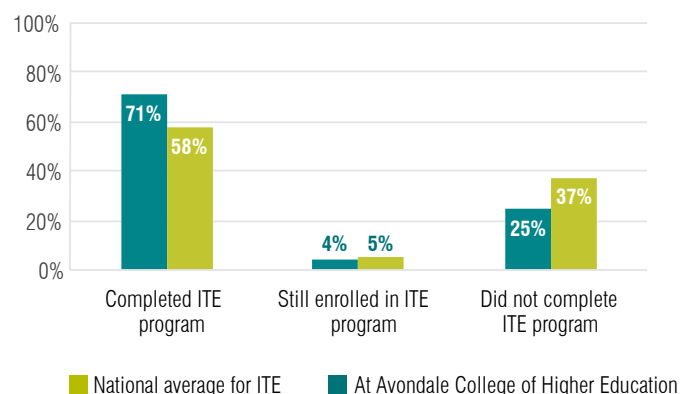
2015 completing students

		Number	%
Total completing students		117	100%
Gender	Male	29	25%
	Female	88	75%
Age	<20	0	0%
	20-24	83	71%
	25-29	14	12%
	30-39	7	6%
	40+	13	11%
State/territory of permanent home address*	NSW	89	76%
	VIC	6	5%
	QLD	14	12%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	65	57%
	Low SES*	27	23%
	Medium SES*	78	68%
	High SES*	10	9%
	Metro*	84	73%
	Regional*	31	27%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	16	14%
	Primary	47	40%
	Secondary	54	46%
	Other	0	0%
Course level	Postgraduate	10	9%
	Undergraduate	107	91%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



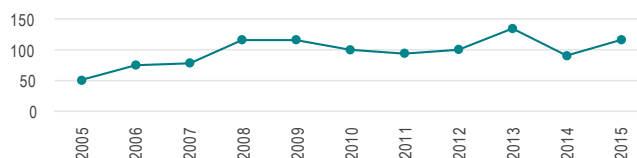
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

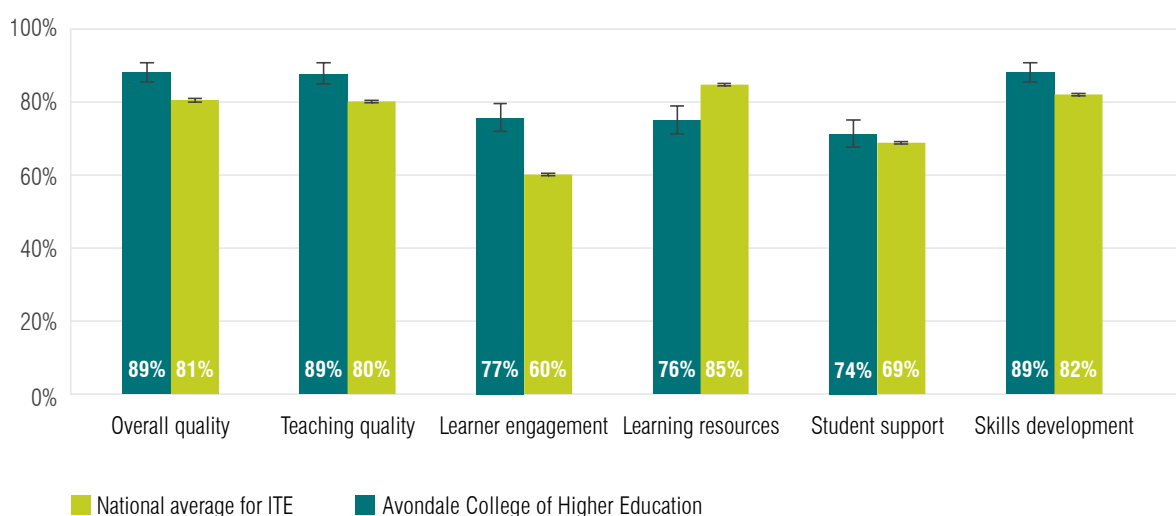
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

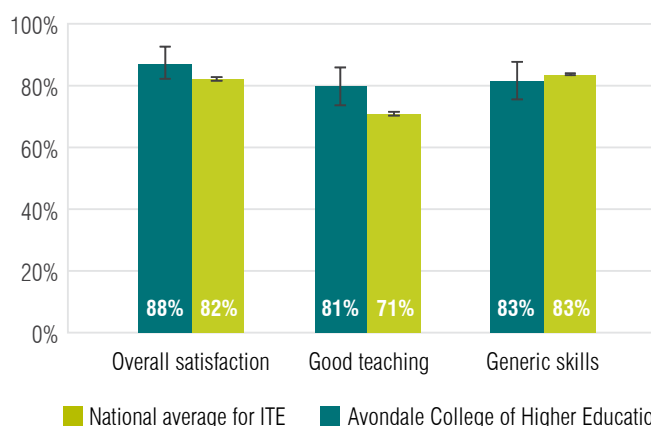
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



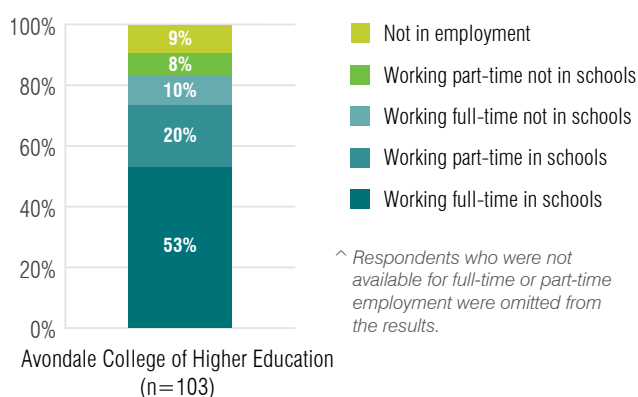
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

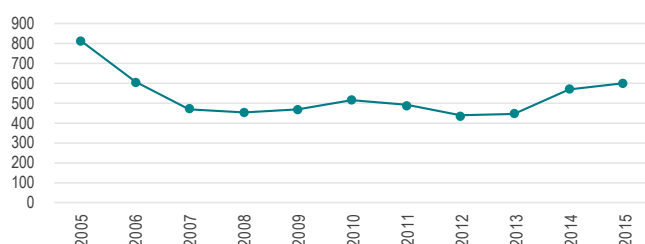
Student demographics

2015 commencing students

		Number	%
Total commencing students		601	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	117	19%
	Female	484	81%
Age	<20	179	30%
	20-24	148	25%
	25-29	77	13%
	30-39	131	22%
	40+	66	11%
State/territory of permanent home address*	NSW	27	4%
	VIC	9	1%
	QLD	537	89%
	WA	19	3%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	20	3%
	Disability	27	5%
	Low SES*	346	58%
	Medium SES*	233	39%
	High SES*	19	3%
	Metro*	122	20%
	Regional*	452	75%
	Remote*	25	4%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		601	100%
Basis of admission	Secondary education	153	26%
	Higher education course	314	53%
	VET/TAFE	106	18%
	Mature entry	< 5	np
	Professional qualification	< 5	np
	Other basis	21	4%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	<5	np
	61-65	<5	np
	66-70	12	8%
	71-75	8	5%
	76-80	5	3%
	81-85	<5	np
	86-90	<5	np
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	116	76%
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	147	25%
	Primary	206	34%
	Secondary	152	25%
	Other	np	np
Mode of attendance	Internal	146	24%
	External	354	59%
	Multi-modal	101	17%
Type of attendance	Full-time	444	74%
	Part-time	157	26%
Course level	Postgraduate	95	16%
	Undergraduate	506	84%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	22%
	Undergraduate	7	78%
	Total	9	100%

Initial teacher education

Completion data

Demographic and study characteristics

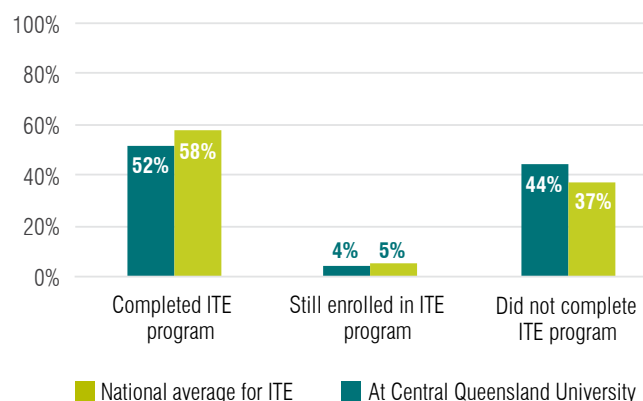
2015 completing students

		Number	%
Total completing students		246	100%
Gender	Male	47	19%
	Female	199	81%
Age	<20	< 5	np
	20-24	119	48%
	25-29	np	np
	30-39	62	25%
	40 +	33	13%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	219	89%
	WA	9	4%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	9	4%
	Disability	12	5%
	Low SES*	144	62%
	Medium SES*	85	36%
	High SES*	5	2%
	Metro*	36	15%
	Regional*	192	82%
	Remote*	5	2%
Detailed field of teacher education	Not specified	41	17%
	Early Childhood	63	26%
	Primary	81	33%
	Secondary	0	0%
	Other	61	25%
Course level	Postgraduate	50	20%
	Undergraduate	196	80%

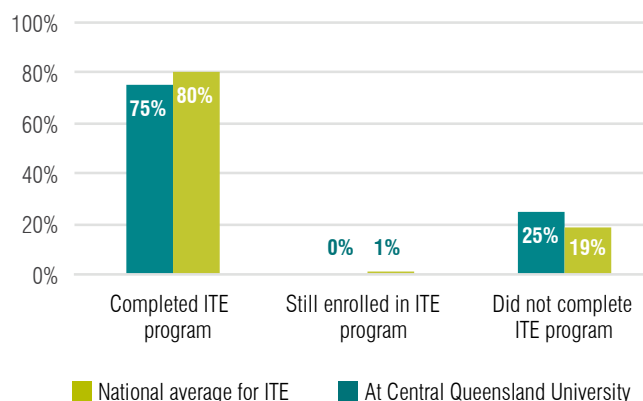
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

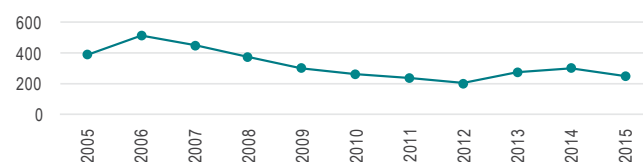


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

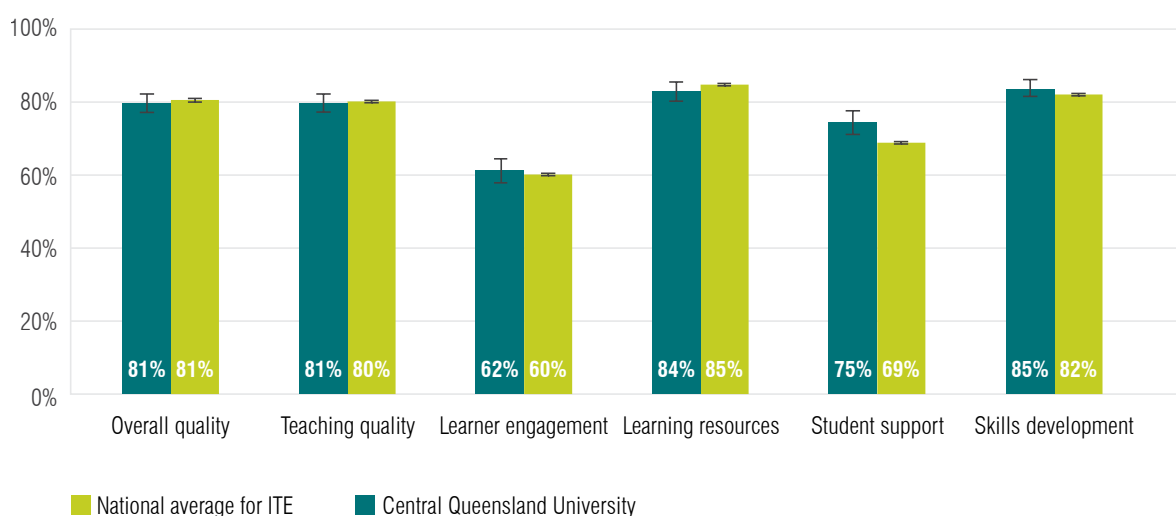
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

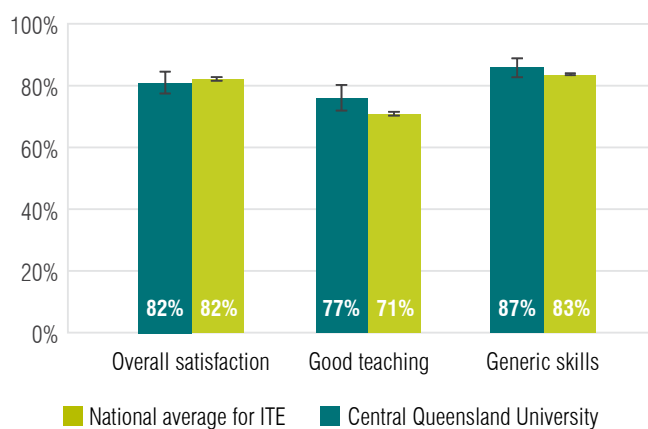
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



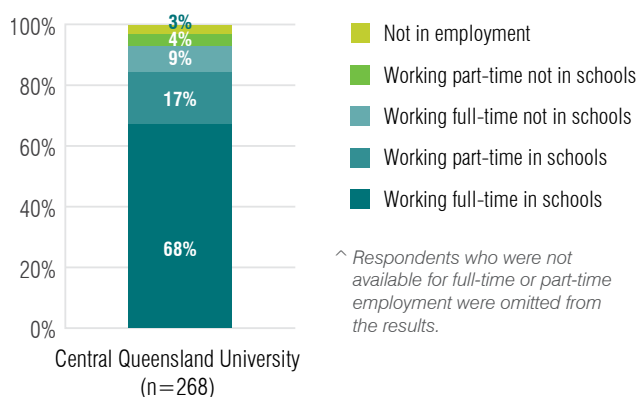
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

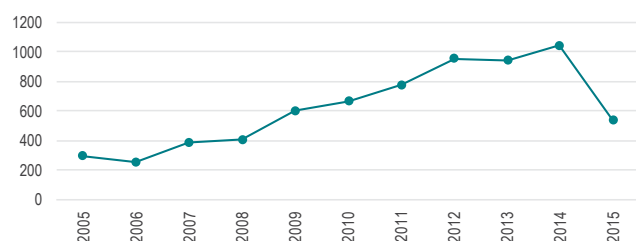
Student demographics

2015 commencing students

		Number	%
Total commencing students		541	100%
Student type	Domestic	525	97%
	International	16	3%
Gender	Male	111	21%
	Female	430	79%
Age	<20	64	12%
	20-24	129	24%
	25-29	106	20%
	30-39	156	29%
	40+	86	16%
State/territory of permanent home address*	NSW	33	6%
	VIC	46	9%
	QLD	34	6%
	WA	17	3%
	SA	201	37%
	TAS	< 5	np
	NT	187	35%
	ACT	< 5	np
	International	18	3%
Equity status (domestic onshore students only)	NESB	11	2%
	Indigenous	38	7%
	Disability	17	3%
	Low SES*	143	27%
	Medium SES*	312	60%
	High SES*	61	12%
	Metro*	194	37%
	Regional*	247	47%
	Remote*	78	15%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		541	100%
Basis of admission	Secondary education	95	18%
	Higher education course	313	58%
	VET/TAFE	49	9%
	Mature entry	46	9%
	Professional qualification	0	0%
	Other basis	38	7%
ATAR (domestic secondary education basis of admission entrants only)	30-50	<5	np
	51-55	11	12%
	56-60	6	7%
	61-65	16	18%
	66-70	15	17%
	71-75	8	9%
	76-80	6	7%
	81-85	10	11%
	86-90	6	7%
	91-95	<5	np
	96-100	<5	np
	Students without ATAR	<5	np
Detailed field of teacher education	Not specified	206	38%
	Early Childhood	86	16%
	Primary	176	33%
	Secondary	73	13%
	Other	0	0%
Mode of attendance	Internal	43	8%
	External	434	80%
	Multi-modal	64	12%
Type of attendance	Full-time	337	62%
	Part-time	204	38%
Course level	Postgraduate	14	3%
	Undergraduate	527	97%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	6%
	Undergraduate	17	94%
	Total	18	100%

Initial teacher education

Completion data

Demographic and study characteristics

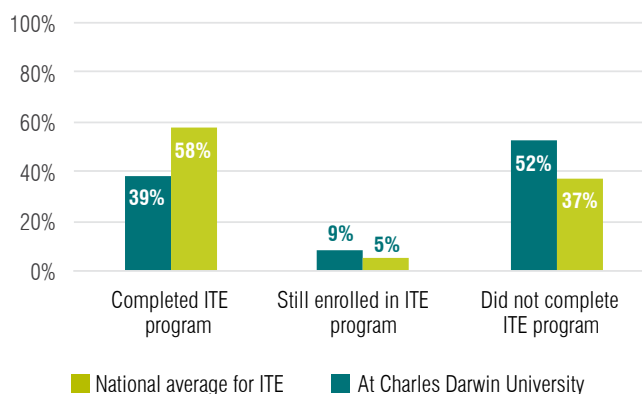
2015 completing students

		Number	%
Total completing students		421	100%
Gender	Male	97	23%
	Female	324	77%
Age	<20	0	0%
	20-24	54	13%
	25-29	90	21%
	30-39	156	37%
	40+	121	29%
State/territory of permanent home address*	NSW	37	9%
	VIC	78	19%
	QLD	23	5%
	WA	12	3%
	SA	139	33%
	TAS	11	3%
	NT	93	22%
	ACT	13	3%
	International	14	3%
Equity status (domestic onshore students only)	NESB	13	3%
	Indigenous	14	3%
	Disability	18	4%
	Low SES*	78	19%
	Medium SES*	238	59%
	High SES*	85	21%
	Metro*	200	49%
	Regional*	156	38%
	Remote*	46	11%
Detailed field of teacher education	Not specified	340	81%
	Early Childhood	61	15%
	Primary	np	np
	Secondary	< 5	np
	Other	0	0%
Course level	Postgraduate	283	67%
	Undergraduate	138	33%

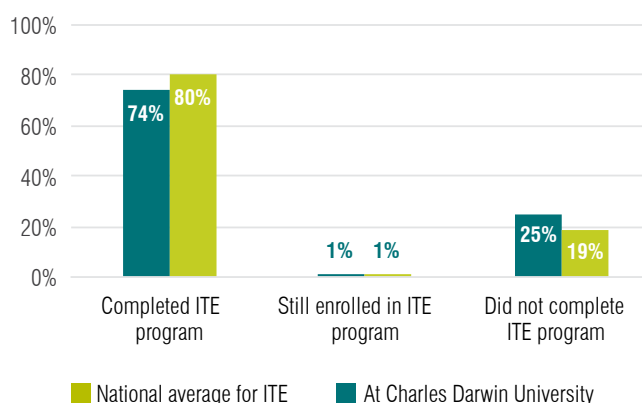
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

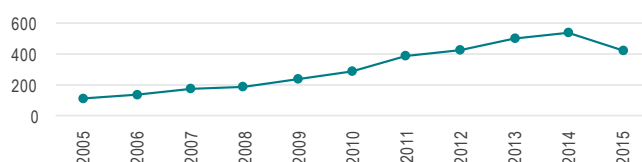


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

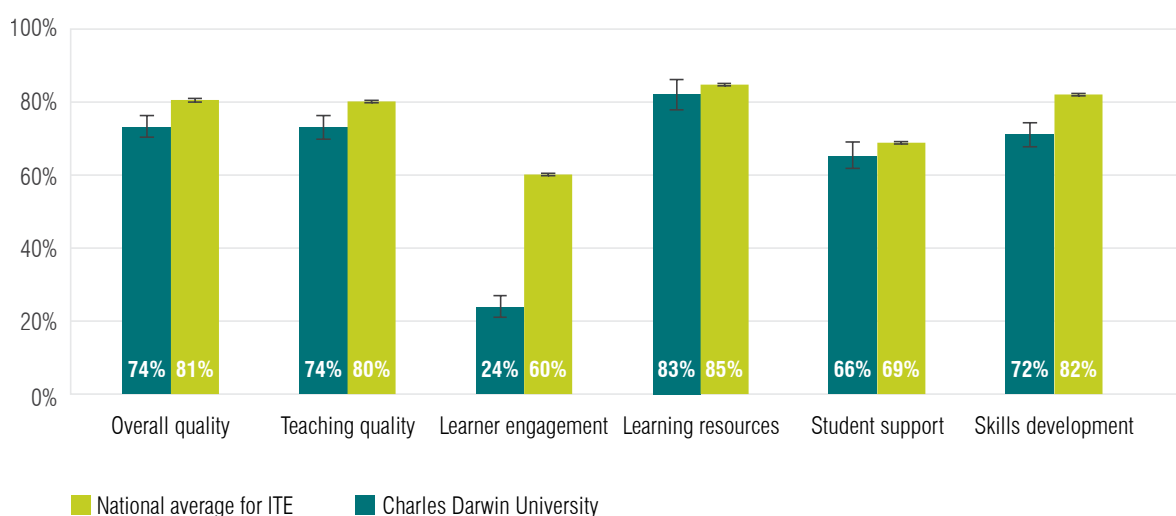
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

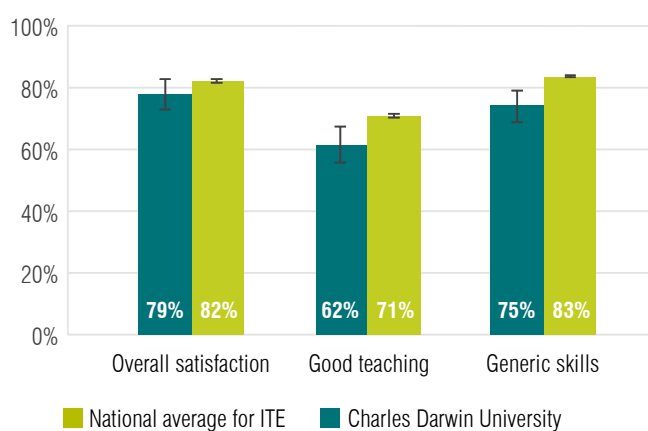
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



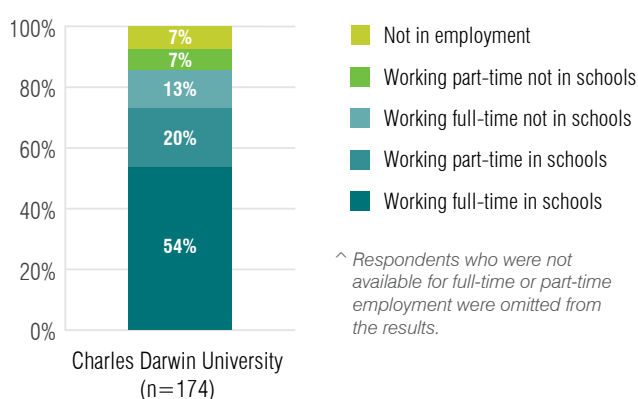
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

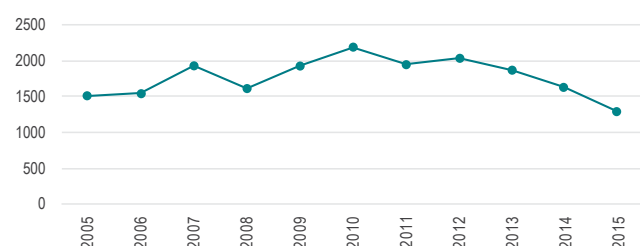
Student demographics

2015 commencing students

		Number	%
Total commencing students		1293	100%
Student type	Domestic	1284	99%
	International	9	1%
Gender	Male	251	19%
	Female	1042	81%
Age	<20	250	19%
	20-24	326	25%
	25-29	244	19%
	30-39	298	23%
	40+	175	14%
State/territory of permanent home address*	NSW	1062	82%
	VIC	111	9%
	QLD	39	3%
	WA	13	1%
	SA	7	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	38	3%
	International	17	1%
Equity status (domestic onshore students only)	NESB	31	2%
	Indigenous	41	3%
	Disability	44	3%
	Low SES*	322	25%
	Medium SES*	710	56%
	High SES*	239	19%
	Metro*	616	48%
	Regional*	642	50%
	Remote*	15	1%

Time series

Number of commencements ^



Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		1293	100%
Basis of admission	Secondary education	39	3%
	Higher education course	559	43%
	VET/TAFE	550	43%
	Mature entry	101	8%
	Professional qualification	0	0%
	Other basis	44	3%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	<5	np
	56-60	<5	np
	61-65	<5	np
	66-70	7	18%
	71-75	6	15%
	76-80	7	18%
	81-85	<5	np
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	12	31%
Detailed field of teacher education	Not specified	340	26%
	Early Childhood	475	37%
	Primary	178	14%
	Secondary	300	23%
	Other	0	0%
Mode of attendance	Internal	154	12%
	External	874	68%
	Multi-modal	265	20%
Type of attendance	Full-time	684	53%
	Part-time	609	47%
Course level	Postgraduate	73	6%
	Undergraduate	1220	94%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	7%
	Undergraduate	26	93%
	Total	28	100%

^ Due to a discrepancy in the coding of data into the HESDC, the 2013 data point is incorrect. The correct number of commencing ITE students in 2013 was 1,642

*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Completion data

Demographic and study characteristics

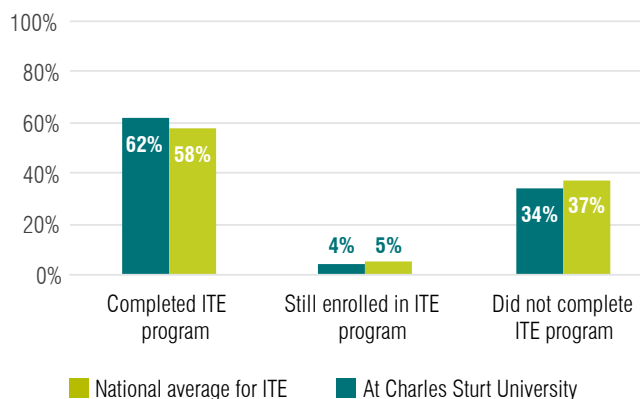
2015 completing students

		Number	%
Total completing students		1077	100%
Gender	Male	196	18%
	Female	881	82%
Age	<20	< 5	np
	20-24	414	38%
	25-29	210	19%
	30-39	247	23%
	40 +	np	np
State/territory of permanent home address*	NSW	653	61%
	VIC	67	6%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	14	1%
	International	217	20%
Equity status (domestic onshore students only)	NESB	10	1%
	Indigenous	18	2%
	Disability	24	3%
	Low SES*	177	24%
	Medium SES*	449	60%
	High SES*	117	16%
	Metro*	290	39%
	Regional*	444	59%
	Remote*	9	1%
Detailed field of teacher education	Not specified	146	14%
	Early Childhood	248	23%
	Primary	425	39%
	Secondary	258	24%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	1077	100%

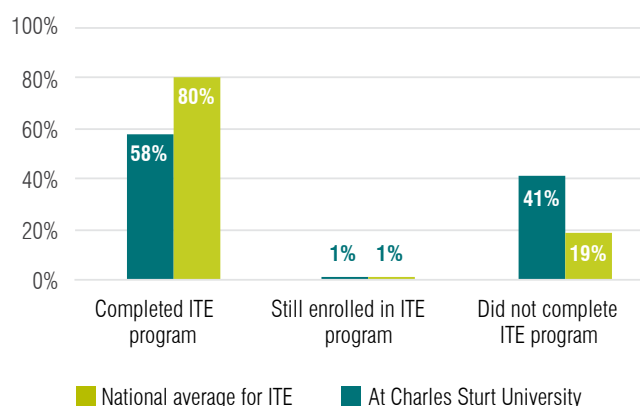
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

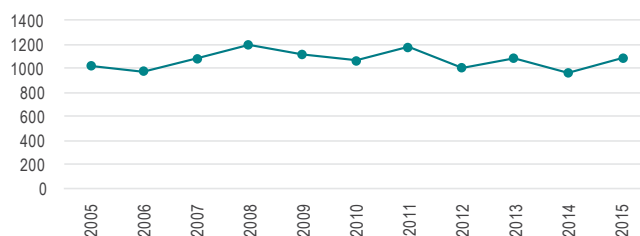


Postgraduate



Time series

Number of completions ^



^ Due to a discrepancy in the coding of data into the HESDC, the 2008 - 2010 and 2013 data points are incorrect. The correct number of completing ITE students was: 2008 = 1,257; 2009 = 1,177; 2010 = 1,136 and 2013 = 997.

*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

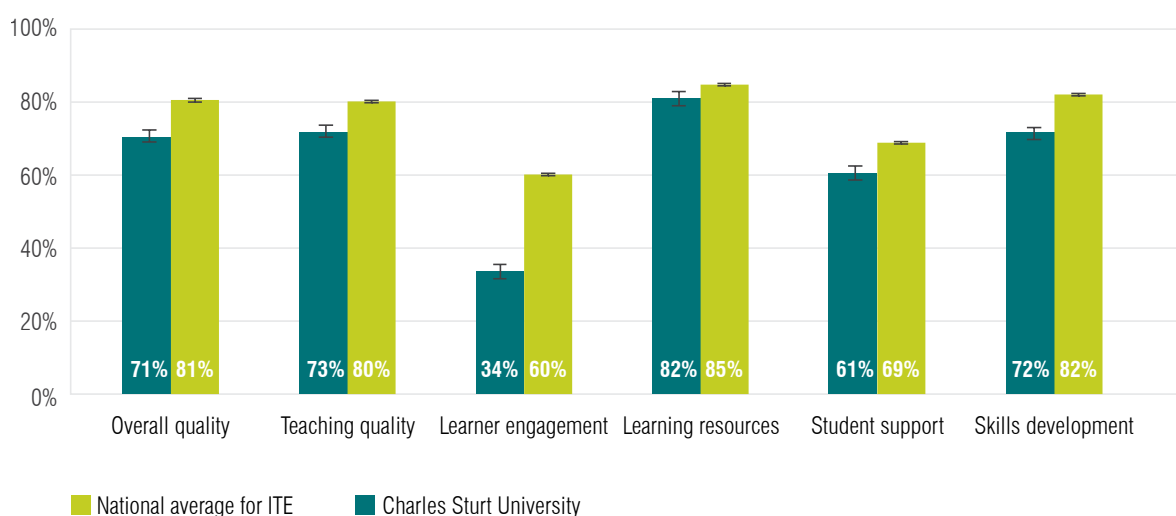
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

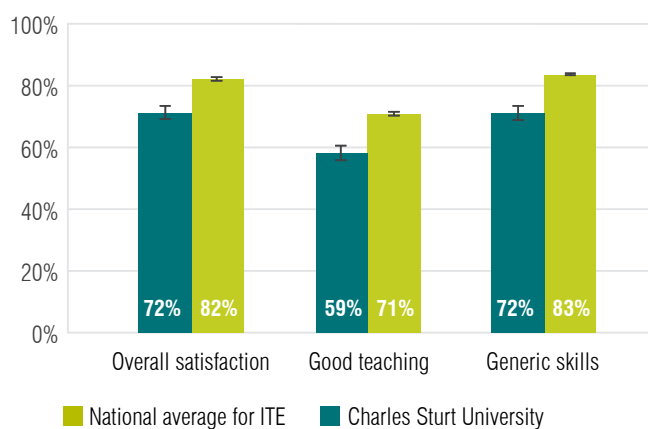
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



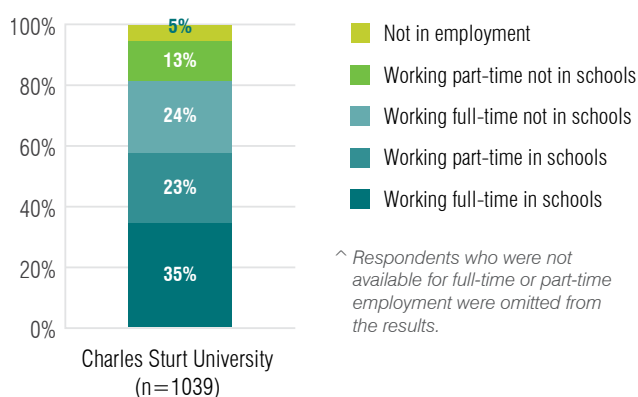
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

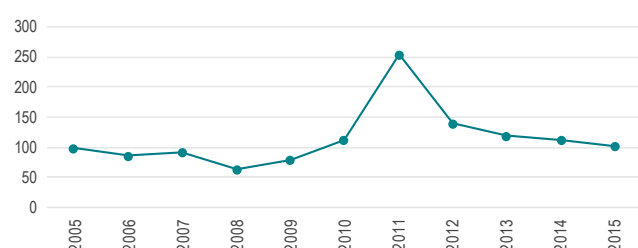
Student demographics

2015 commencing students

		Number	%
Total commencing students		101	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	29	29%
	Female	72	71%
Age	<20	45	45%
	20-24	25	25%
	25-29	10	10%
	30-39	8	8%
	40+	13	13%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	98	97%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	8	8%
	Indigenous	0	0%
	Disability	6	6%
	Low SES*	17	17%
	Medium SES*	69	70%
	High SES*	13	13%
	Metro*	91	92%
	Regional*	8	8%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		101	100%
Basis of admission	Secondary education	29	31%
	Higher education course	51	54%
	VET/TAFE	15	16%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	<5	np
	61-65	6	21%
	66-70	<5	np
	71-75	<5	np
	76-80	0	0%
	81-85	<5	np
	86-90	6	21%
	91-95	5	17%
	96-100	0	0%
	Students without ATAR	7	24%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	np	np
	Secondary	59	59%
	Other	< 5	np
Mode of attendance	Internal	70	70%
	External	< 5	np
	Multi-modal	np	np
Type of attendance	Full-time	84	83%
	Part-time	17	17%
Course level	Postgraduate	23	23%
	Undergraduate	78	77%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	20%
	Undergraduate	4	80%
	Total	5	100%

Initial teacher education

Completion data

Demographic and study characteristics

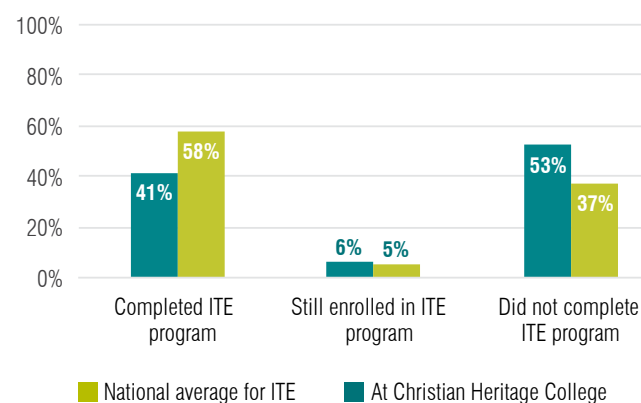
2015 completing students

		Number	%
Total completing students		48	100%
Gender	Male	12	25%
	Female	36	75%
Age	<20	0	0%
	20-24	26	54%
	25-29	10	21%
	30-39	7	15%
	40+	5	10%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	45	94%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	6	13%
	Medium SES*	30	64%
	High SES*	11	23%
	Metro*	45	96%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	18	38%
	Secondary	24	50%
	Other	6	13%
Course level	Postgraduate	19	40%
	Undergraduate	29	60%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



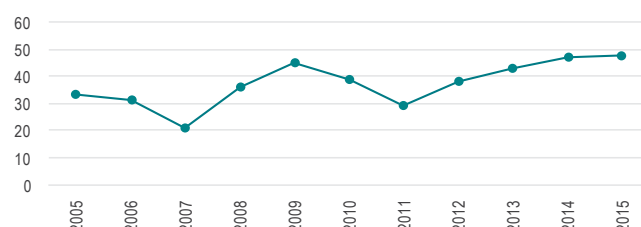
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

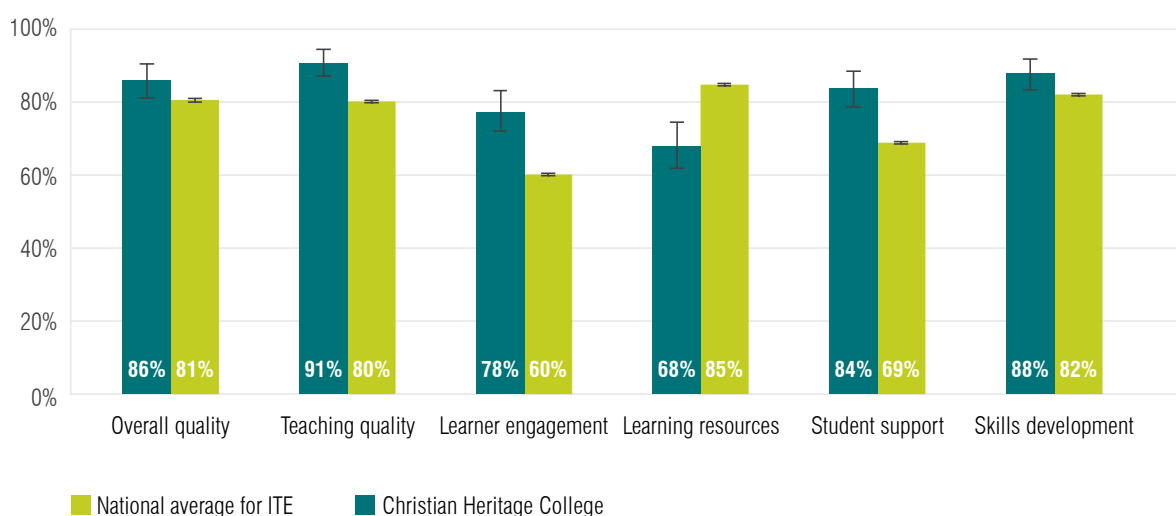
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Not available due to insufficient data

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Not available due to insufficient data

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

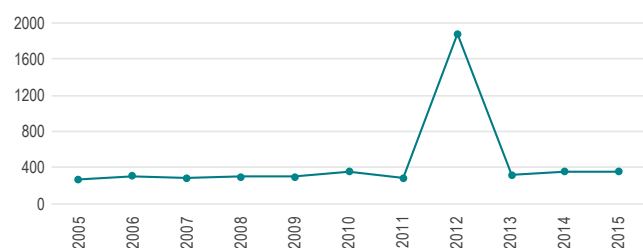
Student demographics

2015 commencing students

		Number	%
Total commencing students		356	100%
Student type	Domestic	348	98%
	International	8	2%
Gender	Male	88	25%
	Female	268	75%
Age	<20	209	59%
	20-24	92	26%
	25-29	23	6%
	30-39	22	6%
	40+	10	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	345	97%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	8	2%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	7	2%
	Disability	5	1%
	Low SES*	67	19%
	Medium SES*	198	57%
	High SES*	82	24%
	Metro*	297	85%
	Regional*	42	12%
	Remote*	9	3%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		356	100%
Basis of admission	Secondary education	94	27%
	Higher education course	132	38%
	VET/TAFE	< 5	np
	Mature entry	np	np
	Professional qualification	0	0%
	Other basis	115	33%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	14	15%
	71-75	7	8%
	76-80	8	9%
	81-85	9	10%
	86-90	<5	np
	91-95	<5	np
	96-100	<5	np
	Students without ATAR	45	48%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	91	26%
	Primary	146	41%
	Secondary	119	33%
	Other	0	0%
Mode of attendance	Internal	308	87%
	External	25	7%
	Multi-modal	23	6%
Type of attendance	Full-time	303	85%
	Part-time	53	15%
Course level	Postgraduate	0	0%
	Undergraduate	356	100%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	0	0%
	Undergraduate	6	100%
	Total	6	100%

Initial teacher education

Completion data

Demographic and study characteristics

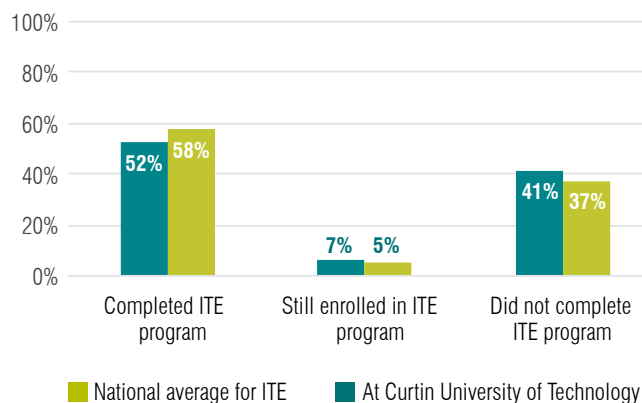
2015 completing students

		Number	%
Total completing students		135	100%
Gender	Male	17	13%
	Female	118	87%
Age	<20	0	0%
	20-24	98	73%
	25-29	18	13%
	30-39	9	7%
	40+	10	7%
State/territory of permanent home address*	NSW	0	0%
	VIC	0	0%
	QLD	0	0%
	WA	np	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	0	0%
	Low SES*	28	21%
	Medium SES*	68	51%
	High SES*	38	28%
	Metro*	102	76%
	Regional*	27	20%
Detailed field of teacher education	Remote*	< 5	np
	Not specified	0	0%
	Early Childhood	54	40%
	Primary	60	44%
	Secondary	21	16%
Course level	Other	0	0%
	Postgraduate	0	0%
	Undergraduate	135	100%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



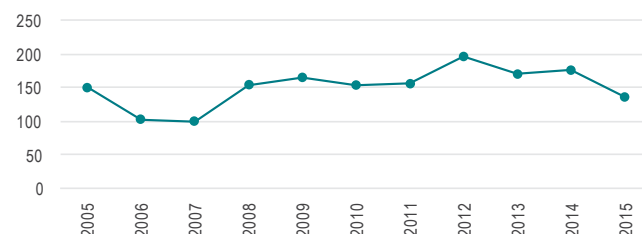
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

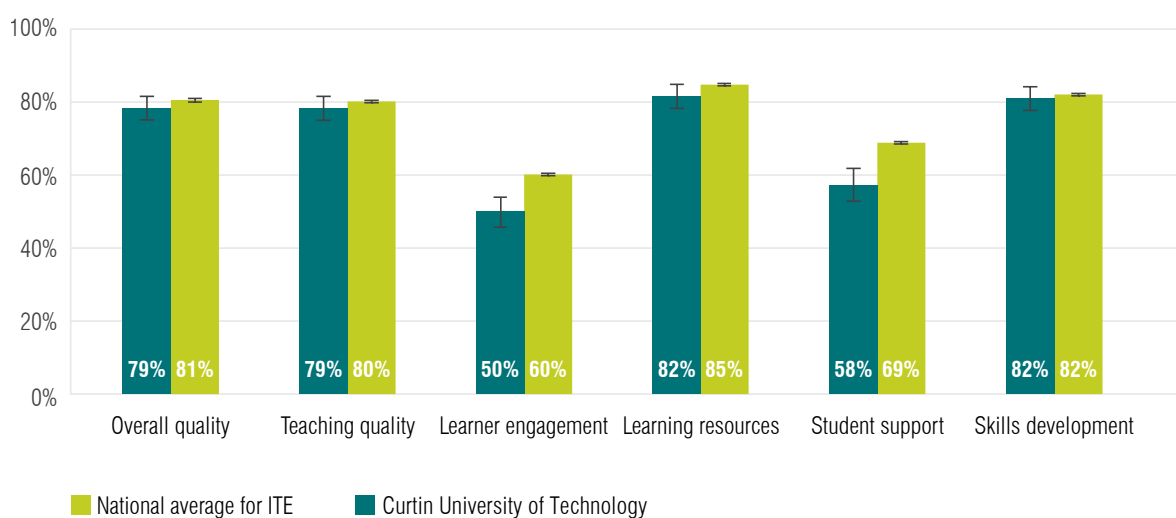
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

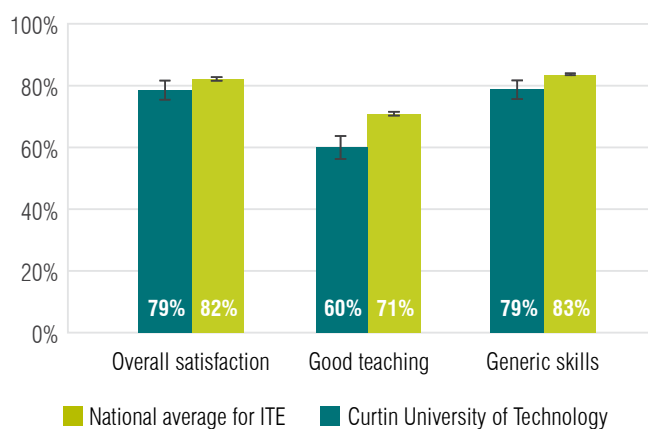
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



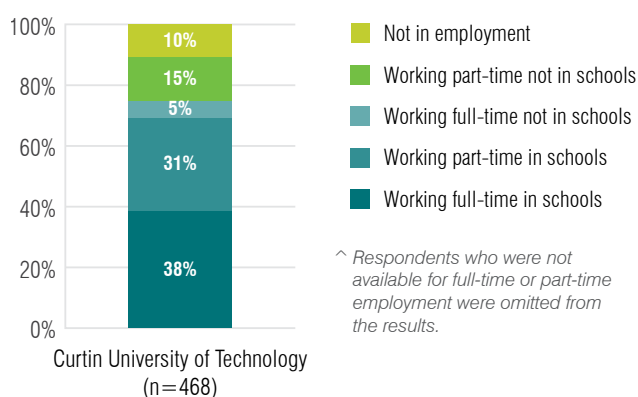
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

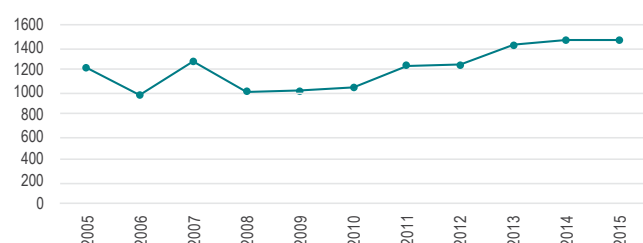
Student demographics

2015 commencing students

		Number	%
Total commencing students		1463	100%
Student type	Domestic	1415	97%
	International	48	3%
Gender	Male	387	26%
	Female	1076	74%
Age	<20	462	32%
	20-24	528	36%
	25-29	190	13%
	30-39	167	11%
	40+	116	8%
State/territory of permanent home address*	NSW	31	2%
	VIC	1302	89%
	QLD	14	1%
	WA	30	2%
	SA	np	np
	TAS	5	0%
	NT	< 5	np
	ACT	15	1%
	International	51	3%
Equity status (domestic onshore students only)	NESB	23	2%
	Indigenous	29	2%
	Disability	83	6%
	Low SES*	162	11%
	Medium SES*	769	54%
	High SES*	479	34%
	Metro*	1149	81%
	Regional*	252	18%
	Remote*	11	1%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		1463	100%
Basis of admission	Secondary education	387	26%
	Higher education course	754	52%
	VET/TAFE	276	19%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	46	3%
ATAR (domestic secondary education basis of admission entrants only)	30-50	9	2%
	51-55	22	6%
	56-60	57	15%
	61-65	79	21%
	66-70	67	17%
	71-75	42	11%
	76-80	44	11%
	81-85	21	5%
	86-90	13	3%
	91-95	np	np
	96-100	<5	np
	Students without ATAR	23	6%
Detailed field of teacher education	Not specified	79	5%
	Early Childhood	240	16%
	Primary	546	37%
	Secondary	137	9%
	Other	461	32%
Mode of attendance	Internal	886	61%
	External	425	29%
	Multi-modal	152	10%
Type of attendance	Full-time	1270	87%
	Part-time	193	13%
Course level	Postgraduate	540	37%
	Undergraduate	923	63%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	10	36%
	Undergraduate	18	64%
	Total	28	100%

Initial teacher education Completion data

Demographic and study characteristics

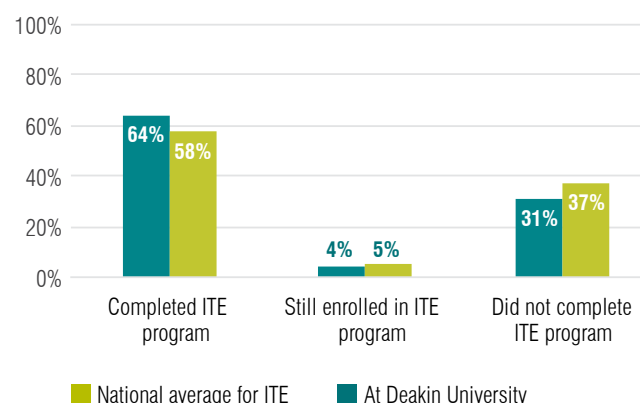
2015 completing students

		Number	%
Total completing students		798	100%
Gender	Male	150	19%
	Female	648	81%
Age	<20	< 5	np
	20-24	466	58%
	25-29	154	19%
	30-39	108	14%
	40 +	np	np
State/territory of permanent home address*	NSW	12	2%
	VIC	689	86%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	27	3%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	13	2%
	Disability	22	3%
	Low SES*	95	13%
	Medium SES*	401	56%
	High SES*	214	30%
	Metro*	547	77%
	Regional*	164	23%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	98	12%
	Primary	416	52%
	Secondary	np	np
	Other	215	27%
Course level	Postgraduate	216	27%
	Undergraduate	582	73%

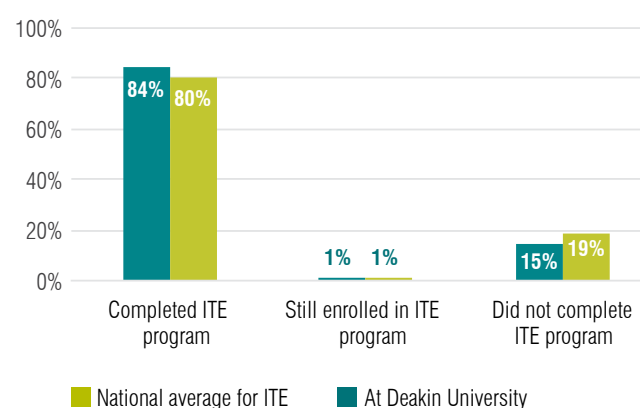
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

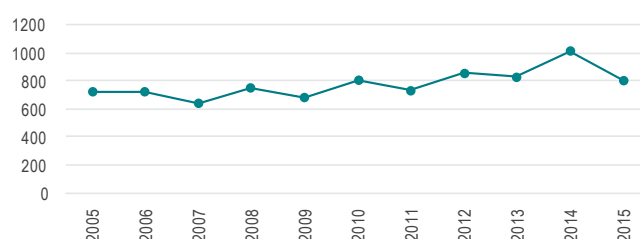


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

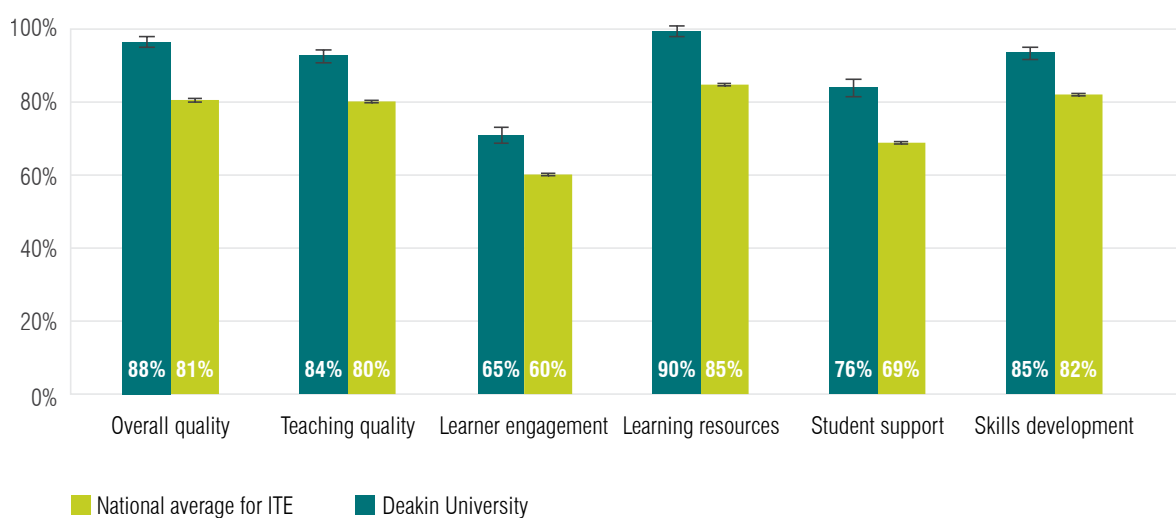
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

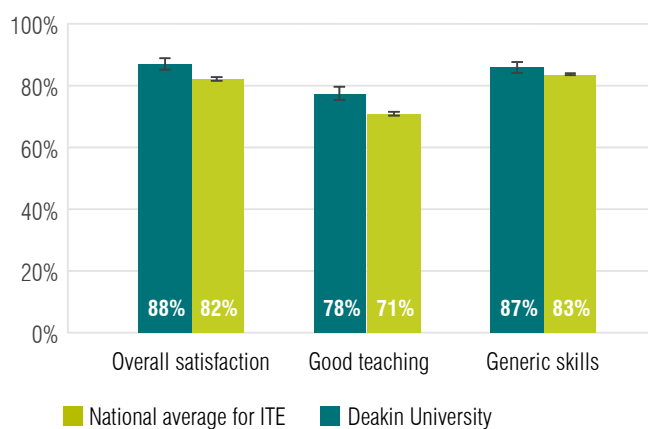
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



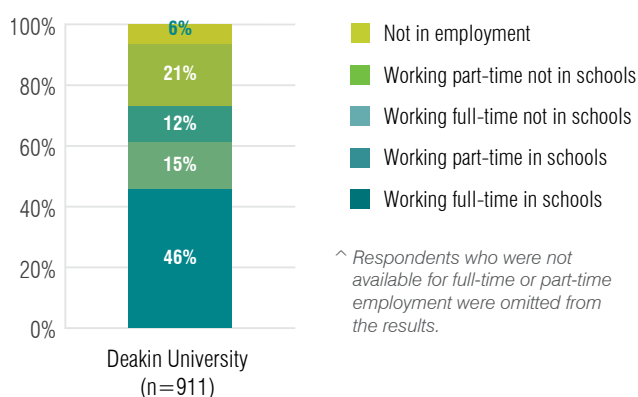
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

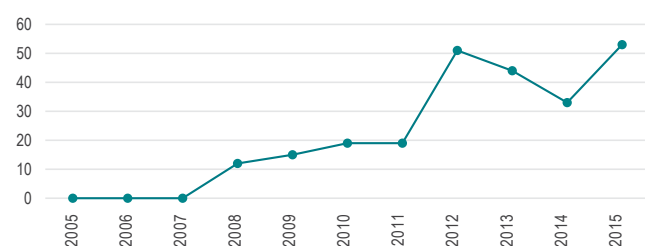
Student demographics

2015 commencing students

		Number	%
Total commencing students		53	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	16	30%
	Female	37	70%
Age	<20	< 5	np
	20-24	13	25%
	25-29	11	21%
	30-39	16	30%
	40+	np	np
State/territory of permanent home address*	NSW	0	0%
	VIC	np	np
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	33	65%
	High SES*	15	29%
	Metro*	47	92%
	Regional*	< 5	np
	Remote*	0	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		53	100%
Basis of admission	Secondary education	0	0%
	Higher education course	38	72%
	VET/TAFE	0	0%
	Mature entry	15	28%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	43	81%
	Secondary	10	19%
	Other	0	0%
Mode of attendance	Internal	47	90%
	External	< 5	np
	Multi-modal	np	np
Type of attendance	Full-time	46	87%
	Part-time	7	13%
Course level	Postgraduate	37	70%
	Undergraduate	16	30%

2015 program information

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

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

		Number	%
Total completing students		23	100%
Gender	Male	5	22%
	Female	18	78%
Age	<20	0	0%
	20-24	np	np
	25-29	5	22%
	30-39	9	39%
	40+	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	np	np
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	< 5	np
	Medium SES*	12	60%
	High SES*	6	30%
	Metro*	20	100%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	23	100%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	23	100%
	Undergraduate	0	0%

Average cohort completion rates after six years

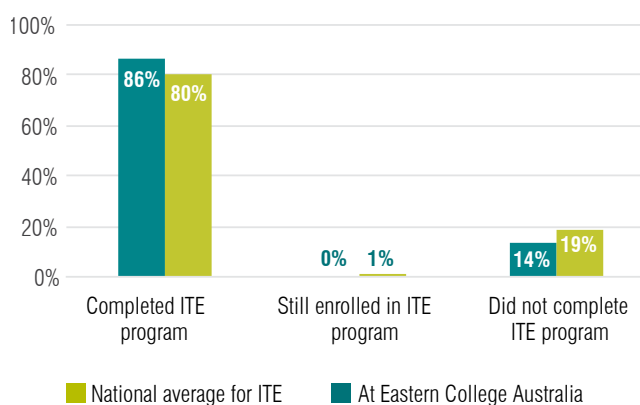
2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

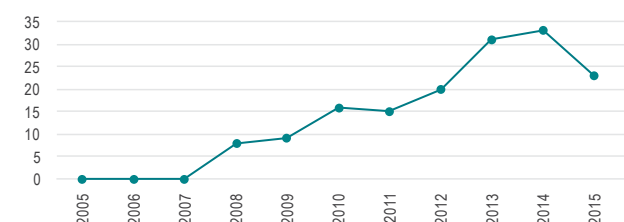
Not available due to insufficient data

Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

Eastern College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Eastern College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Eastern College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

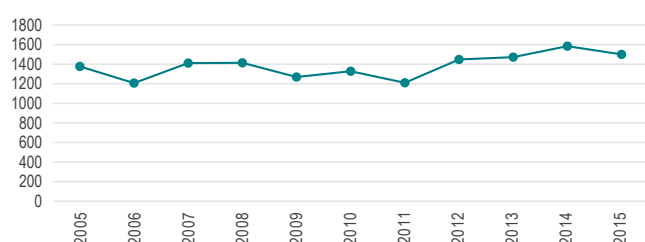
Student demographics

2015 commencing students

		Number	%
Total commencing students		1500	100%
Student type	Domestic	1450	97%
	International	50	3%
Gender	Male	394	26%
	Female	1106	74%
Age	<20	403	27%
	20-24	472	31%
	25-29	225	15%
	30-39	253	17%
	40+	147	10%
State/territory of permanent home address*	NSW	6	0%
	VIC	< 5	np
	QLD	< 5	np
	WA	1435	96%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	53	4%
Equity status (domestic onshore students only)	NESB	17	1%
	Indigenous	15	1%
	Disability	62	4%
	Low SES*	164	11%
	Medium SES*	934	65%
	High SES*	342	24%
	Metro*	1228	85%
	Regional*	195	13%
	Remote*	21	1%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		1500	100%
Basis of admission	Secondary education	235	16%
	Higher education course	862	57%
	VET/TAFE	155	10%
	Mature entry	32	2%
	Professional qualification	0	0%
	Other basis	216	14%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	<5	np
	61-65	20	9%
	66-70	40	17%
	71-75	32	14%
	76-80	31	13%
	81-85	18	8%
	86-90	16	7%
	91-95	10	4%
	96-100	<5	np
	Students without ATAR	58	25%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	289	19%
	Primary	728	49%
	Secondary	483	32%
	Other	0	0%
Mode of attendance	Internal	1215	81%
	External	153	10%
	Multi-modal	132	9%
Type of attendance	Full-time	984	66%
	Part-time	516	34%
Course level	Postgraduate	674	45%
	Undergraduate	826	55%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	7	20%
	Undergraduate	28	80%
	Total	35	100%

Initial teacher education

Completion data

Demographic and study characteristics

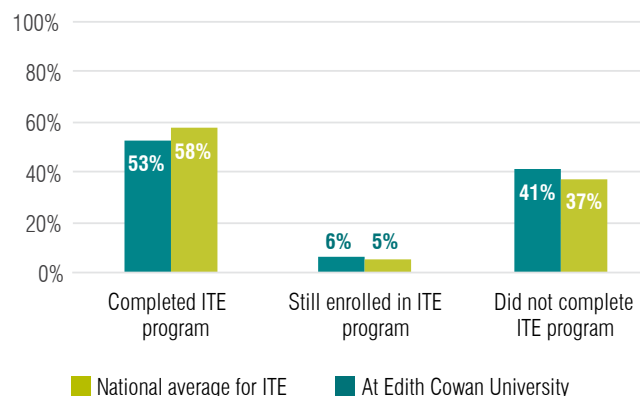
2015 completing students

		Number	%
Total completing students		935	100%
Gender	Male	194	21%
	Female	741	79%
Age	<20	< 5	np
	20-24	467	50%
	25-29	201	21%
	30-39	170	18%
	40 +	np	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	892	95%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	40	4%
Equity status (domestic onshore students only)	NESB	13	1%
	Indigenous	5	1%
	Disability	27	3%
	Low SES*	99	11%
	Medium SES*	556	62%
	High SES*	234	26%
	Metro*	782	88%
	Regional*	102	11%
	Remote*	8	1%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	173	19%
	Primary	428	46%
	Secondary	323	35%
	Other	11	1%
Course level	Postgraduate	502	54%
	Undergraduate	433	46%

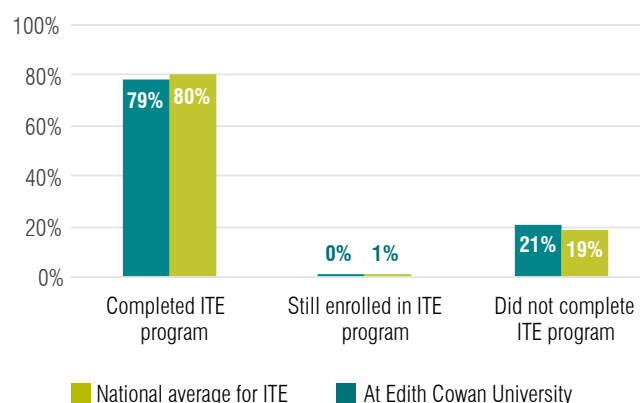
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

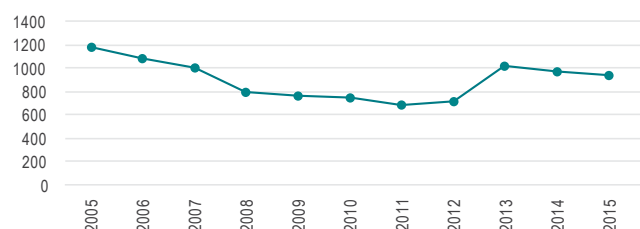


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

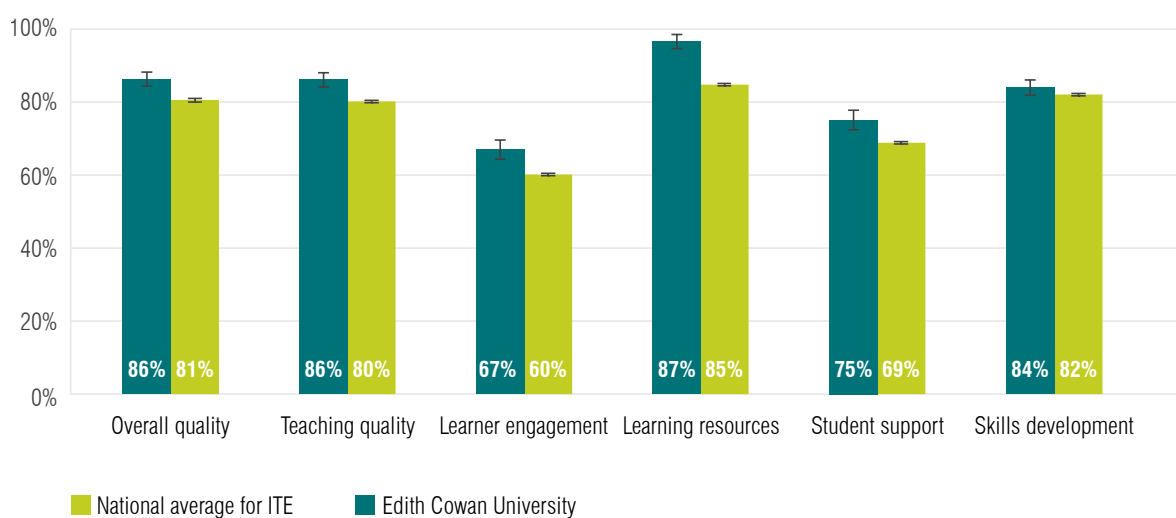
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

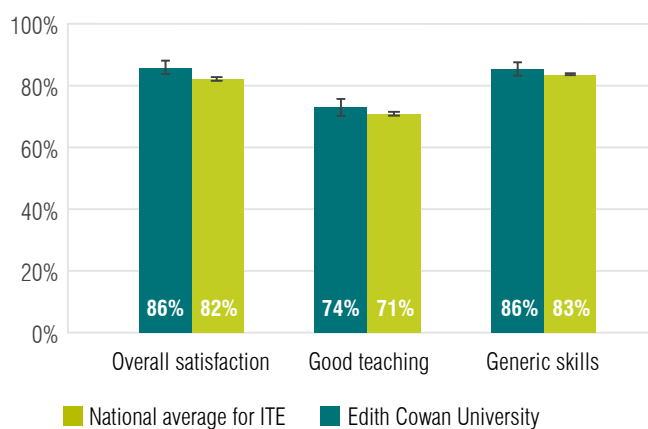
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



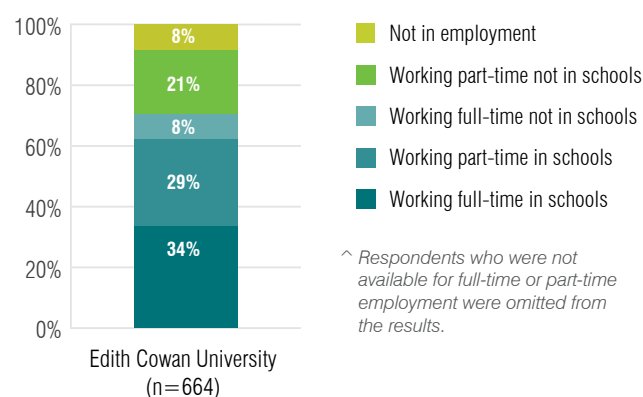
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

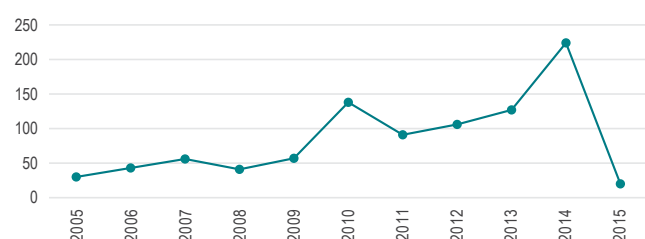
Student demographics

2015 commencing students

		Number	%
Total commencing students		20	100%
Student type	Domestic	20	100%
	International	0	0%
Gender	Male	7	35%
	Female	13	65%
Age	<20	0	0%
	20-24	5	25%
	25-29	7	35%
	30-39	np	np
	40+	< 5	np
State/territory of permanent home address*	NSW	18	90%
	VIC	< 5	np
	QLD	0	0%
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	10	50%
	High SES*	9	45%
	Metro*	19	95%
	Regional*	< 5	np
	Remote*	0	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		20	100%
Basis of admission	Secondary education	0	0%
	Higher education course	20	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	9	45%
	Secondary	11	55%
	Other	0	0%
Mode of attendance	Internal	0	0%
	External	20	100%
	Multi-modal	0	0%
Type of attendance	Full-time	12	60%
	Part-time	8	40%
Course level	Postgraduate	20	100%
	Undergraduate	0	0%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	100%
	Undergraduate	0	0%
	Total	4	100%

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

		Number	%
Total completing students		156	100%
Gender	Male	71	46%
	Female	85	54%
Age	<20	0	0%
	20-24	15	10%
	25-29	30	19%
	30-39	65	42%
	40 +	46	29%
State/territory of permanent home address*	NSW	136	87%
	VIC	10	6%
	QLD	< 5	np
	WA	5	3%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
Equity status (domestic onshore students only)	International	0	0%
	NESB	5	3%
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	28	18%
	Medium SES*	66	42%
	High SES*	62	40%
	Metro*	136	87%
	Regional*	18	12%
Detailed field of teacher education	Remote*	< 5	np
	Not specified	0	0%
	Early Childhood	0	0%
	Primary	12	8%
	Secondary	144	92%
Course level	Other	0	0%
	Postgraduate	156	100%
Undergraduate		0	0%

Average cohort completion rates after six years

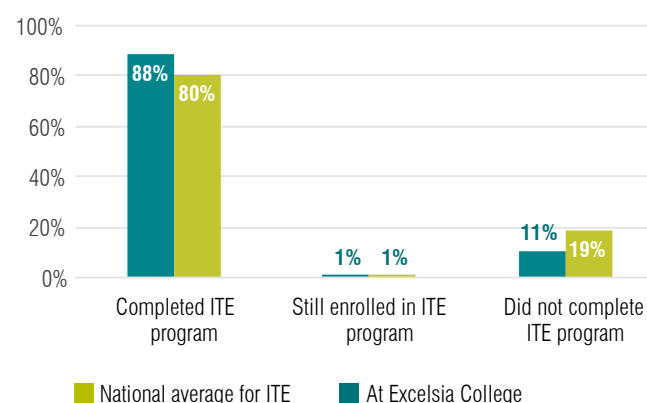
2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

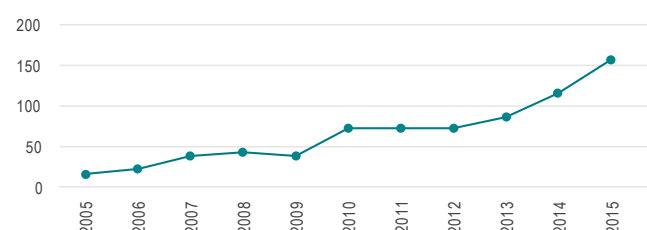
Not available due to insufficient data

Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

Excelsia College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Excelsia College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Excelsia College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

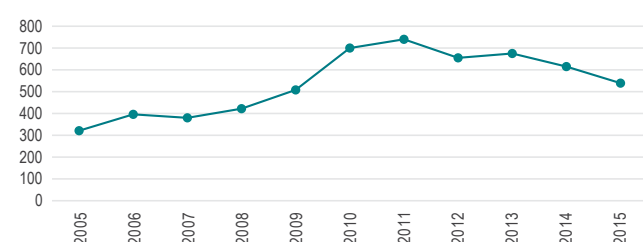
Student demographics

2015 commencing students

		Number	%
Total commencing students		539	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	161	30%
	Female	378	70%
Age	<20	277	51%
	20-24	141	26%
	25-29	47	9%
	30-39	54	10%
	40+	20	4%
State/territory of permanent home address*	NSW	5	1%
	VIC	529	98%
	QLD	0	0%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	9	2%
	Indigenous	< 5	np
	Disability	35	7%
	Low SES*	149	28%
	Medium SES*	359	67%
	High SES*	28	5%
	Metro*	114	21%
	Regional*	423	79%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		539	100%
Basis of admission	Secondary education	287	53%
	Higher education course	126	23%
	VET/TAFE	57	11%
	Mature entry	28	5%
	Professional qualification	0	0%
	Other basis	41	8%
ATAR (domestic secondary education basis of admission entrants only)	30-50	54	19%
	51-55	24	8%
	56-60	13	5%
	61-65	6	2%
	66-70	6	2%
	71-75	<5	np
	76-80	<5	np
	81-85	<5	np
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	173	60%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	109	20%
	Primary	312	58%
	Secondary	118	22%
	Other	0	0%
Mode of attendance	Internal	532	99%
	External	7	1%
	Multi-modal	0	0%
Type of attendance	Full-time	503	93%
	Part-time	36	7%
Course level	Postgraduate	40	7%
	Undergraduate	499	93%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	20%
	Undergraduate	12	80%
	Total	15	100%

Initial teacher education

Completion data

Demographic and study characteristics

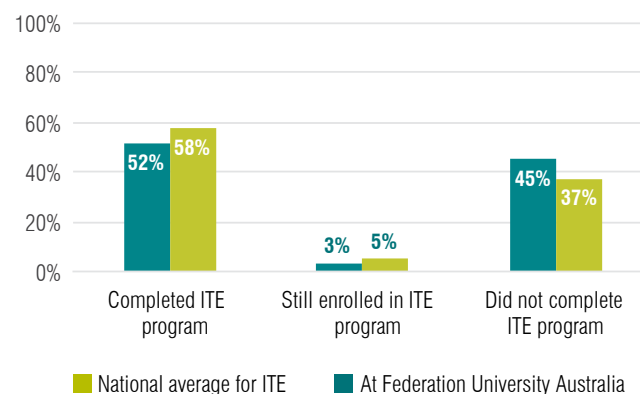
2015 completing students

		Number	%
Total completing students		369	100%
Gender	Male	99	27%
	Female	270	73%
Age	<20	0	0%
	20-24	236	64%
	25-29	54	15%
	30-39	41	11%
	40+	38	10%
State/territory of permanent home address*	NSW	< 5	np
	VIC	348	94%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	17	5%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	15	4%
	Low SES*	73	21%
	Medium SES*	259	74%
	High SES*	17	5%
	Metro*	114	32%
	Regional*	235	67%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	117	32%
	Primary	157	43%
	Secondary	95	26%
	Other	0	0%
Course level	Postgraduate	28	8%
	Undergraduate	341	92%

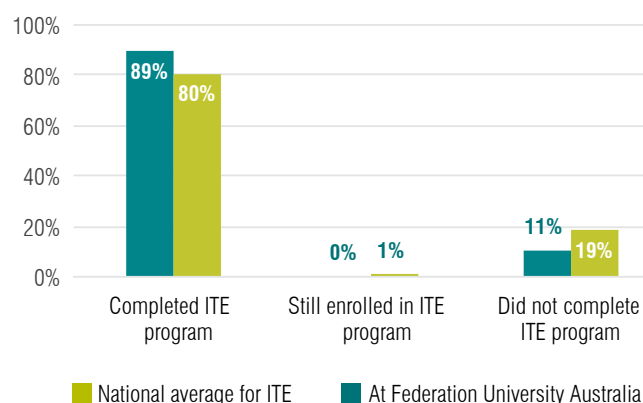
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

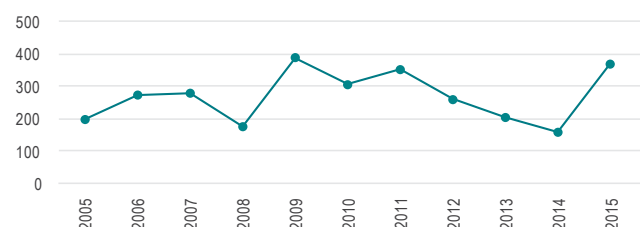


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

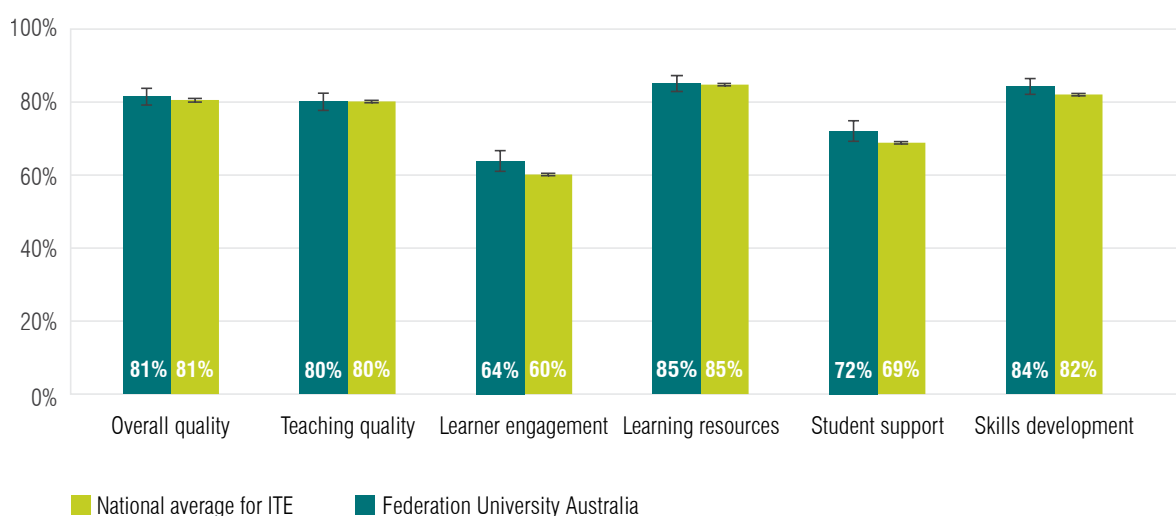
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

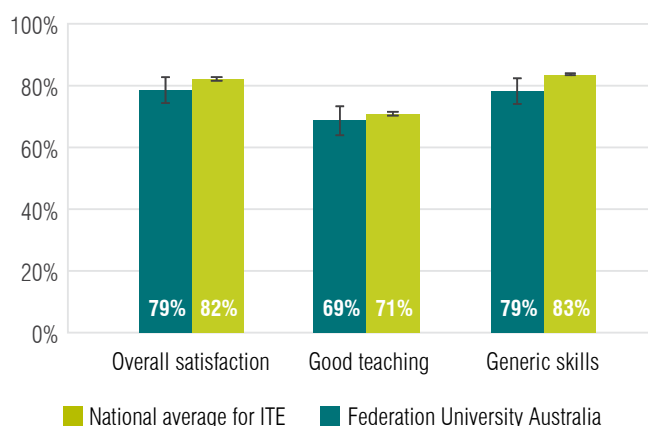
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



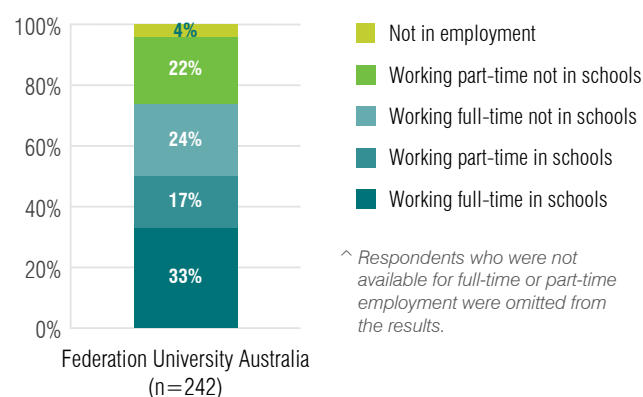
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

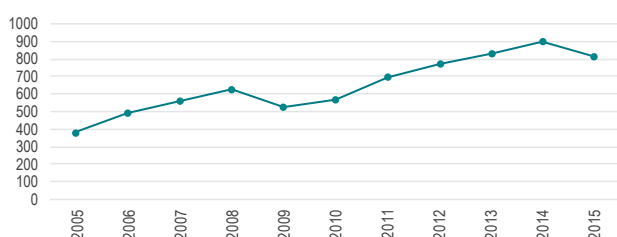
Student demographics

2015 commencing students

		Number	%
Total commencing students		810	100%
Student type	Domestic	800	99%
	International	10	1%
Gender	Male	267	33%
	Female	543	67%
Age	<20	437	54%
	20-24	230	28%
	25-29	69	9%
	30-39	50	6%
	40+	24	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	6	1%
	QLD	0	0%
	WA	0	0%
	SA	779	96%
	TAS	0	0%
	NT	10	1%
	ACT	0	0%
	International	np	np
Equity status (domestic onshore students only)	NESB	8	1%
	Indigenous	13	2%
	Disability	36	5%
	Low SES*	214	27%
	Medium SES*	428	54%
	High SES*	151	19%
	Metro*	638	80%
	Regional*	138	17%
	Remote*	20	3%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		810	100%
Basis of admission	Secondary education	391	48%
	Higher education course	221	27%
	VET/TAFE	39	5%
	Mature entry	139	17%
	Professional qualification	0	0%
	Other basis	20	2%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	9	2%
	71-75	26	7%
	76-80	30	8%
	81-85	37	10%
	86-90	37	10%
	91-95	38	10%
	96-100	23	6%
	Students without ATAR	187	48%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	80	10%
	Primary	238	29%
	Secondary	376	46%
	Other	116	14%
Mode of attendance	Internal	795	98%
	External	0	0%
	Multi-modal	15	2%
Type of attendance	Full-time	721	89%
	Part-time	89	11%
Course level	Postgraduate	105	13%
	Undergraduate	705	87%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	5	29%
	Undergraduate	12	71%
	Total	17	100%

Initial teacher education

Completion data

Demographic and study characteristics

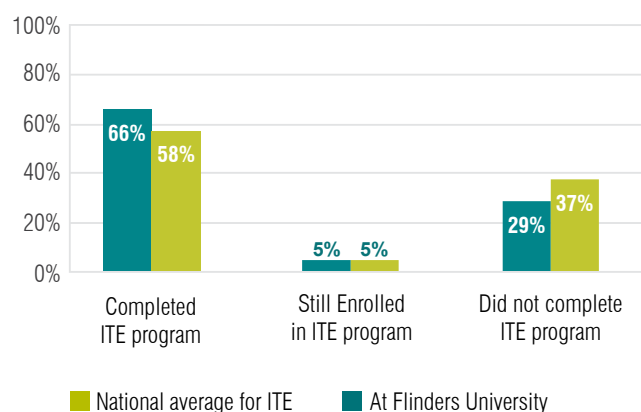
2015 completing students

		Number	%
Total completing students		418	100%
Gender	Male	118	28%
	Female	300	72%
Age	<20	< 5	np
	20-24	301	72%
	25-29	63	15%
	30-39	37	9%
	40 +	np	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	400	96%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	7	2%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	20	5%
	Low SES*	110	27%
	Medium SES*	217	53%
	High SES*	82	20%
	Metro*	315	77%
	Regional*	79	19%
	Remote*	15	4%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	45	11%
	Primary	162	39%
	Secondary	163	39%
	Other	48	11%
Course level	Postgraduate	78	19%
	Undergraduate	340	81%

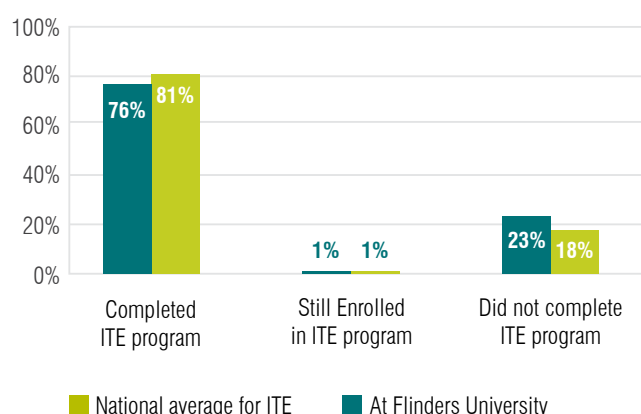
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

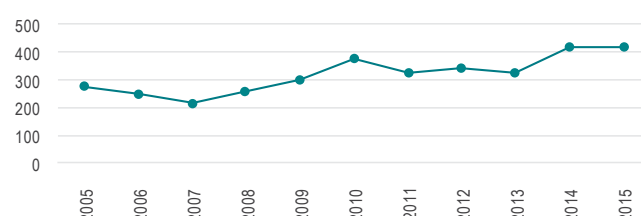


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

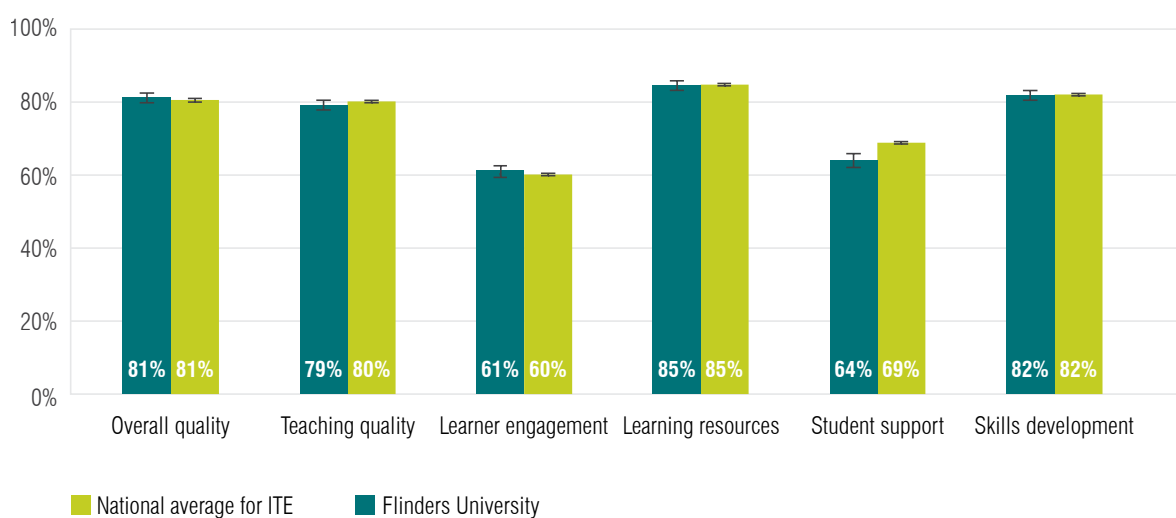
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

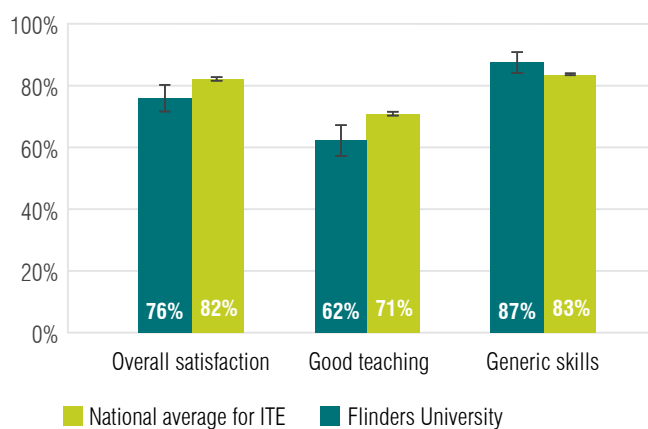
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



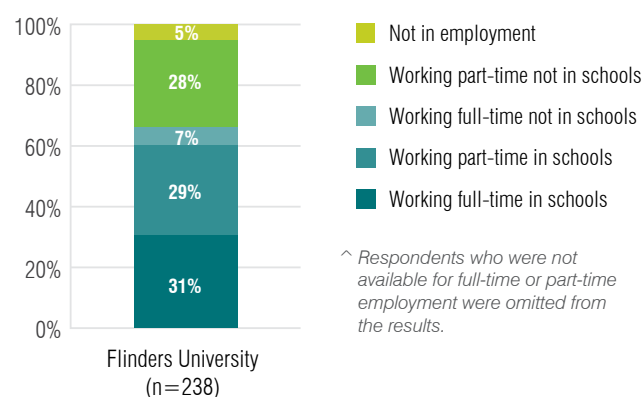
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

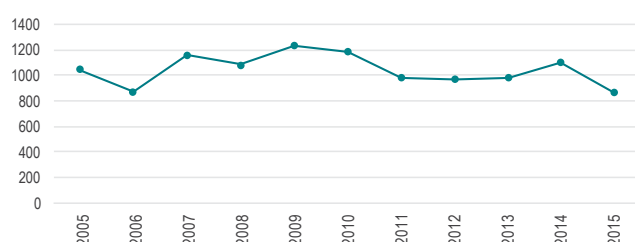
Student demographics

2015 commencing students

		Number	%
Total commencing students		865	100%
Student type	Domestic	822	95%
	International	43	5%
Gender	Male	256	30%
	Female	609	70%
Age	<20	340	39%
	20-24	243	28%
	25-29	120	14%
	30-39	119	14%
	40+	43	5%
State/territory of permanent home address*	NSW	33	4%
	VIC	0	0%
	QLD	782	90%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	44	5%
Equity status (domestic onshore students only)	NESB	10	1%
	Indigenous	31	4%
	Disability	30	4%
	Low SES*	120	15%
	Medium SES*	600	73%
	High SES*	100	12%
	Metro*	745	91%
	Regional*	75	9%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		865	100%
Basis of admission	Secondary education	217	25%
	Higher education course	493	57%
	VET/TAFE	87	10%
	Mature entry	< 5	np
	Professional qualification	< 5	np
	Other basis	64	7%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	<5	np
	66-70	28	13%
	71-75	32	15%
	76-80	30	14%
	81-85	21	10%
	86-90	13	6%
	91-95	<5	np
	96-100	<5	np
	Students without ATAR	86	40%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	327	38%
	Secondary	442	51%
	Other	96	11%
Mode of attendance	Internal	8	1%
	External	57	7%
	Multi-modal	800	92%
Type of attendance	Full-time	794	92%
	Part-time	71	8%
Course level	Postgraduate	333	38%
	Undergraduate	532	62%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	7	50%
	Undergraduate	7	50%
	Total	14	100%

Initial teacher education

Completion data

Demographic and study characteristics

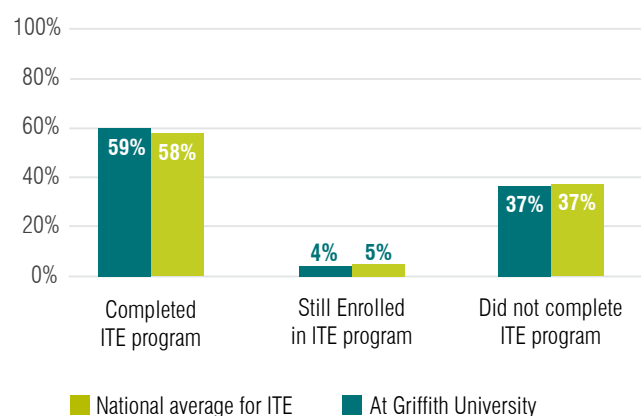
2015 completing students

		Number	%
Total completing students		691	100%
Gender	Male	187	27%
	Female	504	73%
Age	<20	< 5	np
	20-24	349	51%
	25-29	142	21%
	30-39	120	17%
	40 +	np	np
State/territory of permanent home address*	NSW	28	4%
	VIC	< 5	np
	QLD	618	89%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	37	5%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	13	2%
	Disability	16	2%
	Low SES*	103	16%
	Medium SES*	456	70%
	High SES*	93	14%
	Metro*	575	88%
	Regional*	76	12%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	92	13%
	Primary	230	33%
	Secondary	339	49%
	Other	30	4%
Course level	Postgraduate	328	47%
	Undergraduate	363	53%

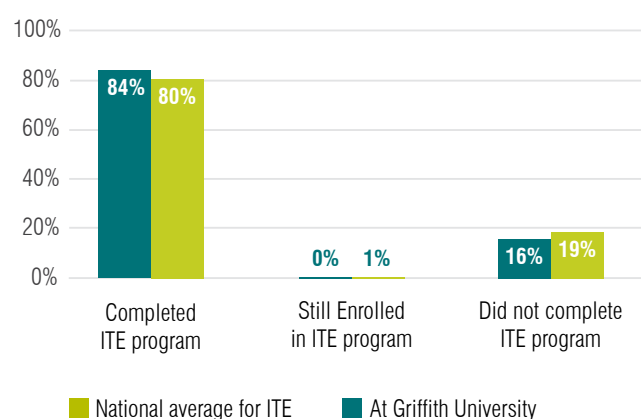
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

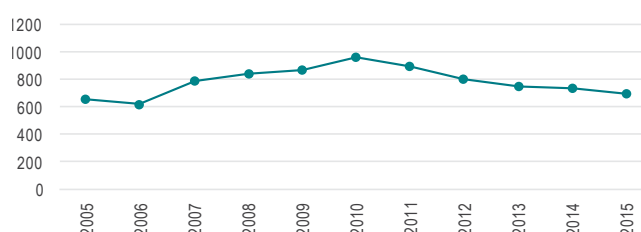


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

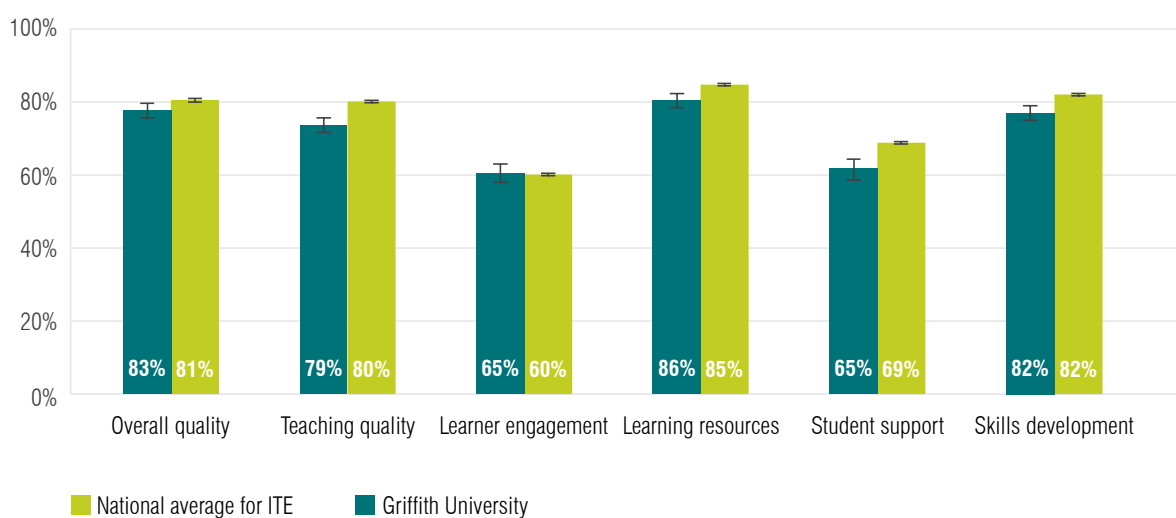
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

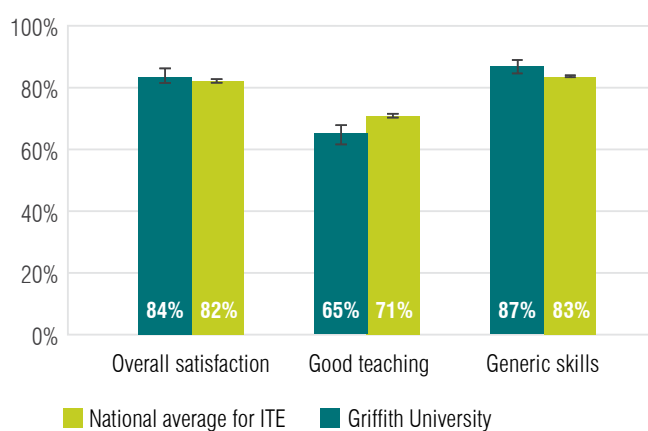
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



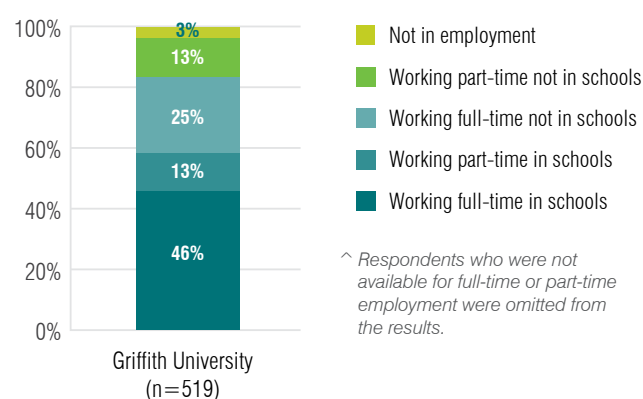
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

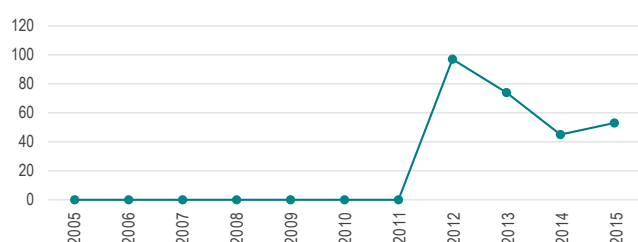
Student demographics

2015 commencing students

		Number	%
Total commencing students		53	100%
Student type	Domestic	40	75%
	International	13	25%
Gender	Male	< 5	np
	Female	np	np
Age	<20	14	26%
	20-24	20	38%
	25-29	6	11%
	30-39	8	15%
	40+	5	9%
State/territory of permanent home address*	NSW	0	0%
	VIC	40	75%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	13	25%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	20	50%
	High SES*	17	43%
	Metro*	39	98%
	Regional*	< 5	np
	Remote*	0	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		53	100%
Basis of admission	Secondary education	23	47%
	Higher education course	< 5	np
	VET/TAFE	26	53%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	17	100%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	53	100%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	24	45%
	External	0	0%
	Multi-modal	29	55%
Type of attendance	Full-time	32	60%
	Part-time	21	40%
Course level	Postgraduate	0	0%
	Undergraduate	53	100%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	0	0%
	Undergraduate	1	100%
	Total	1	100%

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

		Number	%
Total completing students		42	100%
Gender	Male	0	0%
	Female	42	100%
Age	<20	0	0%
	20-24	21	50%
	25-29	np	np
	30-39	12	29%
	40 +	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	35	83%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	19	50%
	High SES*	16	42%
	Metro*	38	100%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	42	100%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	42	100%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

Not available due to insufficient data

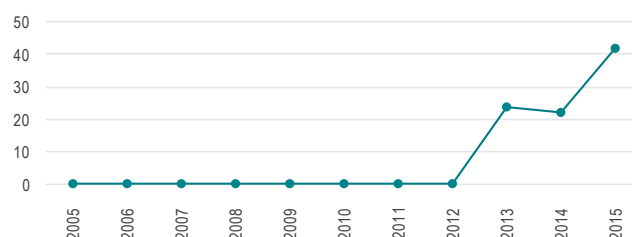
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

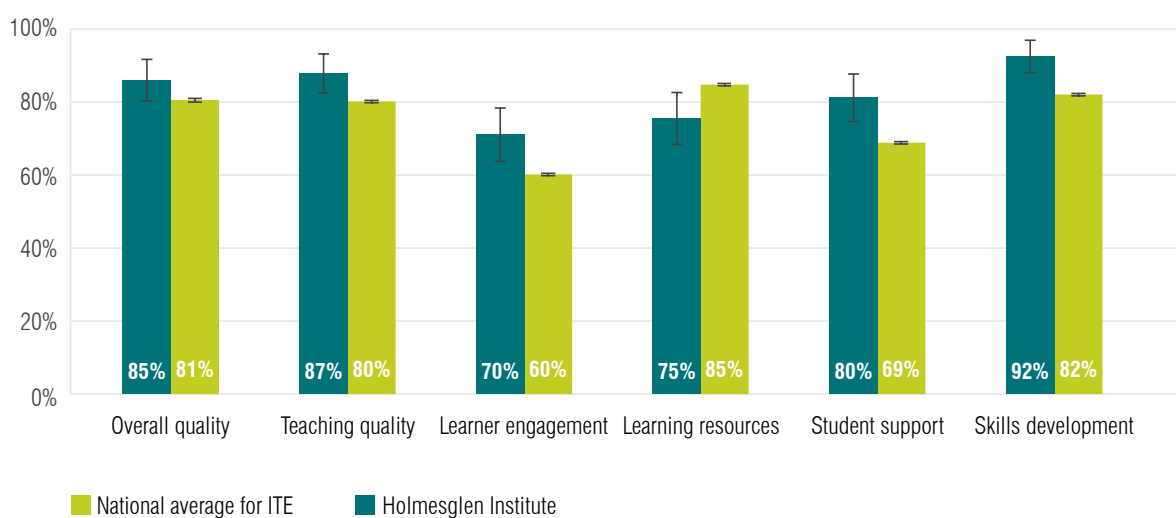
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Not available due to insufficient data

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Not available due to insufficient data

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

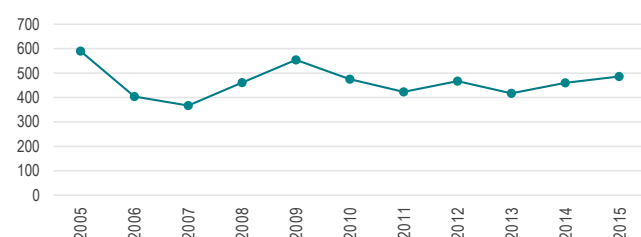
Student demographics

2015 commencing students

		Number	%
Total commencing students		486	100%
Student type	Domestic	463	95%
	International	23	5%
Gender	Male	121	25%
	Female	365	75%
Age	<20	252	52%
	20-24	92	19%
	25-29	51	10%
	30-39	51	10%
	40+	40	8%
State/territory of permanent home address*	NSW	np	np
	VIC	0	0%
	QLD	455	94%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	20	4%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	51	11%
	Disability	20	4%
	Low SES*	133	29%
	Medium SES*	327	71%
	High SES*	< 5	np
	Metro*	8	2%
	Regional*	427	92%
	Remote*	28	6%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		486	100%
Basis of admission	Secondary education	190	39%
	Higher education course	147	30%
	VET/TAFE	77	16%
	Mature entry	0	0%
	Professional qualification	5	1%
	Other basis	67	14%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	19	10%
	66-70	22	12%
	71-75	22	12%
	76-80	27	14%
	81-85	13	7%
	86-90	np	np
	91-95	7	4%
	96-100	<5	np
	Students without ATAR	72	38%
Detailed field of teacher education	Not specified	23	5%
	Early Childhood	114	23%
	Primary	173	36%
	Secondary	176	36%
	Other	0	0%
Mode of attendance	Internal	205	42%
	External	45	9%
	Multi-modal	236	49%
Type of attendance	Full-time	394	81%
	Part-time	92	19%
Course level	Postgraduate	50	10%
	Undergraduate	436	90%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	8%
	Undergraduate	11	92%
	Total	12	100%

Initial teacher education

Completion data

Demographic and study characteristics

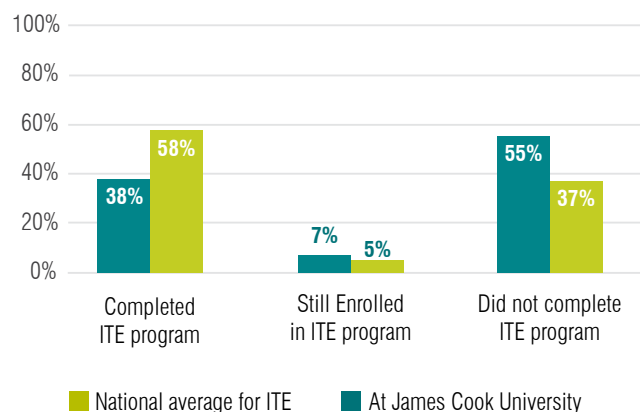
2015 completing students

		Number	%
Total completing students		206	100%
Gender	Male	39	19%
	Female	167	81%
Age	<20	0	0%
	20-24	110	53%
	25-29	35	17%
	30-39	43	21%
	40+	18	9%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	190	92%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	5	2%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	5	3%
	Disability	< 5	np
	Low SES*	54	28%
	Medium SES*	138	71%
	High SES*	< 5	np
	Metro*	31	16%
	Regional*	150	77%
	Remote*	13	7%
Detailed field of teacher education	Not specified	120	58%
	Early Childhood	13	6%
	Primary	33	16%
	Secondary	40	19%
	Other	0	0%
Course level	Postgraduate	33	16%
	Undergraduate	173	84%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



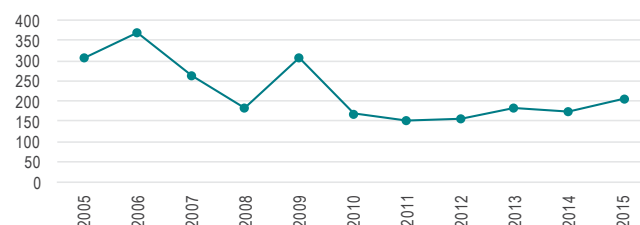
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

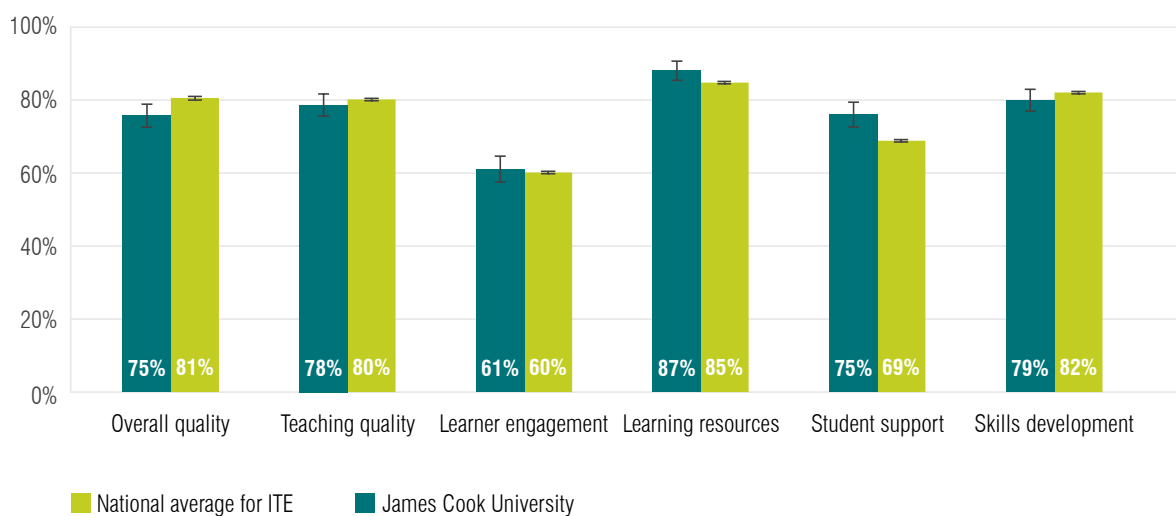
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

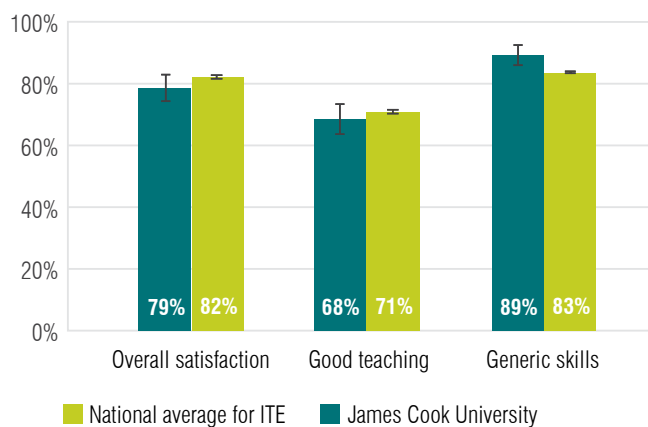
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



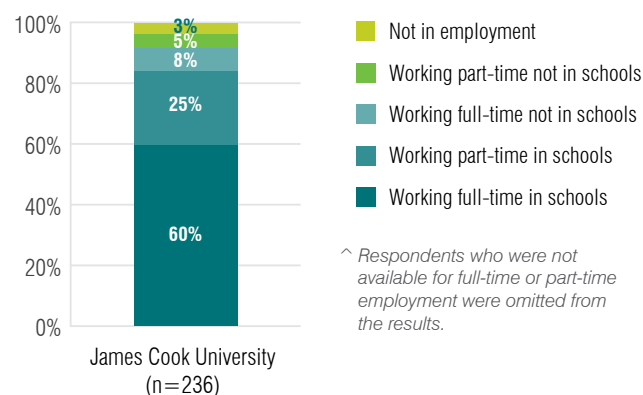
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

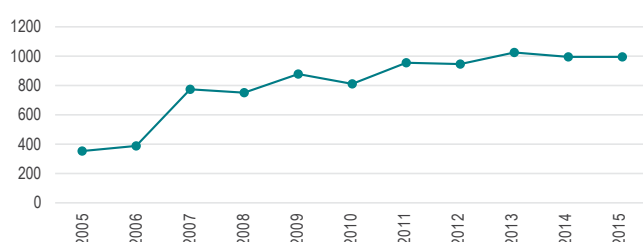
Student demographics

2015 commencing students

		Number	%
Total commencing students		995	100%
Student type	Domestic	988	99%
	International	7	1%
Gender	Male	340	34%
	Female	655	66%
Age	<20	310	31%
	20-24	303	30%
	25-29	140	14%
	30-39	137	14%
	40+	105	11%
State/territory of permanent home address*	NSW	48	5%
	VIC	914	92%
	QLD	5	1%
	WA	< 5	np
	SA	6	1%
	TAS	7	1%
	NT	< 5	np
	ACT	< 5	np
	International	8	1%
Equity status (domestic onshore students only)	NESB	10	1%
	Indigenous	10	1%
	Disability	48	5%
	Low SES*	243	25%
	Medium SES*	562	57%
	High SES*	178	18%
	Metro*	534	54%
	Regional*	450	46%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		995	100%
Basis of admission	Secondary education	268	27%
	Higher education course	664	67%
	VET/TAFE	50	5%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	13	1%
ATAR (domestic secondary education basis of admission entrants only)	30-50	26	10%
	51-55	26	10%
	56-60	30	11%
	61-65	21	8%
	66-70	21	8%
	71-75	19	7%
	76-80	13	5%
	81-85	np	np
	86-90	10	4%
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	89	33%
Detailed field of teacher education	Not specified	517	52%
	Early Childhood	33	3%
	Primary	68	7%
	Secondary	140	14%
	Other	237	24%
Mode of attendance	Internal	185	19%
	External	0	0%
	Multi-modal	810	81%
Type of attendance	Full-time	939	94%
	Part-time	56	6%
Course level	Postgraduate	520	52%
	Undergraduate	475	48%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	9	50%
	Undergraduate	9	50%
	Total	18	100%

Initial teacher education

Completion data

Demographic and study characteristics

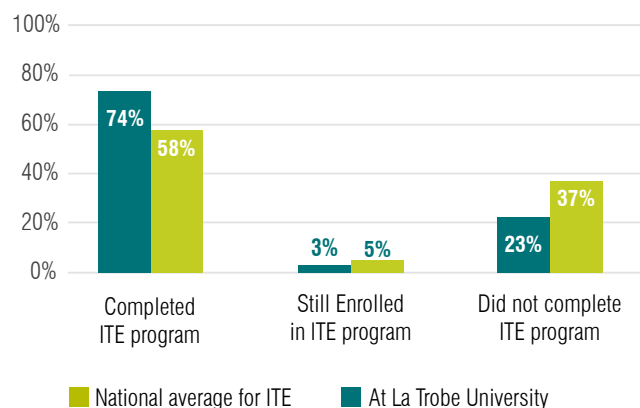
2015 completing students

		Number	%
Total completing students		528	100%
Gender	Male	177	34%
	Female	351	66%
Age	<20	0	0%
	20-24	291	55%
	25-29	102	19%
	30-39	62	12%
	40+	73	14%
State/territory of permanent home address*	NSW	17	3%
	VIC	355	67%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	5	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	12	3%
	Low SES*	87	23%
	Medium SES*	218	57%
	High SES*	76	20%
	Metro*	200	52%
	Regional*	180	47%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	317	60%
	Early Childhood	29	5%
	Primary	7	1%
	Secondary	0	0%
	Other	175	33%
Course level	Postgraduate	188	36%
	Undergraduate	340	64%

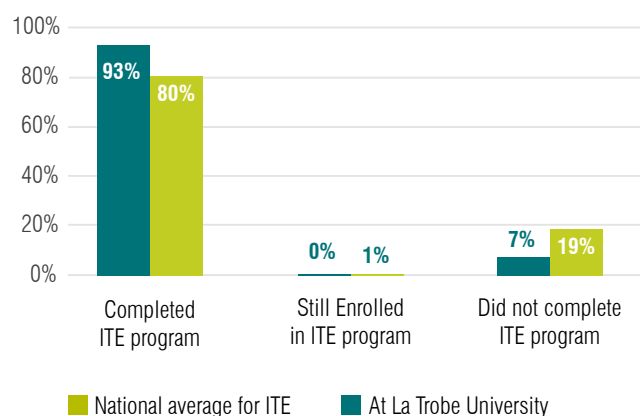
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

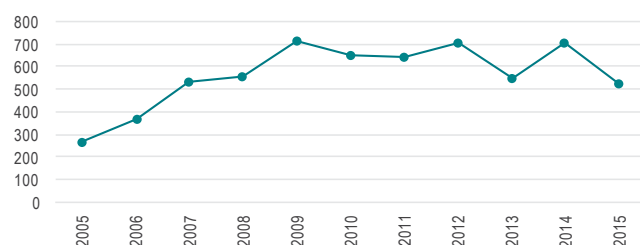


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

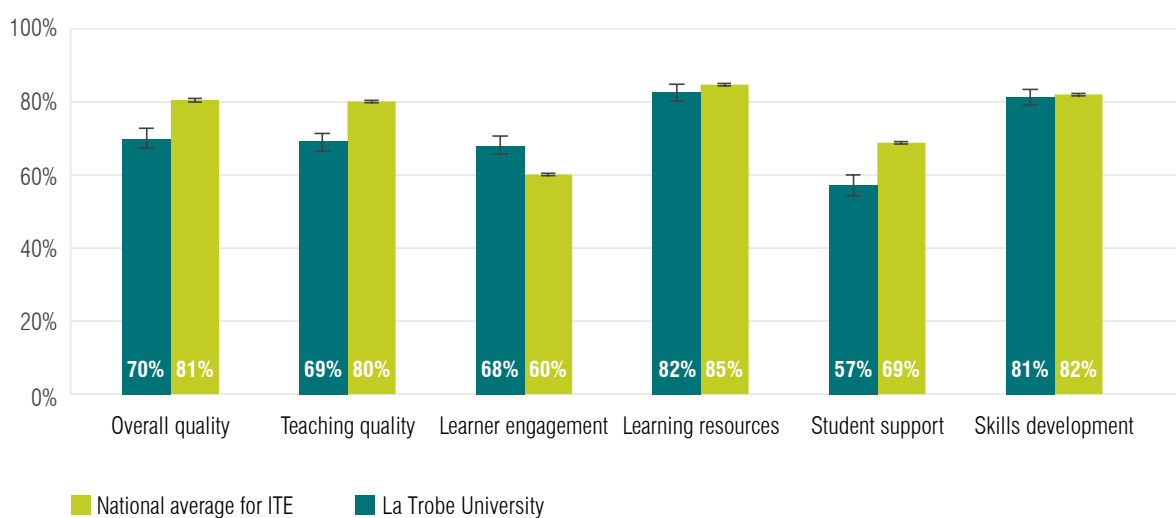
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

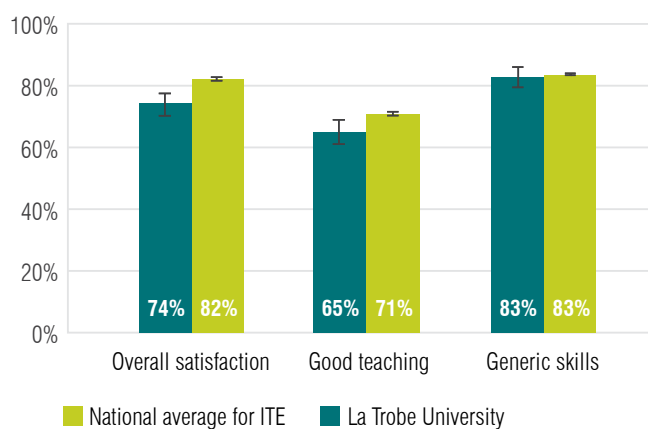
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



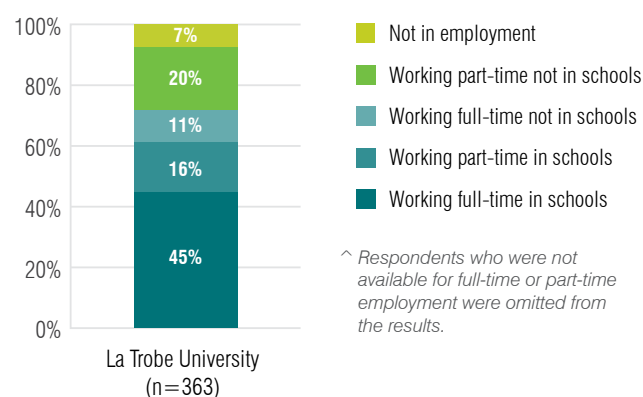
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

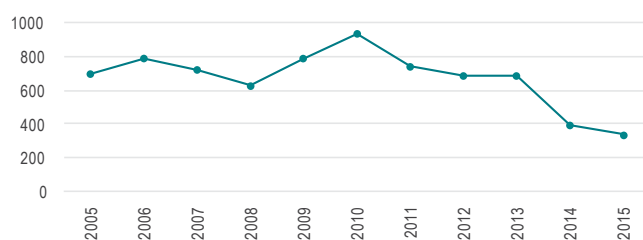
Student demographics

2015 commencing students

		Number	%
Total commencing students		339 ^	100%
Student type	Domestic	326	96%
	International	13	4%
Gender	Male	52	15%
	Female	287	85%
Age	<20	121	36%
	20-24	103	30%
	25-29	47	14%
	30-39	46	14%
	40+	22	6%
State/territory of permanent home address*	NSW	318	94%
	VIC	5	1%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	13	4%
Equity status (domestic onshore students only)	NESB	16	5%
	Indigenous	5	2%
	Disability	23	7%
	Low SES*	21	6%
	Medium SES*	118	36%
	High SES*	187	57%
	Metro*	312	96%
	Regional*	14	4%
	Remote*	0	0%

Time series

Number of commencements



Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		339 ^	100%
Basis of admission	Secondary education	54	16%
	Higher education course	138	41%
	VET/TAFE	82	24%
	Mature entry	10	3%
	Professional qualification	0	0%
	Other basis	55	16%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	<5	np
	76-80	10	19%
	81-85	8	15%
	86-90	<5	np
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	24	46%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	257	76%
	Primary	43	13%
	Secondary	39	12%
	Other	0	0%
Mode of attendance	Internal	210	62%
	External	67	20%
	Multi-modal	62	18%
Type of attendance	Full-time	249	73%
	Part-time	90	27%
Course level	Postgraduate	0	0%
	Undergraduate	339	100%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	8%
	Undergraduate	22	92%
	Total	24	100%

^ Due to a discrepancy in the coding of data into the HESDC, this figure is incorrect. The correct number of commencing ITE students at Macquarie University in 2015 was 856. The numbers and proportions on this page are therefore inaccurate. For example the correct proportions for detailed field of education would be: 30% Early Childhood, 38% Primary and 32% Secondary.

*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Completion data

Demographic and study characteristics

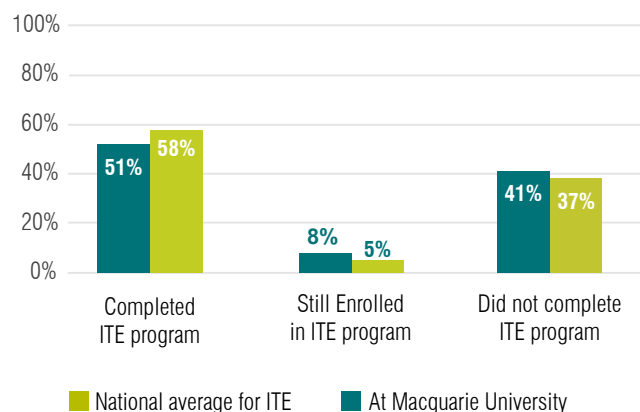
2015 completing students

		Number	%
Total completing students		355 ^	100%
Gender	Male	59	17%
	Female	296	83%
Age	<20	< 5	np
	20-24	211	59%
	25-29	73	21%
	30-39	45	13%
	40 +	np	np
State/territory of permanent home address*	NSW	346	97%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	6	2%
Equity status (domestic onshore students only)	NESB	9	3%
	Indigenous	11	3%
	Disability	11	3%
	Low SES*	25	7%
	Medium SES*	94	27%
	High SES*	228	66%
	Metro*	331	95%
	Regional*	16	5%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	126	35%
	Early Childhood	166	47%
	Primary	49	14%
	Secondary	14	4%
	Other	0	0%
Course level	Postgraduate	6	2%
	Undergraduate	349	98%

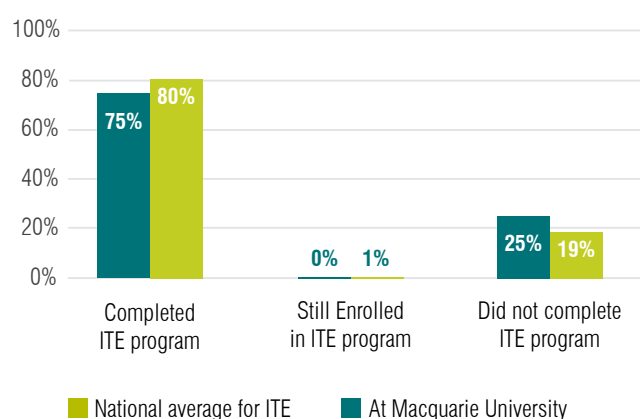
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

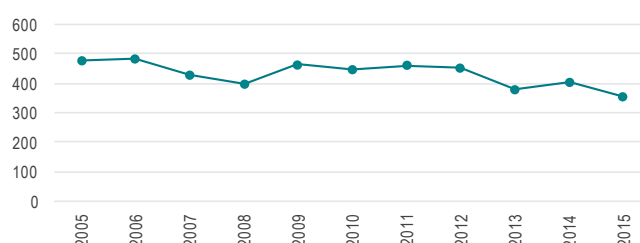


Postgraduate



Time series

Number of completions



^ Due to a discrepancy in the coding of data into the HESDC, this figure is incorrect. The correct number of completing ITE students at Macquarie University in 2015 was 550. The numbers and proportions on this page are therefore inaccurate.

*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

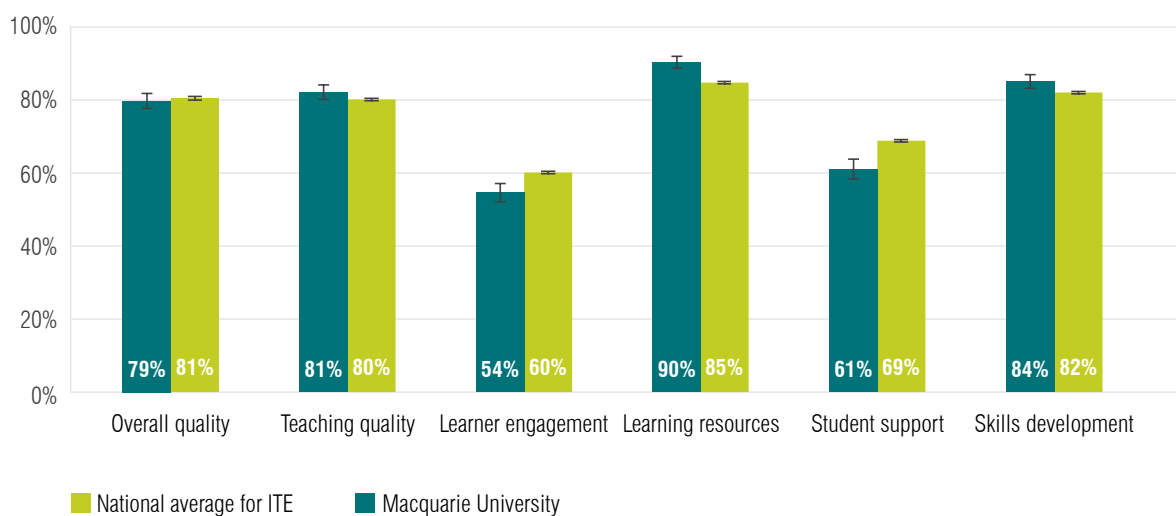
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

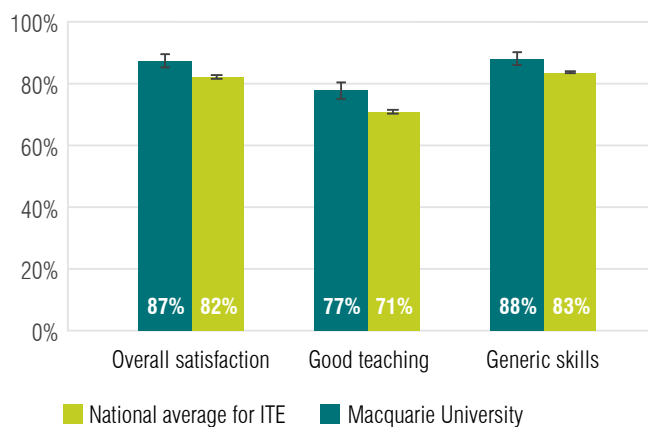
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



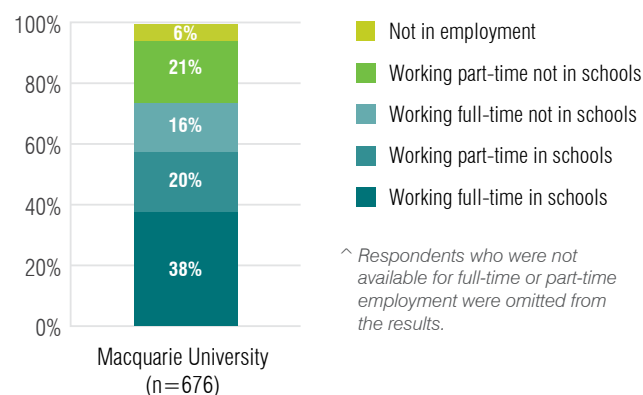
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

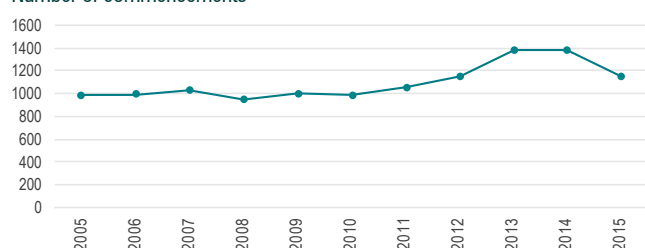
Student demographics

2015 commencing students

		Number	%
Total commencing students		1152	100%
Student type	Domestic	992	86%
	International	160	14%
Gender	Male	277	24%
	Female	875	76%
Age	<20	431	37%
	20-24	392	34%
	25-29	135	12%
	30-39	128	11%
	40+	66	6%
State/territory of permanent home address*	NSW	22	2%
	VIC	934	81%
	QLD	8	1%
	WA	< 5	np
	SA	6	1%
	TAS	6	1%
	NT	< 5	np
	ACT	6	1%
	International	162	14%
Equity status (domestic onshore students only)	NESB	39	4%
	Indigenous	6	1%
	Disability	68	7%
	Low SES*	136	14%
	Medium SES*	516	52%
	High SES*	338	34%
	Metro*	887	90%
	Regional*	101	10%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		1152	100%
Basis of admission	Secondary education	297	26%
	Higher education course	747	65%
	VET/TAFE	92	8%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	16	1%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	<5	np
	56-60	0	0%
	61-65	<5	np
	66-70	11	4%
	71-75	33	12%
	76-80	47	17%
	81-85	63	23%
	86-90	68	25%
	91-95	18	7%
	96-100	7	3%
	Students without ATAR	17	6%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	90	8%
	Primary	210	18%
	Secondary	391	34%
	Other	461	40%
Mode of attendance	Internal	980	85%
	External	97	8%
	Multi-modal	75	7%
Type of attendance	Full-time	1108	96%
	Part-time	44	4%
Course level	Postgraduate	550	48%
	Undergraduate	602	52%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	14	21%
	Undergraduate	53	79%
	Total	67	100%

Initial teacher education

Completion data

Demographic and study characteristics

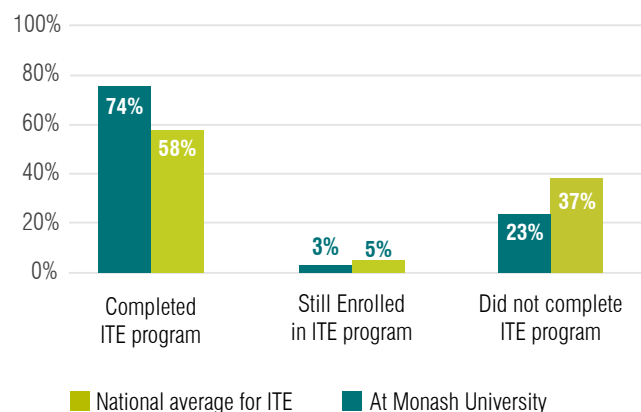
2015 completing students

		Number	%
Total completing students		998	100%
Gender	Male	259	26%
	Female	739	74%
Age	<20	0	0%
	20-24	563	56%
	25-29	212	21%
	30-39	133	13%
	40+	90	9%
State/territory of permanent home address*	NSW	10	1%
	VIC	722	72%
	QLD	0	0%
	WA	< 5	np
	SA	5	1%
	TAS	5	1%
	NT	0	0%
	ACT	< 5	np
	International	104	10%
Equity status (domestic onshore students only)	NESB	23	3%
	Indigenous	< 5	np
	Disability	28	4%
	Low SES*	99	13%
	Medium SES*	437	58%
	High SES*	212	28%
	Metro*	645	86%
	Regional*	103	14%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	106	11%
	Primary	297	30%
	Secondary	519	52%
	Other	76	8%
Course level	Postgraduate	638	64%
	Undergraduate	360	36%

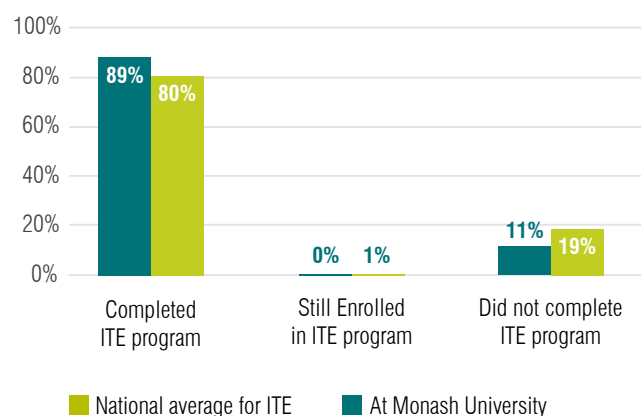
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

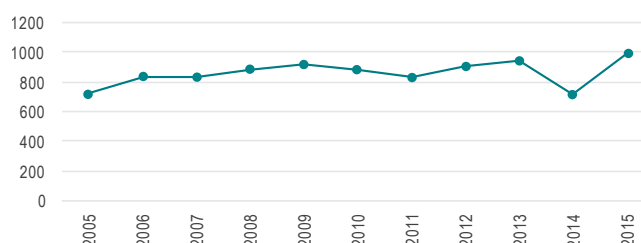


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

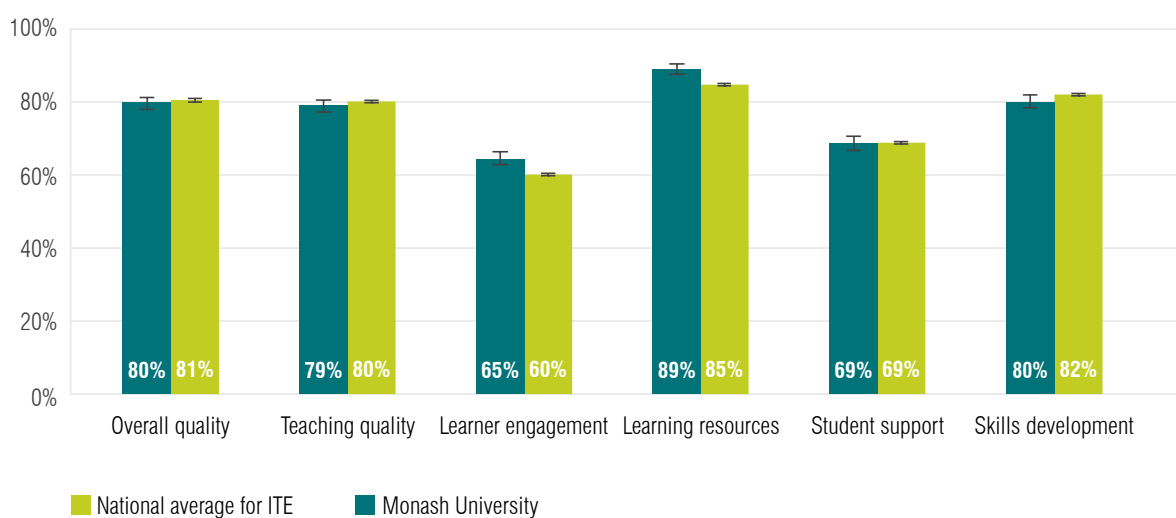
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

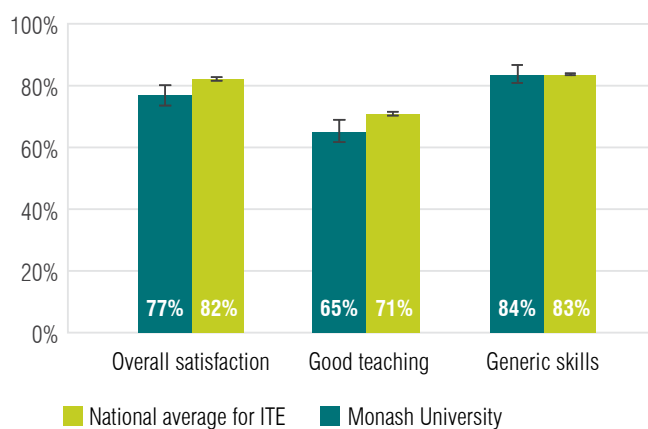
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



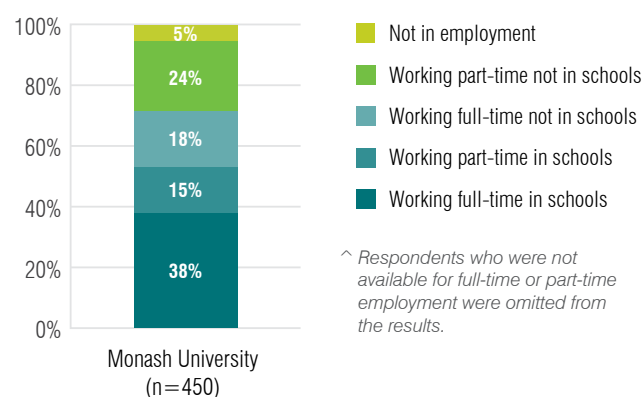
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

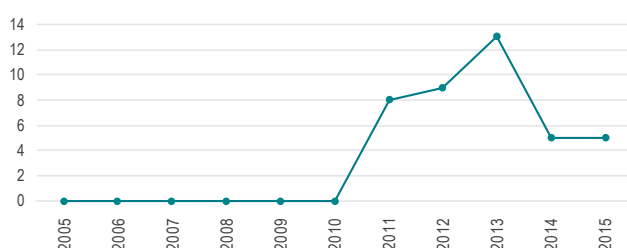
Student demographics

2015 commencing students

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

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

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

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	100%
	Undergraduate	0	0%
	Total	2	100%

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

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

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

Not available due to insufficient data

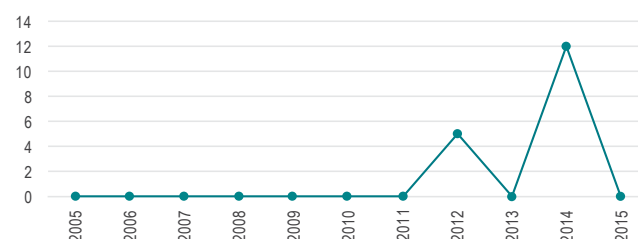
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

Morling College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Morling College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Morling College offered postgraduate ITE programs only, and survey data on postgraduate students was not available

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

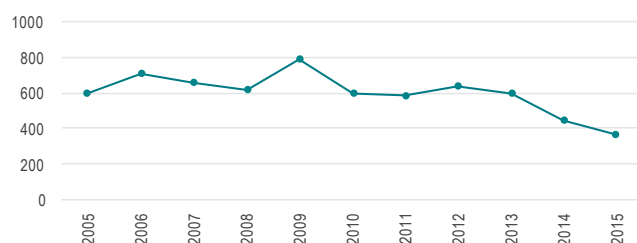
Student demographics

2015 commencing students

		Number	%
Total commencing students		365	100%
Student type	Domestic	360	99%
	International	5	1%
Gender	Male	107	29%
	Female	258	71%
Age	<20	149	41%
	20-24	91	25%
	25-29	43	12%
	30-39	52	14%
	40+	30	8%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	0	0%
	WA	352	96%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	8	2%
Equity status (domestic onshore students only)	NESB	9	3%
	Indigenous	< 5	np
	Disability	15	4%
	Low SES*	128	36%
	Medium SES*	166	46%
	High SES*	60	17%
	Metro*	305	85%
	Regional*	42	12%
	Remote*	8	2%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		365	100%
Basis of admission	Secondary education	71	19%
	Higher education course	173	47%
	VET/TAFE	75	21%
	Mature entry	20	5%
	Professional qualification	0	0%
	Other basis	26	7%
ATAR (domestic secondary education basis of admission entrants only)	30-50	<5	np
	51-55	0	0%
	56-60	0	0%
	61-65	9	13%
	66-70	<5	np
	71-75	8	11%
	76-80	<5	np
	81-85	6	8%
	86-90	<5	np
	91-95	<5	np
	96-100	<5	np
	Students without ATAR	36	51%
Detailed field of teacher education	Not specified	297	81%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	68	19%
	Other	0	0%
Mode of attendance	Internal	237	65%
	External	45	12%
	Multi-modal	83	23%
Type of attendance	Full-time	269	74%
	Part-time	96	26%
Course level	Postgraduate	83	23%
	Undergraduate	282	77%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	9%
	Undergraduate	30	91%
	Total	33	100%

Initial teacher education

Completion data

Demographic and study characteristics

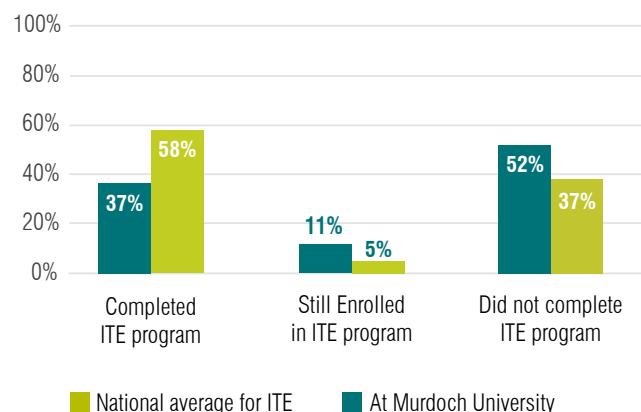
2015 completing students

		Number	%
Total completing students		321	100%
Gender	Male	57	18%
	Female	264	82%
Age	<20	0	0%
	20-24	132	41%
	25-29	59	18%
	30-39	74	23%
	40+	56	17%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	300	93%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	8	2%
Equity status (domestic onshore students only)	NESB	7	2%
	Indigenous	< 5	np
	Disability	14	5%
	Low SES*	78	25%
	Medium SES*	162	53%
	High SES*	68	22%
	Metro*	255	83%
	Regional*	44	14%
	Remote*	9	3%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	103	32%
	Primary	97	30%
	Secondary	109	34%
	Other	12	4%
Course level	Postgraduate	114	36%
	Undergraduate	207	64%

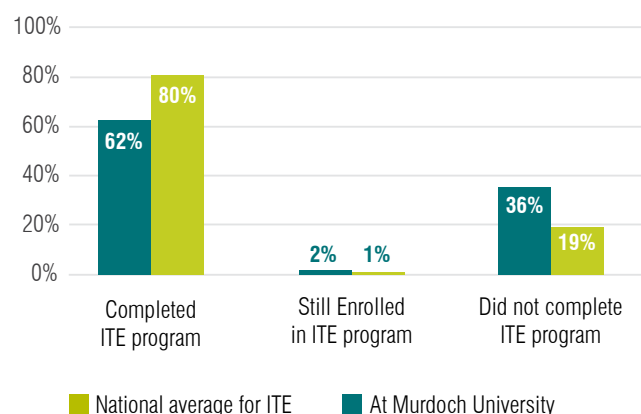
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

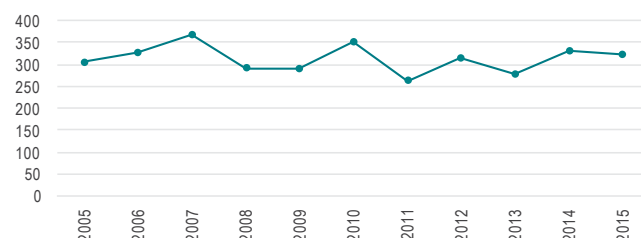


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

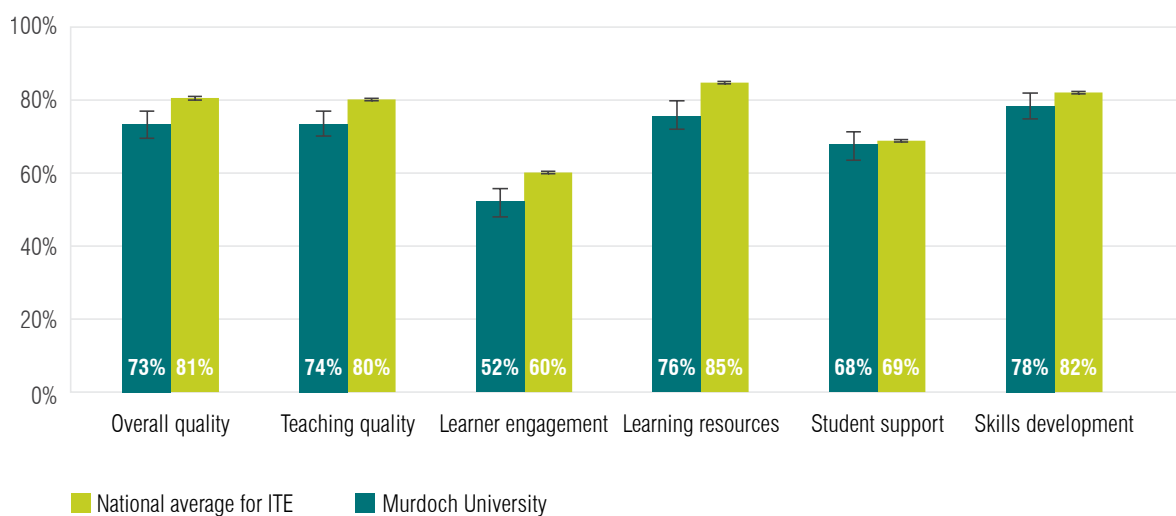
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

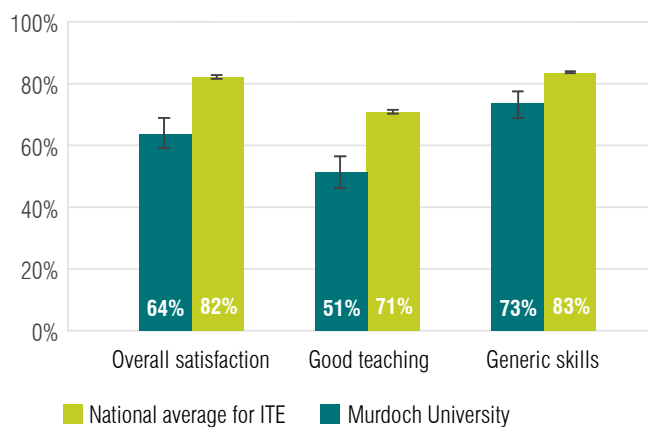
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



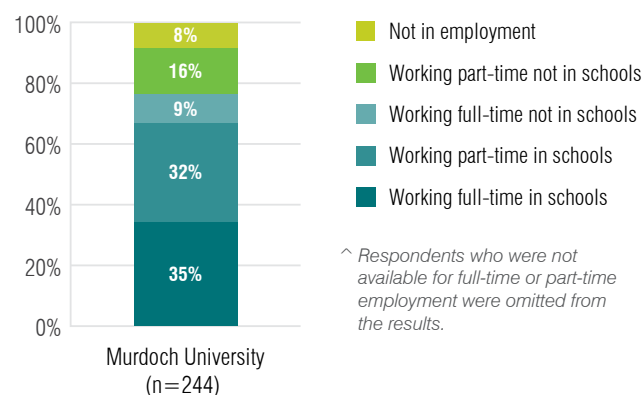
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

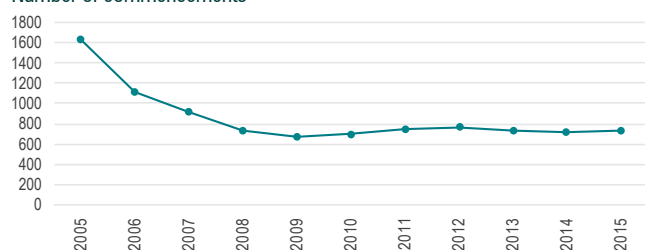
Student demographics

2015 commencing students

		Number	%
Total commencing students		731	100%
Student type	Domestic	712	97%
	International	19	3%
Gender	Male	249	34%
	Female	482	66%
Age	<20	426	58%
	20-24	204	28%
	25-29	40	5%
	30-39	40	5%
	40+	21	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	706	97%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	19	3%
Equity status (domestic onshore students only)	NESB	10	1%
	Indigenous	16	2%
	Disability	25	4%
	Low SES*	118	17%
	Medium SES*	349	49%
	High SES*	245	34%
	Metro*	644	90%
	Regional*	63	9%
	Remote*	5	1%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		731	100%
Basis of admission	Secondary education	357	49%
	Higher education course	182	25%
	VET/TAFE	90	12%
	Mature entry	< 5	np
	Professional qualification	63	9%
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	47	13%
	71-75	49	14%
	76-80	29	8%
	81-85	30	8%
	86-90	22	6%
	91-95	16	5%
	96-100	0	0%
	Students without ATAR	160	45%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	139	19%
	Primary	282	39%
	Secondary	310	42%
	Other	0	0%
Mode of attendance	Internal	666	91%
	External	48	7%
	Multi-modal	17	2%
Type of attendance	Full-time	654	89%
	Part-time	77	11%
Course level	Postgraduate	43	6%
	Undergraduate	688	94%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	15%
	Undergraduate	11	85%
	Total	13	100%

Initial teacher education

Completion data

Demographic and study characteristics

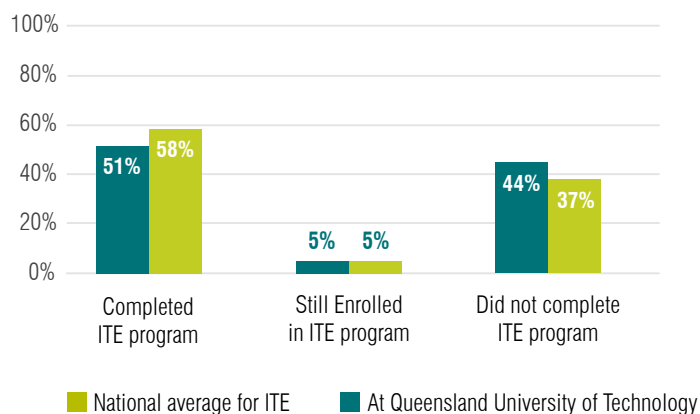
2015 completing students

		Number	%
Total completing students		394	100%
Gender	Male	91	23%
	Female	303	77%
Age	<20	< 5	np
	20-24	293	74%
	25-29	49	12%
	30-39	29	7%
	40 +	np	np
State/territory of permanent home address*	NSW	7	2%
	VIC	0	0%
	QLD	379	96%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	8	2%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	5	1%
	Disability	10	3%
	Low SES*	68	18%
	Medium SES*	198	51%
	High SES*	120	31%
	Metro*	335	87%
	Regional*	51	13%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	72	18%
	Primary	149	38%
	Secondary	173	44%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	394	100%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



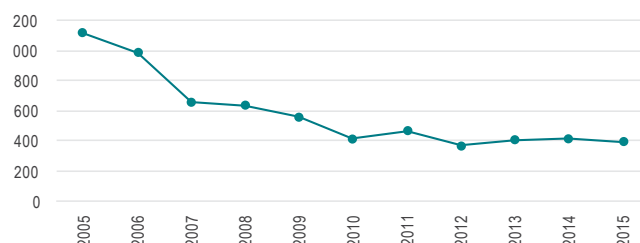
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

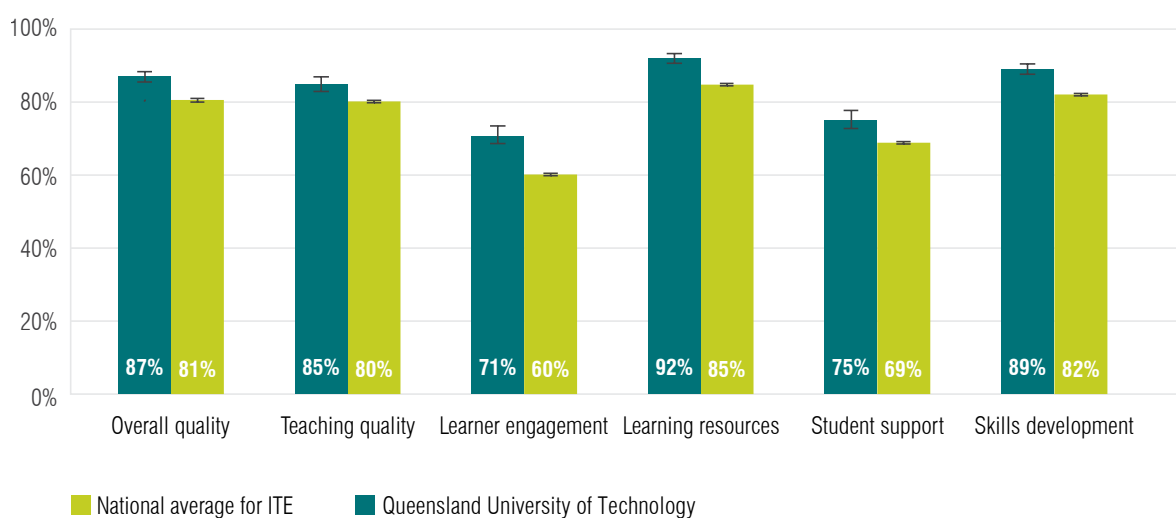
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

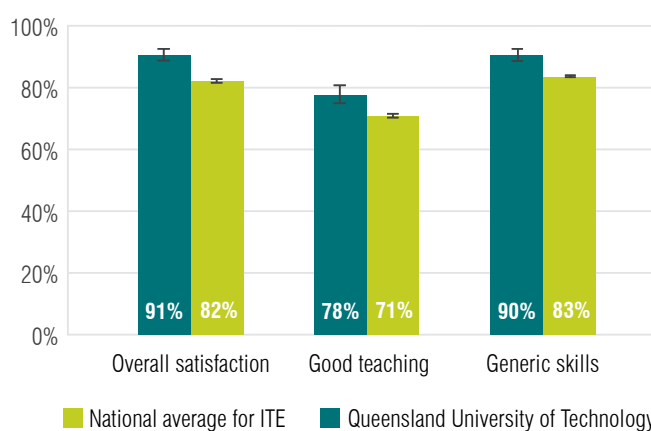
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



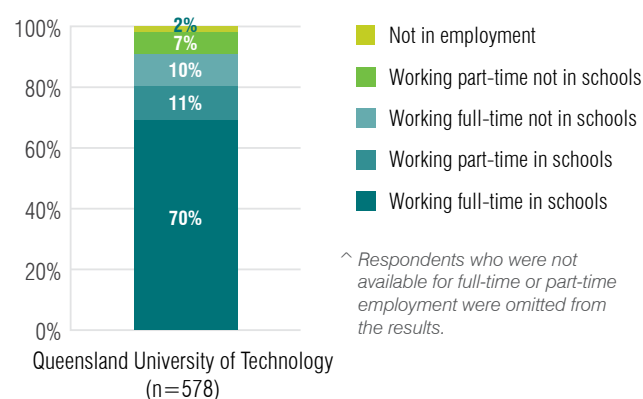
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

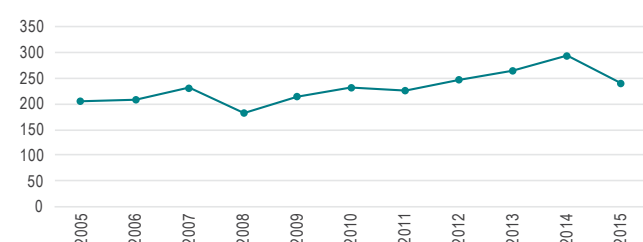
Student demographics

2015 commencing students

		Number	%
Total commencing students		241	100%
Student type	Domestic	236	98%
	International	5	2%
Gender	Male	60	25%
	Female	181	75%
Age	<20	111	46%
	20-24	98	41%
	25-29	14	6%
	30-39	13	5%
	40+	5	2%
State/territory of permanent home address*	NSW	5	2%
	VIC	226	94%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	6	2%
Equity status (domestic onshore students only)	NESB	6	3%
	Indigenous	5	2%
	Disability	8	3%
	Low SES*	26	11%
	Medium SES*	143	61%
	High SES*	65	28%
	Metro*	206	88%
	Regional*	27	11%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		241	100%
Basis of admission	Secondary education	93	39%
	Higher education course	np	np
	VET/TAFE	81	34%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	<5	np
	51-55	9	10%
	56-60	10	11%
	61-65	9	10%
	66-70	19	21%
	71-75	14	16%
	76-80	9	10%
	81-85	12	13%
	86-90	<5	np
	91-95	0	0%
	96-100	<5	np
	Students without ATAR	<5	np
Detailed field of teacher education	Not specified	198	82%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	43	18%
	Other	0	0%
Mode of attendance	Internal	65	27%
	External	0	0%
	Multi-modal	176	73%
Type of attendance	Full-time	np	np
	Part-time	< 5	np
Course level	Postgraduate	0	0%
	Undergraduate	241	100%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	0	0%
	Undergraduate	3	100%
	Total	3	100%

Initial teacher education

Completion data

Demographic and study characteristics

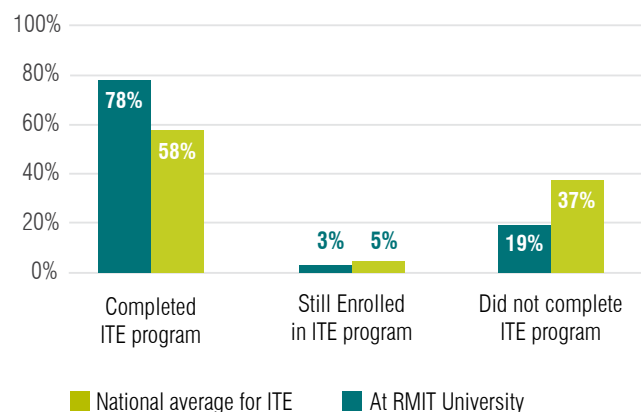
2015 completing students

		Number	%
Total completing students		179	100%
Gender	Male	37	21%
	Female	142	79%
Age	<20	< 5	np
	20-24	144	80%
	25-29	26	15%
	30-39	5	3%
	40 +	< 5	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	171	96%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	6	3%
	Low SES*	25	14%
	Medium SES*	98	56%
	High SES*	52	30%
	Metro*	156	89%
	Regional*	19	11%
	Remote*	0	0%
Detailed field of teacher education	Not specified	137	77%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	42	23%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	179	100%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



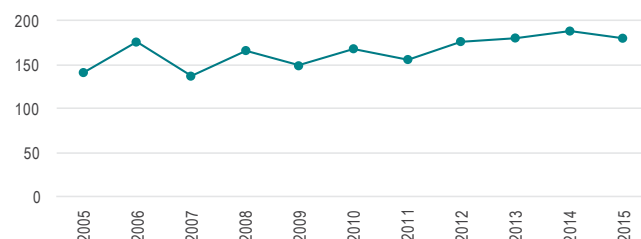
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

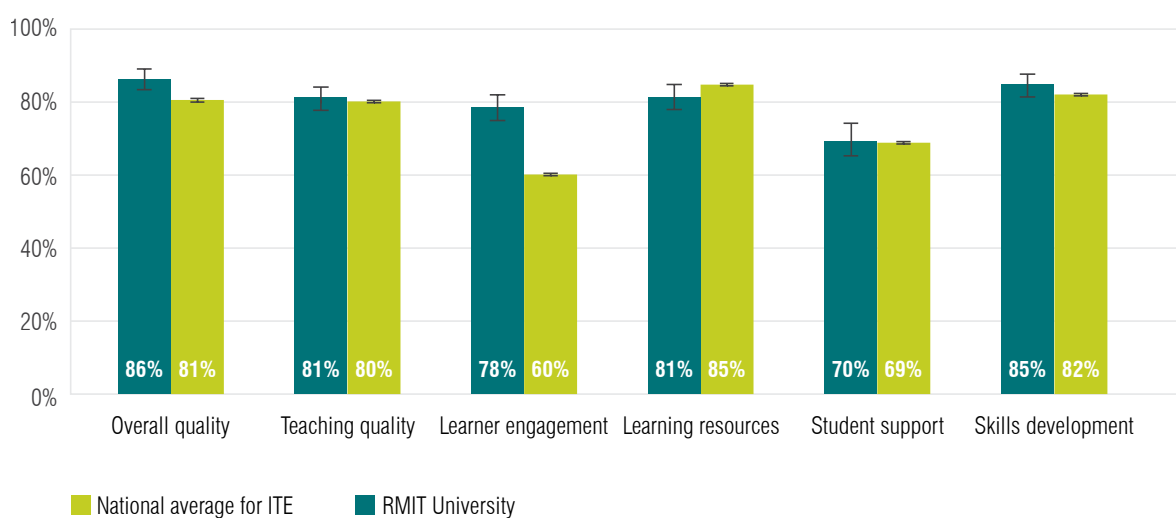
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

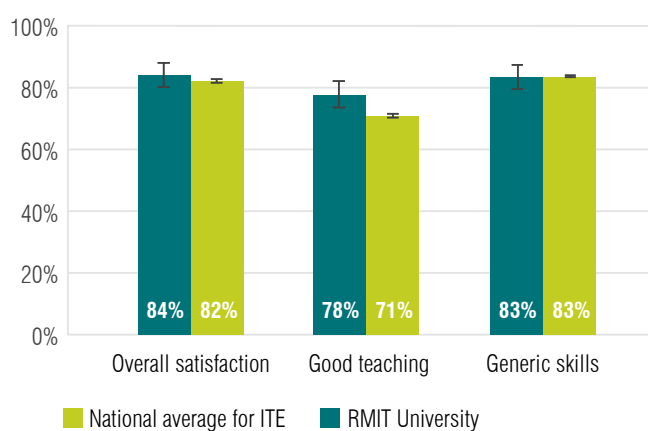
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



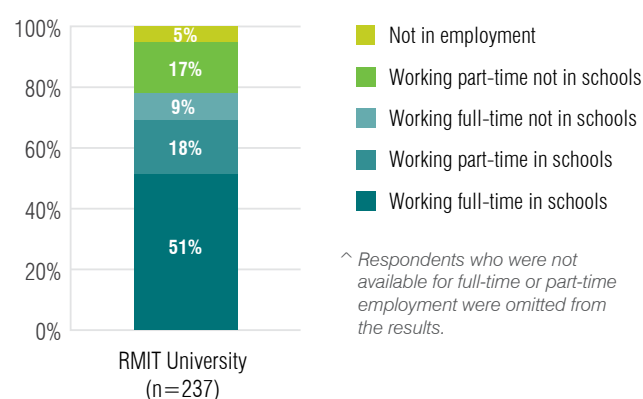
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

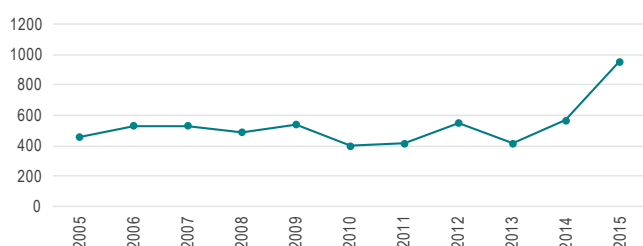
Student demographics

2015 commencing students

		Number	%
Total commencing students		953	100%
Student type	Domestic	953	100%
	International	0	0%
Gender	Male	240	25%
	Female	713	75%
Age	<20	307	32%
	20-24	310	33%
	25-29	122	13%
	30-39	140	15%
	40+	74	8%
State/territory of permanent home address*	NSW	687	72%
	VIC	8	1%
	QLD	254	27%
	WA	< 5	np
	SA	0	0%
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	40	4%
	Disability	57	6%
	Low SES*	239	25%
	Medium SES*	684	72%
	High SES*	28	3%
	Metro*	393	41%
	Regional*	553	58%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		953	100%
Basis of admission	Secondary education	230	24%
	Higher education course	233	25%
	VET/TAFE	243	26%
	Mature entry	np	np
	Professional qualification	< 5	np
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	<5	np
	61-65	5	2%
	66-70	11	5%
	71-75	<5	np
	76-80	5	2%
	81-85	5	2%
	86-90	0	0%
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	196	85%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	334	35%
	Secondary	178	19%
	Other	441	46%
Mode of attendance	Internal	107	11%
	External	295	31%
	Multi-modal	551	58%
Type of attendance	Full-time	782	82%
	Part-time	171	18%
Course level	Postgraduate	0	0%
	Undergraduate	953	100%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	8%
	Undergraduate	11	92%
	Total	12	100%

Initial teacher education

Completion data

Demographic and study characteristics

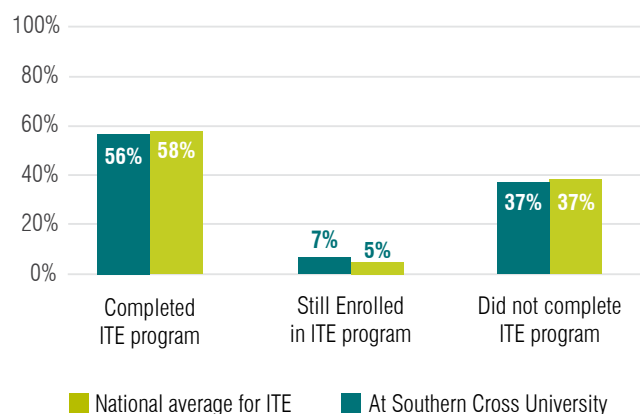
2015 completing students

		Number	%
Total completing students		279	100%
Gender	Male	81	29%
	Female	198	71%
Age	<20	0	0%
	20-24	116	42%
	25-29	55	20%
	30-39	64	23%
	40+	44	16%
State/territory of permanent home address*	NSW	194	70%
	VIC	< 5	np
	QLD	10	4%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	5	2%
	Disability	5	2%
	Low SES*	73	35%
	Medium SES*	128	62%
	High SES*	7	3%
	Metro*	47	23%
	Regional*	161	77%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	125	45%
	Secondary	154	55%
	Other	0	0%
Course level	Postgraduate	99	35%
	Undergraduate	180	65%

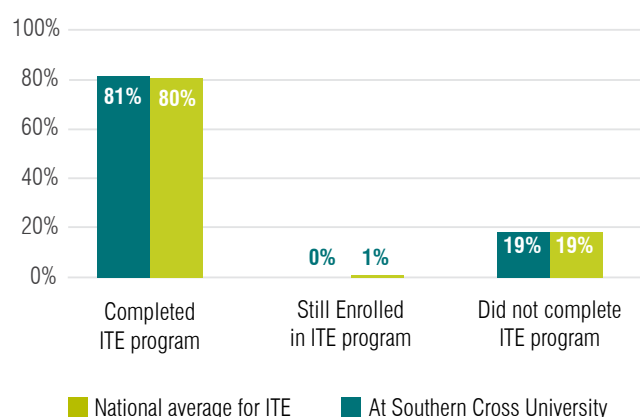
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

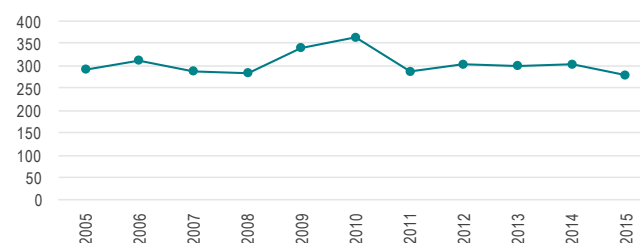


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

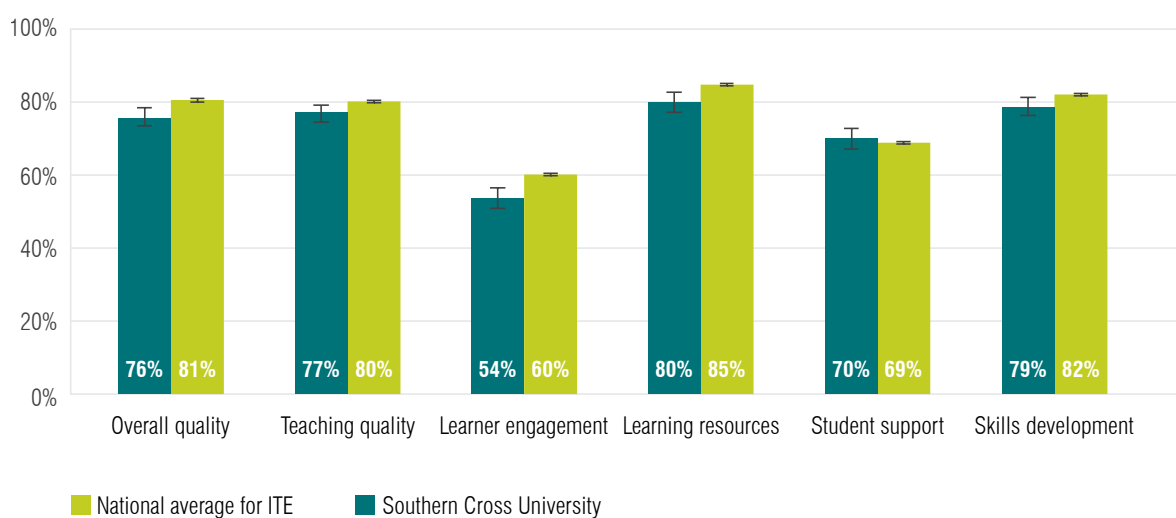
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

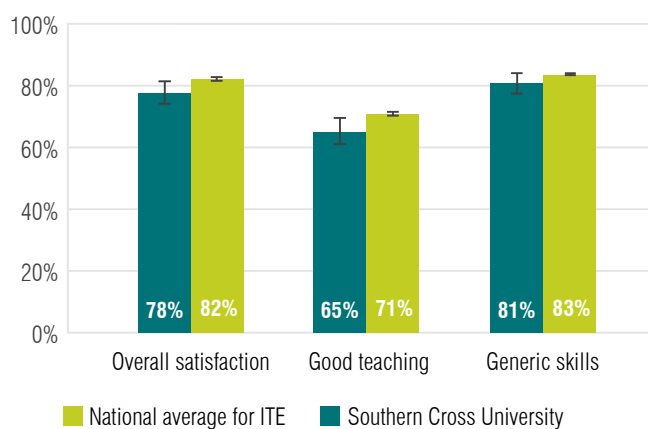
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



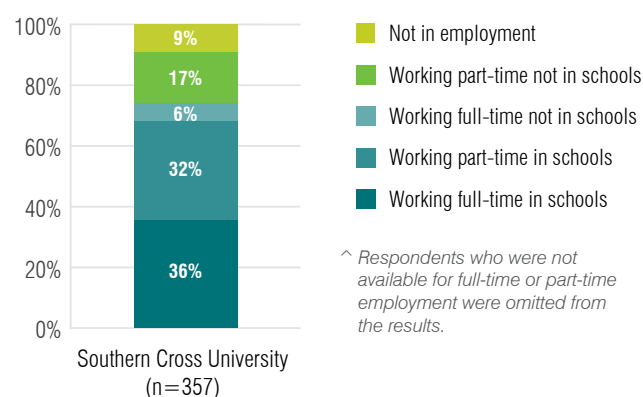
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

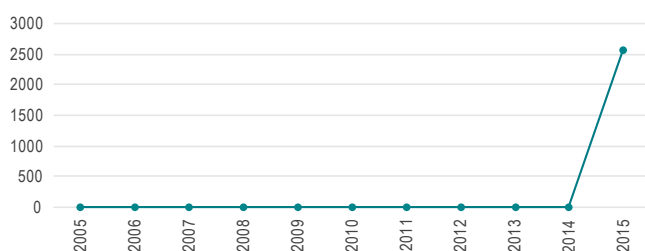
Student demographics

2015 commencing students

		Number	%
Total commencing students		2563	100%
Student type	Domestic	2556	100%
	International	7	0%
Gender	Male	346	13%
	Female	2217	87%
Age	<20	109	4%
	20-24	634	25%
	25-29	586	23%
	30-39	849	33%
	40+	385	15%
State/territory of permanent home address*	NSW	581	23%
	VIC	1344	52%
	QLD	350	14%
	WA	86	3%
	SA	116	5%
	TAS	22	1%
	NT	6	0%
	ACT	47	2%
	International	11	0%
Equity status (domestic onshore students only)	NESB	28	1%
	Indigenous	28	1%
	Disability	32	1%
	Low SES*	563	22%
	Medium SES*	1479	58%
	High SES*	500	20%
	Metro*	1917	75%
	Regional*	599	23%
	Remote*	31	1%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		2563	100%
Basis of admission	Secondary education	107	4%
	Higher education course	896	35%
	VET/TAFE	807	31%
	Mature entry	np	np
	Professional qualification	< 5	np
	Other basis	747	29%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	<5	np
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	np	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	674	26%
	Primary	1889	74%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	28	1%
	External	2530	99%
	Multi-modal	5	0%
Type of attendance	Full-time	1149	45%
	Part-time	1414	55%
Course level	Postgraduate	712	28%
	Undergraduate	1851	72%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	40%
	Undergraduate	3	60%
	Total	5	100%

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

		Number	%
Total completing students		217	100%
Gender	Male	33	15%
	Female	184	85%
Age	<20	0	0%
	20-24	36	17%
	25-29	59	27%
	30-39	84	39%
	40+	38	18%
State/territory of permanent home address*	NSW	44	20%
	VIC	122	56%
	QLD	20	9%
	WA	< 5	np
	SA	5	2%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
Equity status (domestic onshore students only)	International	< 5	np
	NESB	0	0%
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	32	16%
	Medium SES*	101	50%
	High SES*	67	33%
	Metro*	157	78%
	Regional*	42	21%
Detailed field of teacher education	Remote*	< 5	np
	Not specified	0	0%
	Early Childhood	14	6%
	Primary	203	94%
	Secondary	0	0%
Course level	Other	0	0%
	Postgraduate	199	92%
	Undergraduate	18	8%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

Not available due to insufficient data

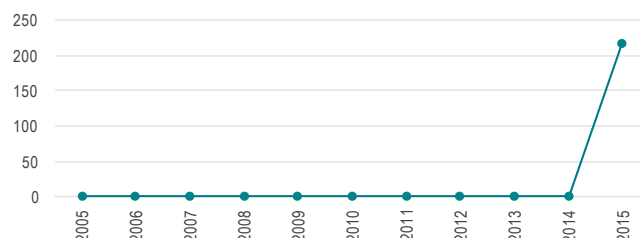
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

Swinburne University of Technology offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Swinburne University of Technology offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Swinburne University of Technology offered postgraduate ITE programs only, and survey data on postgraduate students was not available

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

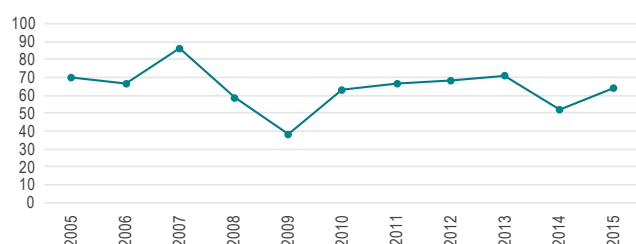
Student demographics

2015 commencing students

		Number	%
Total commencing students		64	100%
Student type	Domestic	64	100%
	International	0	0%
Gender	Male	24	38%
	Female	40	63%
Age	<20	35	55%
	20-24	17	27%
	25-29	6	9%
	30-39	np	np
	40+	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	np	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	8	13%
	Low SES*	23	36%
	Medium SES*	31	48%
	High SES*	10	16%
	Metro*	53	83%
	Regional*	11	17%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		64	100%
Basis of admission	Secondary education	42	68%
	Higher education course	15	24%
	VET/TAFE	0	0%
	Mature entry	np	np
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	<5	np
	61-65	<5	np
	66-70	<5	np
	71-75	<5	np
	76-80	<5	np
	81-85	<5	np
	86-90	<5	np
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	30	73%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	44	69%
	Secondary	20	31%
	Other	0	0%
Mode of attendance	Internal	64	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	39	61%
	Part-time	25	39%
Course level	Postgraduate	5	8%
	Undergraduate	59	92%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	33%
	Undergraduate	4	67%
	Total	6	100%

Initial teacher education

Completion data

Demographic and study characteristics

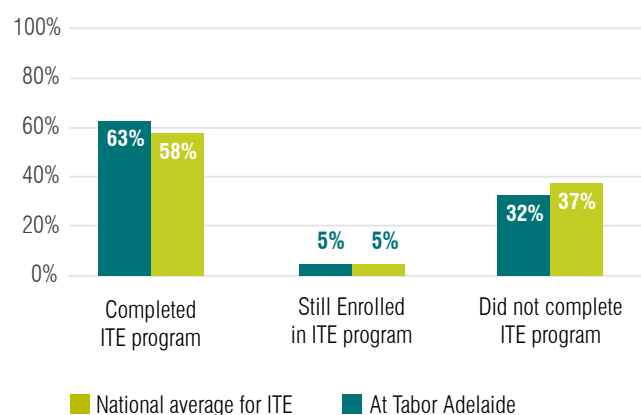
2015 completing students

		Number	%
Total completing students		26	100%
Gender	Male	7	27%
	Female	19	73%
Age	<20	0	0%
	20-24	14	54%
	25-29	6	23%
	30-39	< 5	np
	40 +	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	25	96%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	5	20%
	Medium SES*	16	64%
	High SES*	< 5	np
	Metro*	19	76%
	Regional*	6	24%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	14	54%
	Secondary	12	46%
	Other	0	0%
Course level	Postgraduate	< 5	np
	Undergraduate	np	np

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



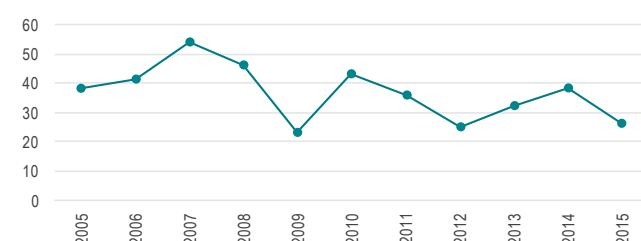
Postgraduate

No data available

Not available due to insufficient data

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

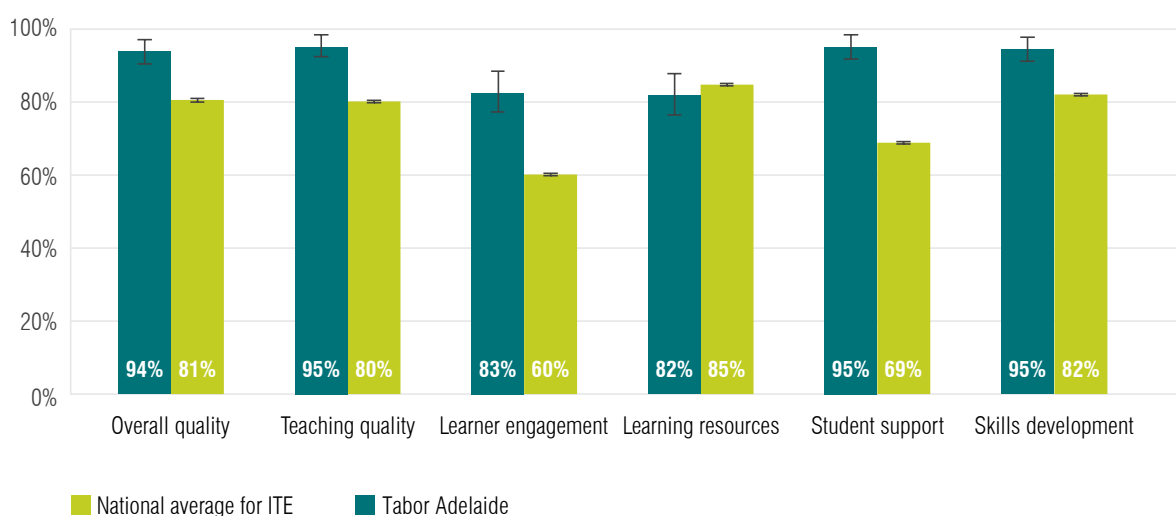
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Not available due to insufficient data

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Not available due to insufficient data

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

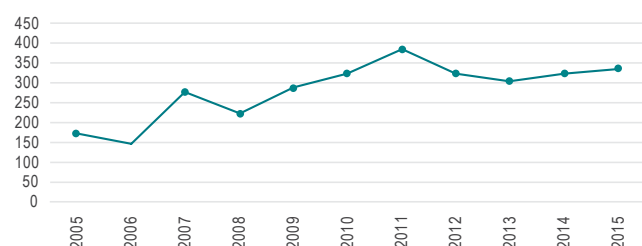
Student demographics

2015 commencing students

		Number	%
Total commencing students		335	100%
Student type	Domestic	324	97%
	International	11	3%
Gender	Male	150	45%
	Female	185	55%
Age	<20	155	46%
	20-24	104	31%
	25-29	27	8%
	30-39	26	8%
	40+	23	7%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	317	95%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	13	4%
Equity status (domestic onshore students only)	NESB	10	3%
	Indigenous	< 5	np
	Disability	28	9%
	Low SES*	72	22%
	Medium SES*	166	52%
	High SES*	84	26%
	Metro*	274	85%
	Regional*	42	13%
	Remote*	6	2%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		335	100%
Basis of admission	Secondary education	163	49%
	Higher education course	30	9%
	VET/TAFE	0	0%
	Mature entry	49	15%
	Professional qualification	0	0%
	Other basis	93	28%
ATAR (domestic secondary education basis of admission entrants only)	30-50	< 5	np
	51-55	0	0%
	56-60	np	np
	61-65	9	6%
	66-70	9	6%
	71-75	24	16%
	76-80	23	15%
	81-85	20	13%
	86-90	15	10%
	91-95	22	14%
	96-100	14	9%
	Students without ATAR	10	6%
Detailed field of teacher education	Not specified	242	72%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	93	28%
	Other	0	0%
Mode of attendance	Internal	335	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	293	87%
	Part-time	42	13%
Course level	Postgraduate	93	28%
	Undergraduate	242	72%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	20%
	Undergraduate	4	80%
	Total	5	100%

Initial teacher education

Completion data

Demographic and study characteristics

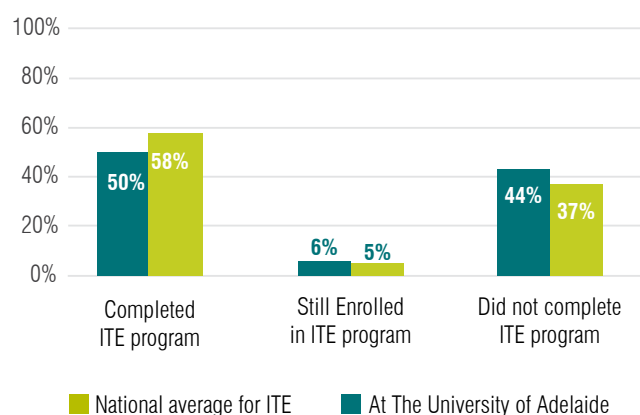
2015 completing students

		Number	%
Total completing students		177	100%
Gender	Male	65	37%
	Female	112	63%
Age	<20	0	0%
	20-24	97	55%
	25-29	35	20%
	30-39	25	14%
	40+	20	11%
State/territory of permanent home address*	NSW	0	0%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	165	93%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	np	np
Equity status (domestic onshore students only)	NESB	12	7%
	Indigenous	< 5	np
	Disability	6	4%
	Low SES*	26	16%
	Medium SES*	95	57%
	High SES*	45	27%
	Metro*	146	88%
	Regional*	16	10%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	75	42%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	102	58%
	Other	0	0%
Course level	Postgraduate	102	58%
	Undergraduate	75	42%

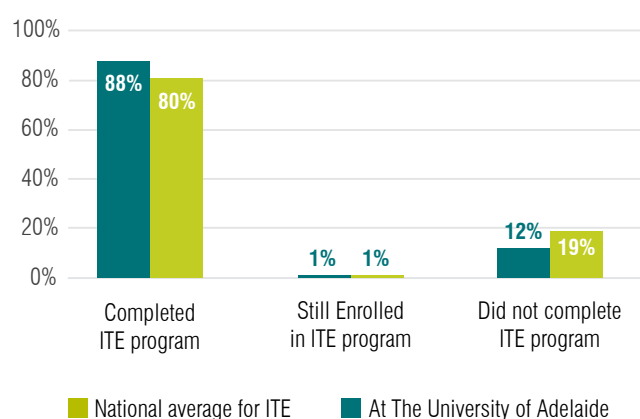
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

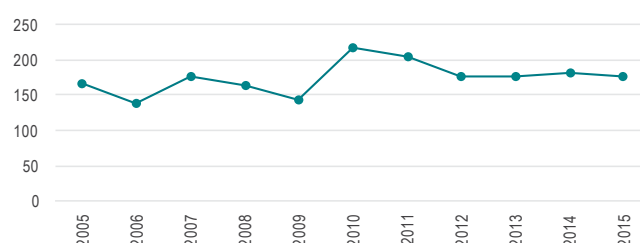


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

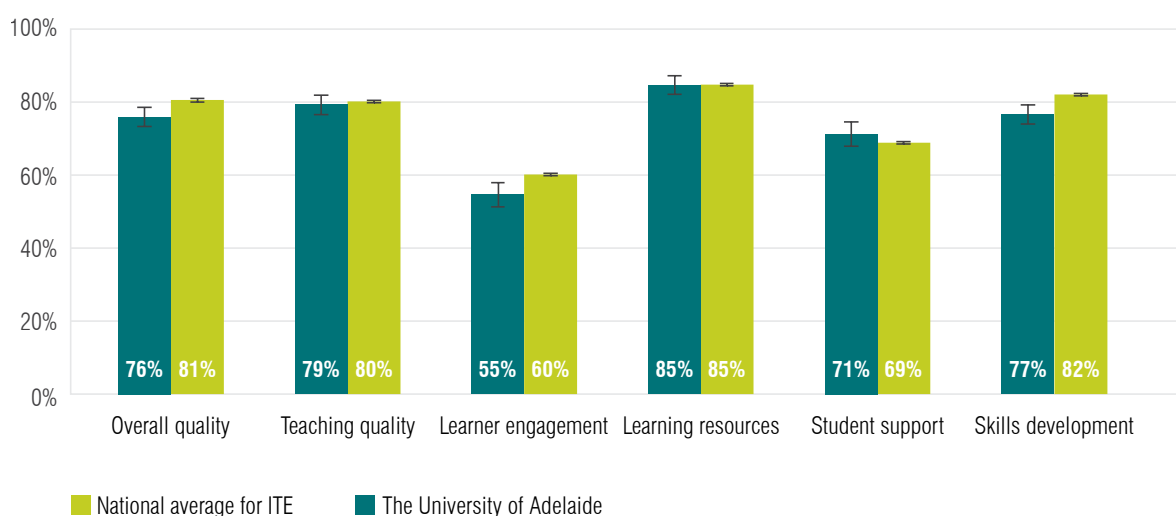
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

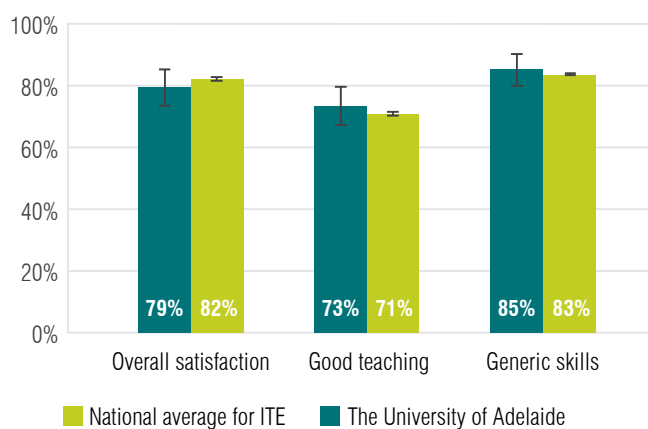
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



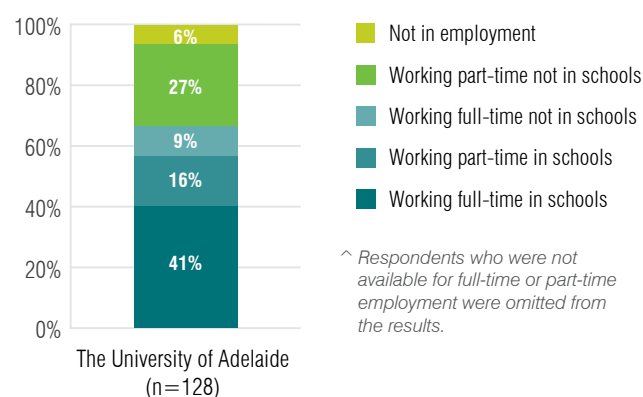
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

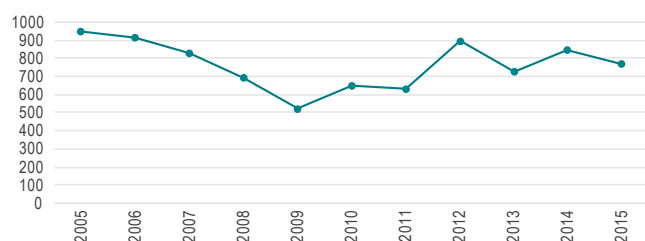
Student demographics

2015 commencing students

		Number	%
Total commencing students		767	100%
Student type	Domestic	678	88%
	International	89	12%
Gender	Male	238	31%
	Female	529	69%
Age	<20	0	0%
	20-24	450	59%
	25-29	187	24%
	30-39	79	10%
	40+	51	7%
State/territory of permanent home address*	NSW	13	2%
	VIC	634	83%
	QLD	7	1%
	WA	6	1%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	96	13%
Equity status (domestic onshore students only)	NESB	13	2%
	Indigenous	< 5	np
	Disability	28	4%
	Low SES*	54	8%
	Medium SES*	234	35%
	High SES*	383	57%
	Metro*	613	91%
	Regional*	58	9%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		767	100%
Basis of admission	Secondary education	0	0%
	Higher education course	767	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	81	11%
	Primary	191	25%
	Secondary	488	64%
	Other	7	1%
Mode of attendance	Internal	765	100%
	External	< 5	np
	Multi-modal	< 5	np
Type of attendance	Full-time	746	97%
	Part-time	21	3%
Course level	Postgraduate	767	100%
	Undergraduate	0	0%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	8	89%
	Undergraduate	1	11%
	Total	9	100%

Initial teacher education

Completion data

Demographic and study characteristics

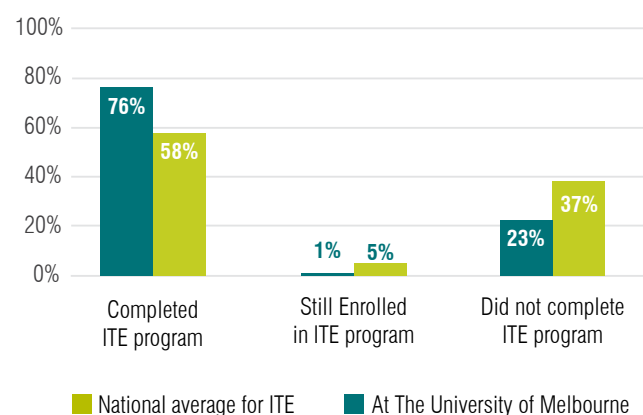
2015 completing students

		Number	%
Total completing students		535	100%
Gender	Male	134	25%
	Female	401	75%
Age	<20	0	0%
	20-24	238	44%
	25-29	185	35%
	30-39	77	14%
	40+	35	7%
State/territory of permanent home address*	NSW	5	1%
	VIC	411	77%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	65	12%
Equity status (domestic onshore students only)	NESB	7	2%
	Indigenous	< 5	np
	Disability	17	4%
	Low SES*	27	6%
	Medium SES*	143	34%
	High SES*	255	60%
	Metro*	387	91%
	Regional*	39	9%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	34	6%
	Primary	194	36%
	Secondary	301	56%
	Other	6	1%
Course level	Postgraduate	535	100%
	Undergraduate	0	0%

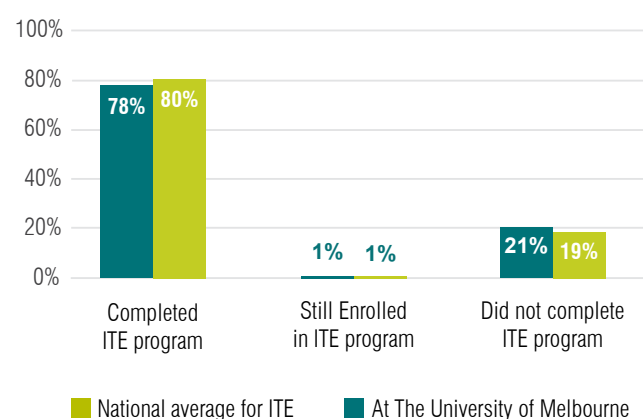
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

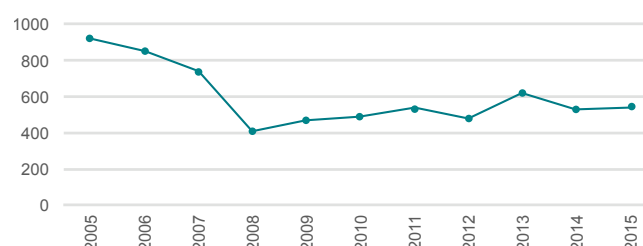


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

The University of Melbourne offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

The University of Melbourne offered postgraduate ITE programs only, and survey data on postgraduate students was not available

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

The University of Melbourne offered postgraduate ITE programs only, and survey data on postgraduate students was not available

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

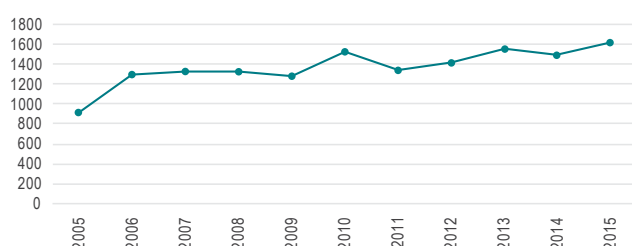
Student demographics

2015 commencing students

		Number	%
Total commencing students		1610	100%
Student type	Domestic	1604	100%
	International	6	0%
Gender	Male	314	20%
	Female	1296	80%
Age	<20	166	10%
	20-24	349	22%
	25-29	331	21%
	30-39	474	29%
	40+	290	18%
State/territory of permanent home address*	NSW	1288	80%
	VIC	93	6%
	QLD	100	6%
	WA	31	2%
	SA	29	2%
	TAS	np	np
	NT	< 5	np
	ACT	33	2%
	International	18	1%
Equity status (domestic onshore students only)	NESB	11	1%
	Indigenous	39	2%
	Disability	122	8%
	Low SES*	465	29%
	Medium SES*	821	52%
	High SES*	306	19%
	Metro*	931	58%
	Regional*	639	40%
	Remote*	23	1%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		1610	100%
Basis of admission	Secondary education	78	5%
	Higher education course	1015	63%
	VET/TAFE	316	20%
	Mature entry	24	1%
	Professional qualification	7	0%
	Other basis	170	11%
ATAR (domestic secondary education basis of admission entrants only)	30-50	<5	np
	51-55	0	0%
	56-60	<5	np
	61-65	<5	np
	66-70	<5	np
	71-75	9	12%
	76-80	14	18%
	81-85	8	10%
	86-90	9	12%
	91-95	<5	np
	96-100	<5	np
	Students without ATAR	28	36%
Detailed field of teacher education	Not specified	345	21%
	Early Childhood	252	16%
	Primary	402	25%
	Secondary	611	38%
	Other	0	0%
Mode of attendance	Internal	73	5%
	External	1445	90%
	Multi-modal	92	6%
Type of attendance	Full-time	817	51%
	Part-time	793	49%
Course level	Postgraduate	579	36%
	Undergraduate	1031	64%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	11	17%
	Undergraduate	52	83%
	Total	63	100%

Initial teacher education

Completion data

Demographic and study characteristics

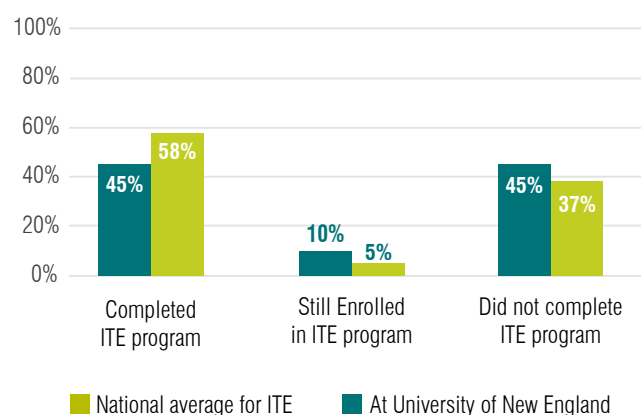
2015 completing students

		Number	%
Total completing students		677	100%
Gender	Male	104	15%
	Female	573	85%
Age	<20	< 5	np
	20-24	177	26%
	25-29	np	np
	30-39	203	30%
	40 +	175	26%
State/territory of permanent home address*	NSW	594	88%
	VIC	28	4%
	QLD	14	2%
	WA	np	np
	SA	8	1%
	TAS	< 5	np
	NT	0	0%
	ACT	8	1%
	International	11	2%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	10	2%
	Disability	36	5%
	Low SES*	202	31%
	Medium SES*	299	45%
	High SES*	158	24%
	Metro*	389	59%
	Regional*	264	40%
	Remote*	8	1%
Detailed field of teacher education	Not specified	251	37%
	Early Childhood	136	20%
	Primary	175	26%
	Secondary	115	17%
	Other	0	0%
Course level	Postgraduate	306	45%
	Undergraduate	371	55%

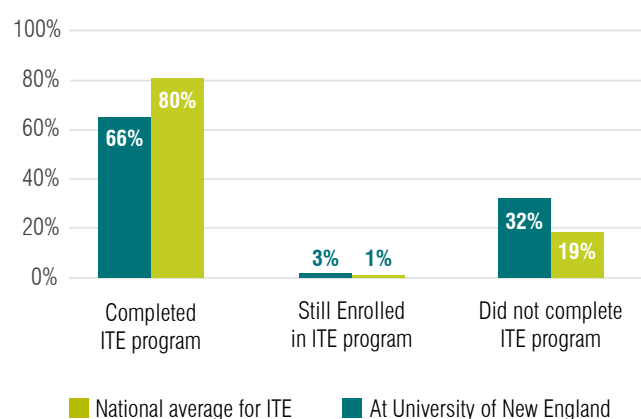
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

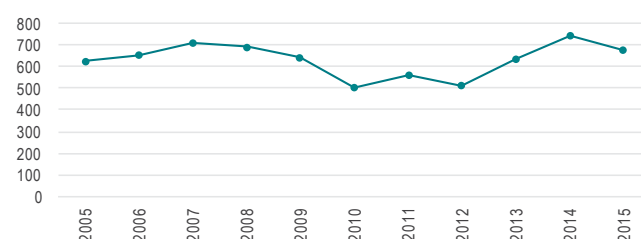


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

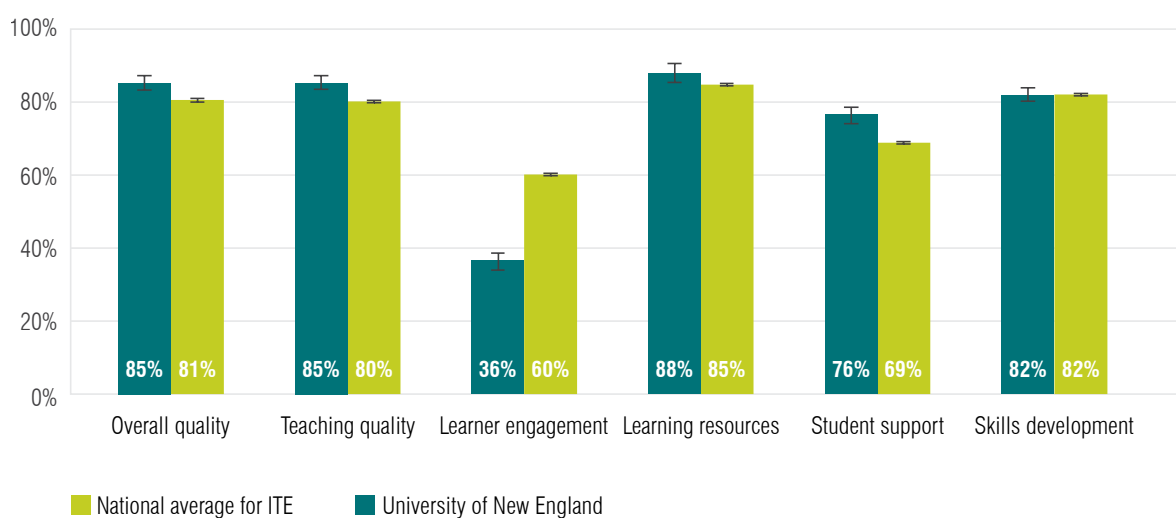
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

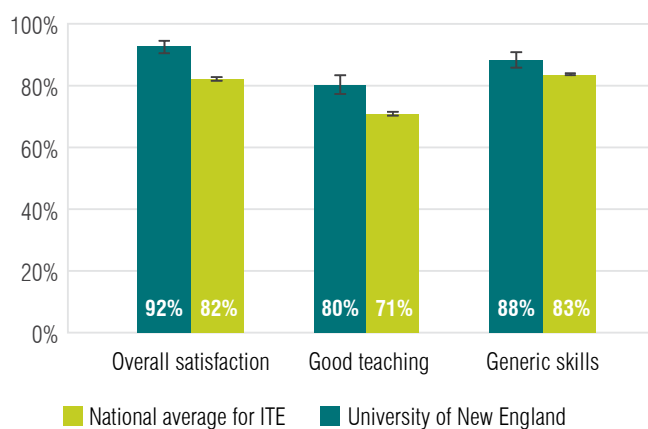
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



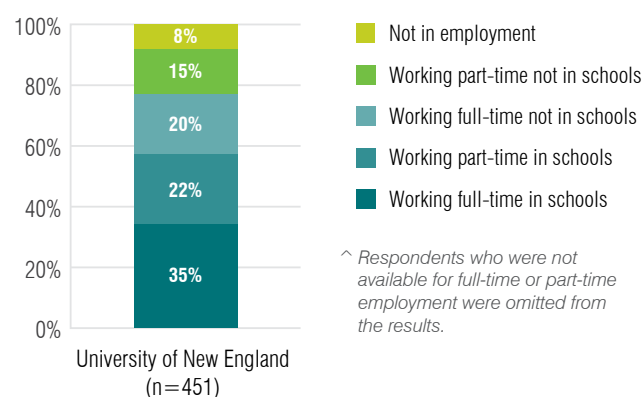
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

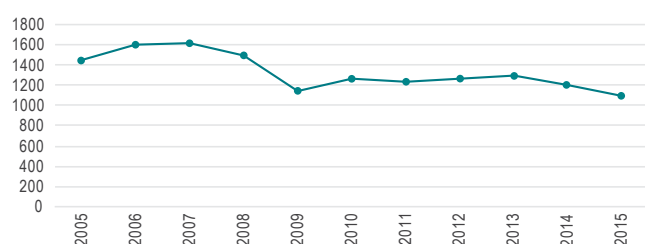
Student demographics

2015 commencing students

		Number	%
Total commencing students		1097	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	410	37%
	Female	687	63%
Age	<20	581	53%
	20-24	328	30%
	25-29	92	8%
	30-39	70	6%
	40+	26	2%
State/territory of permanent home address*	NSW	1087	99%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	52	5%
	Disability	71	6%
	Low SES*	418	38%
	Medium SES*	617	56%
	High SES*	50	5%
	Metro*	825	75%
	Regional*	267	24%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		1097	100%
Basis of admission	Secondary education	459	42%
	Higher education course	264	24%
	VET/TAFE	133	12%
	Mature entry	201	18%
	Professional qualification	0	0%
	Other basis	40	4%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	<5	np
	56-60	35	8%
	61-65	81	18%
	66-70	59	13%
	71-75	50	11%
	76-80	32	7%
	81-85	15	3%
	86-90	17	4%
	91-95	6	1%
	96-100	<5	np
	Students without ATAR	160	35%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	620	57%
	Secondary	477	43%
	Other	0	0%
Mode of attendance	Internal	1053	96%
	External	0	0%
	Multi-modal	44	4%
Type of attendance	Full-time	1011	92%
	Part-time	86	8%
Course level	Postgraduate	67	6%
	Undergraduate	1030	94%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	11%
	Undergraduate	17	89%
	Total	19	100%

Initial teacher education

Completion data

Demographic and study characteristics

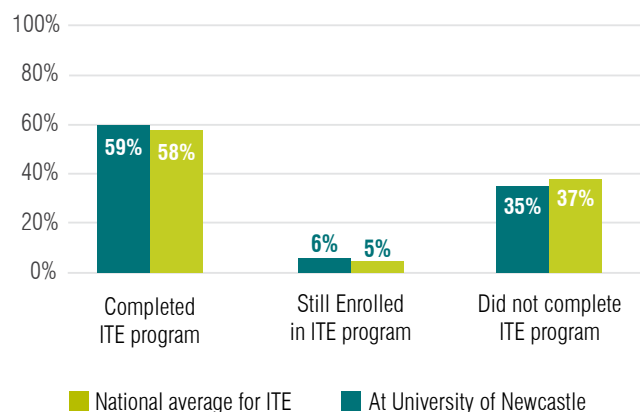
2015 completing students

		Number	%
Total completing students		768	100%
Gender	Male	200	26%
	Female	568	74%
Age	<20	0	0%
	20-24	503	65%
	25-29	130	17%
	30-39	76	10%
	40+	59	8%
State/territory of permanent home address*	NSW	757	99%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	np	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	18	2%
	Disability	26	3%
	Low SES*	272	36%
	Medium SES*	448	59%
	High SES*	37	5%
	Metro*	574	76%
	Regional*	184	24%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	np	np
	Primary	380	50%
	Secondary	273	36%
	Other	0	0%
Course level	Postgraduate	76	10%
	Undergraduate	692	90%

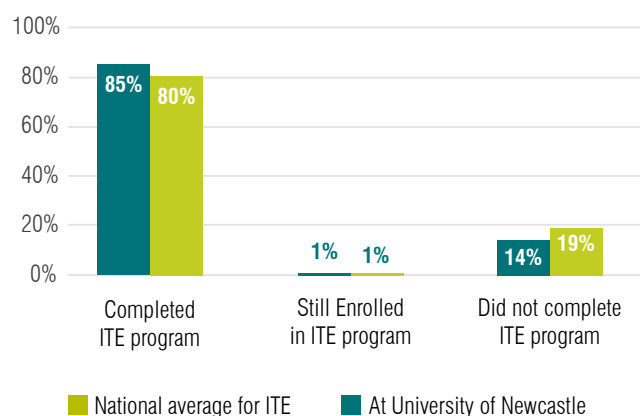
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

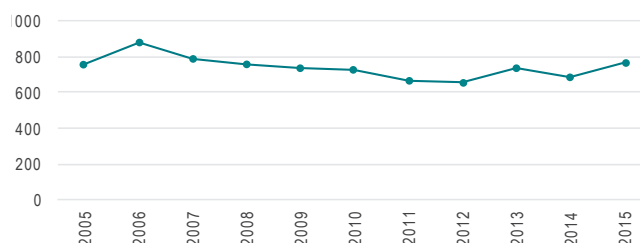


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

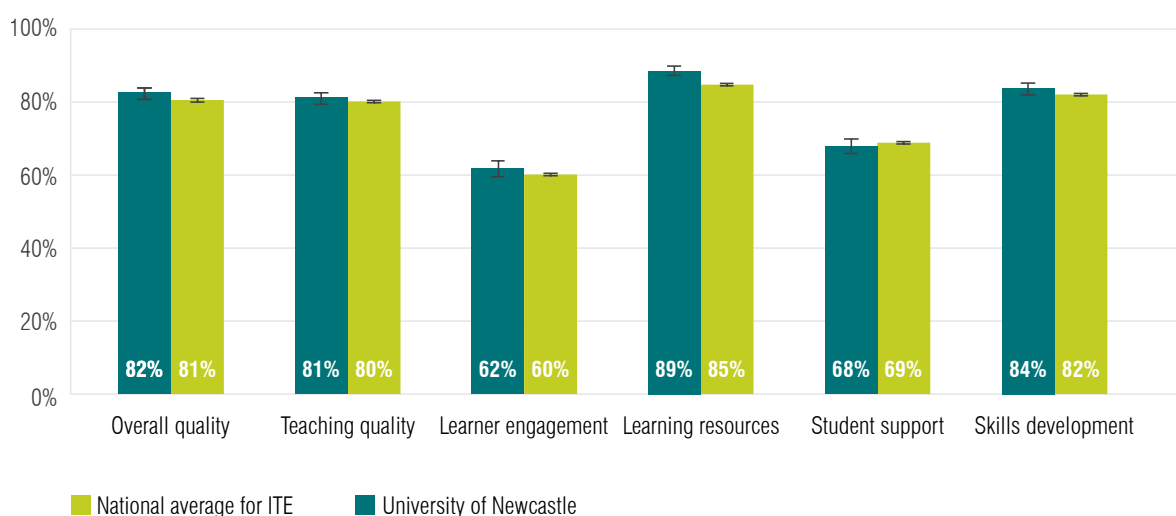
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

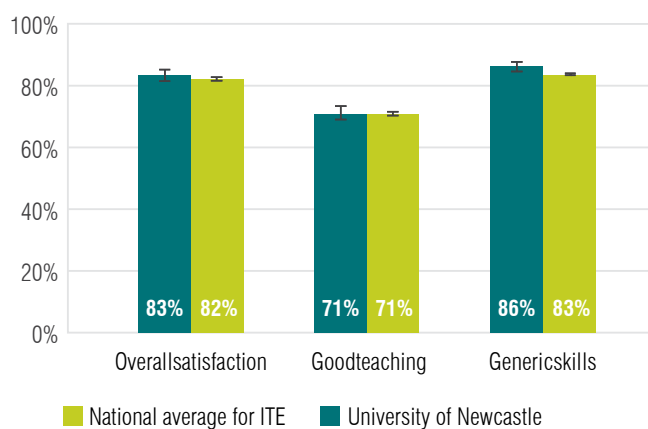
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



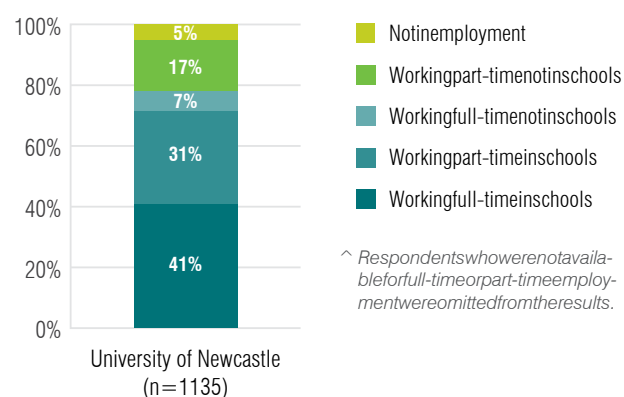
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

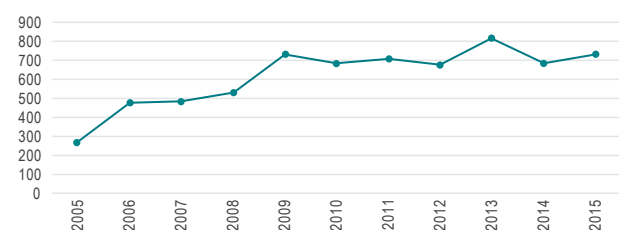
Student demographics

2015 commencing students

		Number	%
Total commencing students		734	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	180	25%
	Female	554	75%
Age	<20	472	64%
	20-24	171	23%
	25-29	46	6%
	30-39	23	3%
	40+	22	3%
State/territory of permanent home address*	NSW	364	50%
	VIC	< 5	np
	QLD	< 5	np
	WA	362	49%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	6	1%
	Disability	33	5%
	Low SES*	94	13%
	Medium SES*	320	44%
	High SES*	316	43%
	Metro*	687	94%
	Regional*	38	5%
	Remote*	5	1%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		734	100%
Basis of admission	Secondary education	236	32%
	Higher education course	142	19%
	VET/TAFE	12	2%
	Mature entry	179	24%
	Professional qualification	< 5	np
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	228	100%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	143	19%
	Primary	197	27%
	Secondary	265	36%
	Other	129	18%
Mode of attendance	Internal	734	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	634	86%
	Part-time	100	14%
Course level	Postgraduate	140	19%
	Undergraduate	594	81%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	11%
	Undergraduate	25	89%
	Total	28	100%

Initial teacher education

Completion data

Demographic and study characteristics

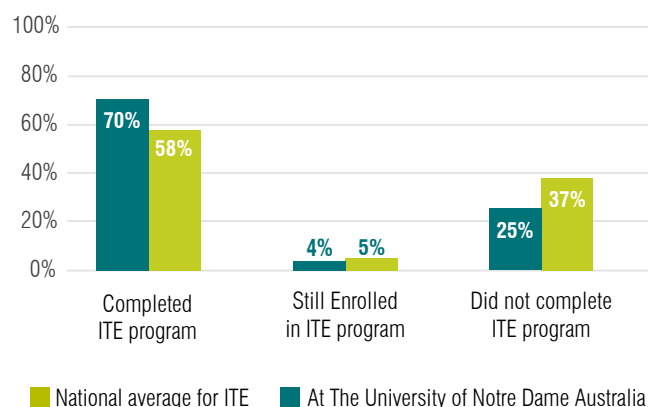
2015 completing students

		Number	%
Total completing students		592	100%
Gender	Male	148	25%
	Female	444	75%
Age	<20	0	0%
	20-24	477	81%
	25-29	72	12%
	30-39	19	3%
	40+	24	4%
State/territory of permanent home address*	NSW	np	np
	VIC	0	0%
	QLD	0	0%
	WA	309	52%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	17	3%
	Low SES*	56	10%
	Medium SES*	278	48%
	High SES*	248	42%
	Metro*	552	94%
	Regional*	26	4%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	114	19%
	Primary	190	32%
	Secondary	204	34%
	Other	84	14%
Course level	Postgraduate	129	22%
	Undergraduate	463	78%

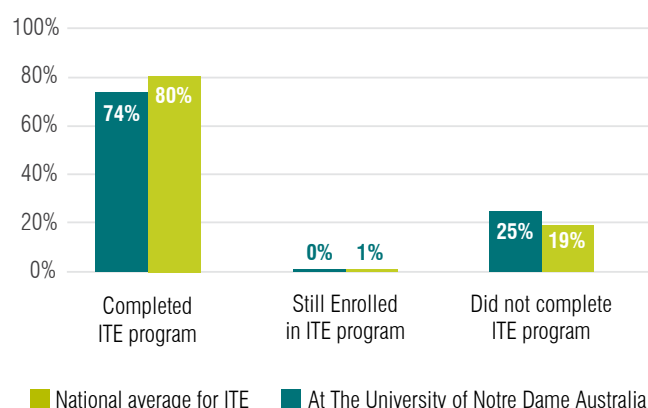
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

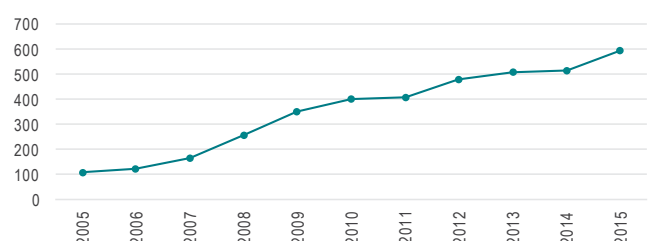


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

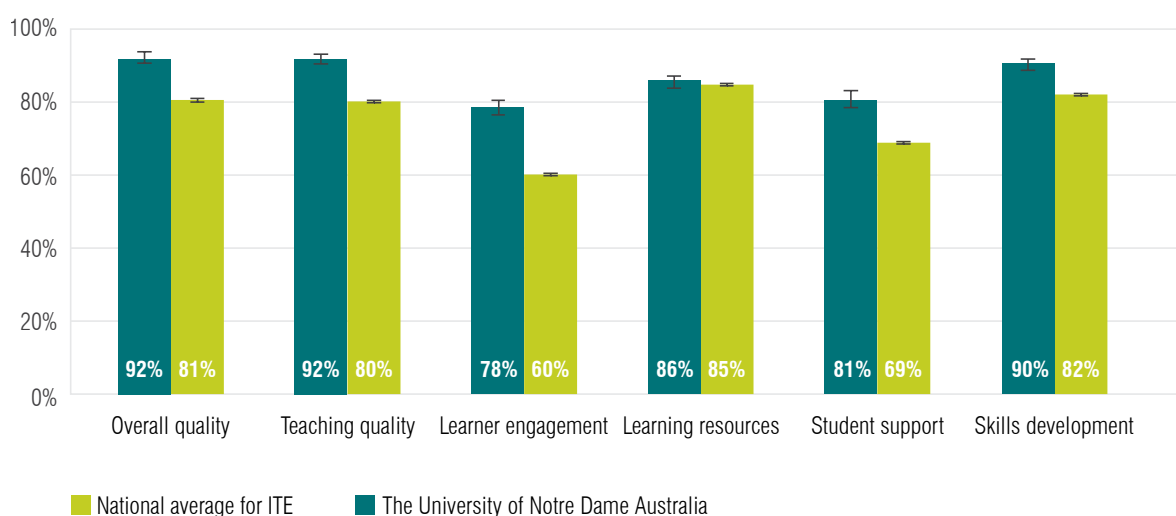
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

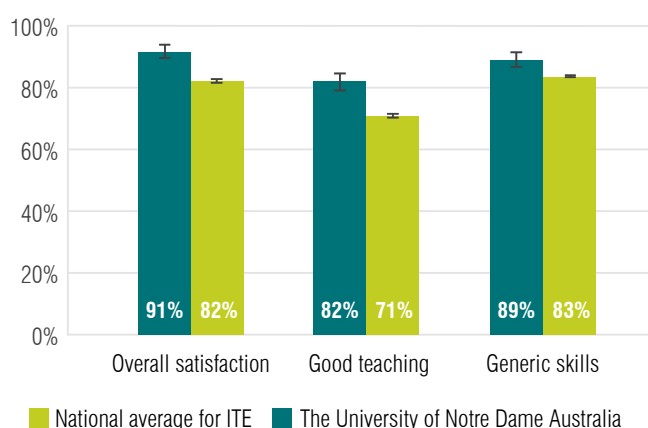
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



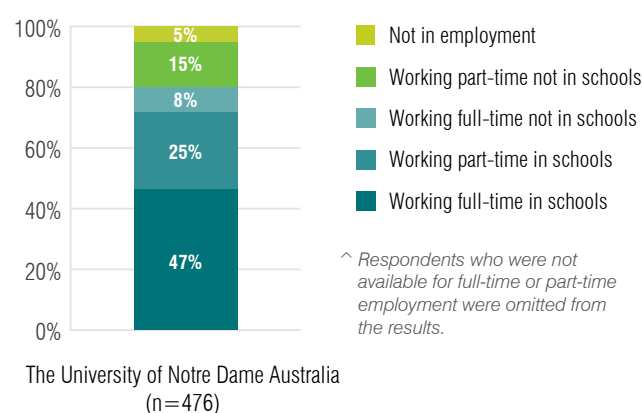
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

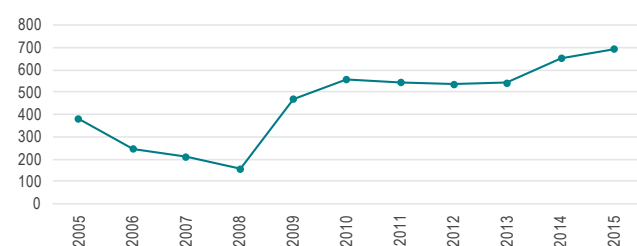
Student demographics

2015 commencing students

		Number	%
Total commencing students		695	100%
Student type	Domestic	669	96%
	International	26	4%
Gender	Male	254	37%
	Female	441	63%
Age	<20	382	55%
	20-24	189	27%
	25-29	59	8%
	30-39	37	5%
	40+	28	4%
State/territory of permanent home address*	NSW	13	2%
	VIC	< 5	np
	QLD	645	93%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	33	5%
Equity status (domestic onshore students only)	NESB	11	2%
	Indigenous	9	1%
	Disability	23	3%
	Low SES*	107	16%
	Medium SES*	295	45%
	High SES*	259	39%
	Metro*	561	85%
	Regional*	96	15%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		695	100%
Basis of admission	Secondary education	284	41%
	Higher education course	359	52%
	VET/TAFE	27	4%
	Mature entry	0	0%
	Professional qualification	9	1%
	Other basis	16	2%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	<5	np
	71-75	15	5%
	76-80	46	17%
	81-85	47	17%
	86-90	43	16%
	91-95	21	8%
	96-100	np	np
	Students without ATAR	92	33%
Detailed field of teacher education	Not specified	338	49%
	Early Childhood	0	0%
	Primary	175	25%
	Secondary	182	26%
	Other	0	0%
Mode of attendance	Internal	631	91%
	External	0	0%
	Multi-modal	64	9%
Type of attendance	Full-time	653	94%
	Part-time	42	6%
Course level	Postgraduate	213	31%
	Undergraduate	482	69%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	15%
	Undergraduate	11	85%
	Total	13	100%

Initial teacher education

Completion data

Demographic and study characteristics

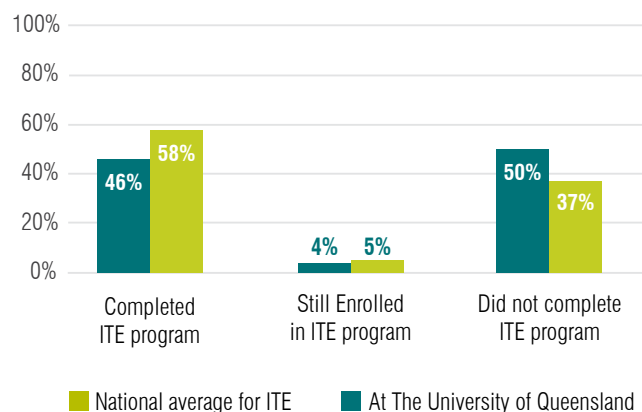
2015 completing students

		Number	%
Total completing students		342	100%
Gender	Male	97	28%
	Female	245	72%
Age	<20	< 5	np
	20-24	245	72%
	25-29	57	17%
	30-39	25	7%
	40 +	np	np
State/territory of permanent home address*	NSW	7	2%
	VIC	< 5	np
	QLD	285	83%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	< 5	np
	International	32	9%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	5	2%
	Disability	6	2%
	Low SES*	47	16%
	Medium SES*	132	44%
	High SES*	117	39%
	Metro*	253	85%
	Regional*	42	14%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	93	27%
	Early Childhood	0	0%
	Primary	83	24%
	Secondary	166	49%
	Other	0	0%
Course level	Postgraduate	165	48%
	Undergraduate	177	52%

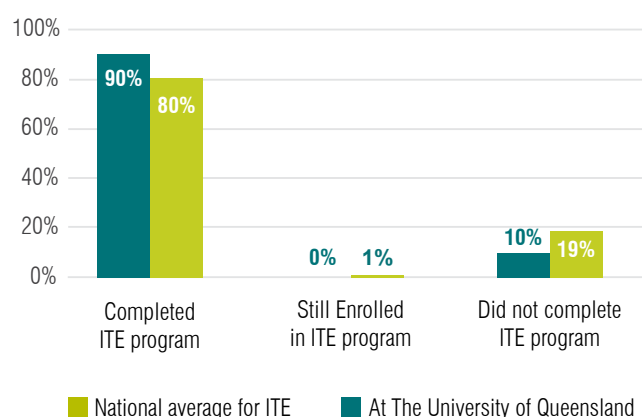
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

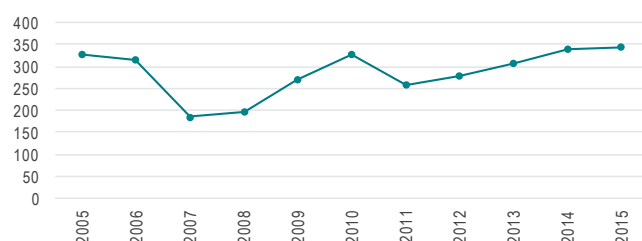


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

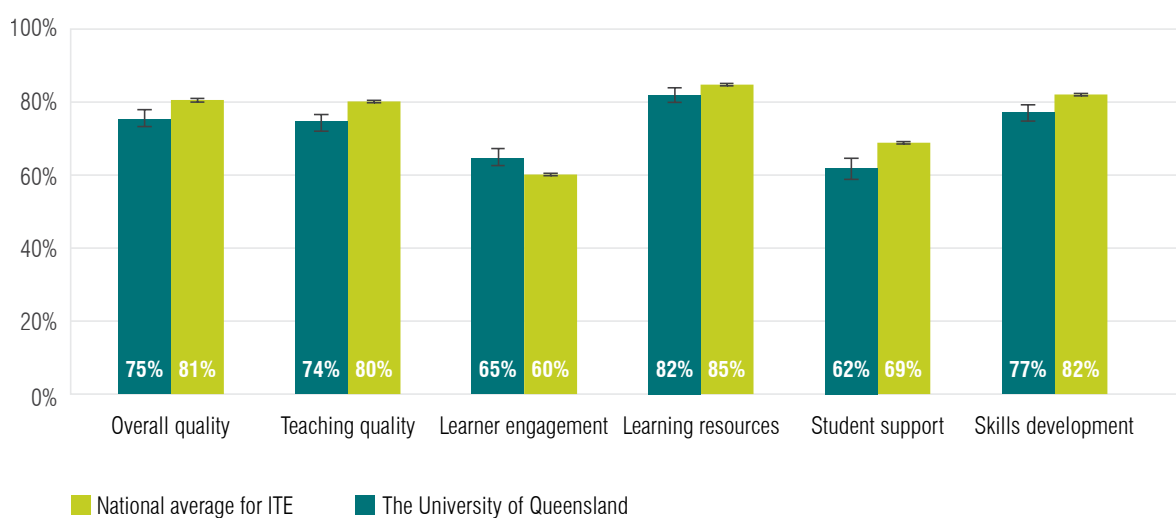
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

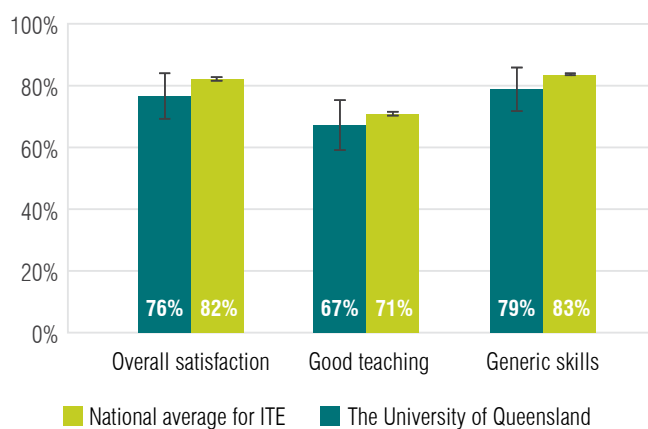
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



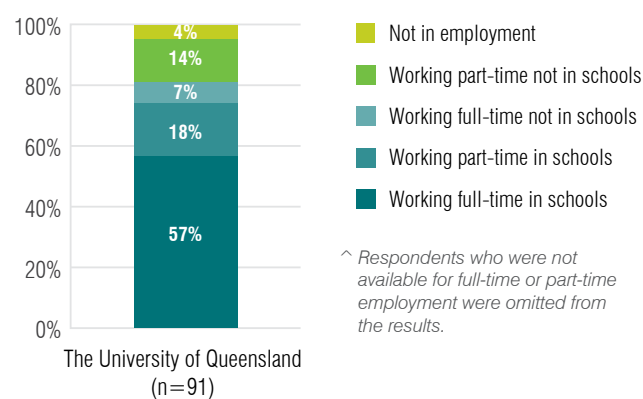
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

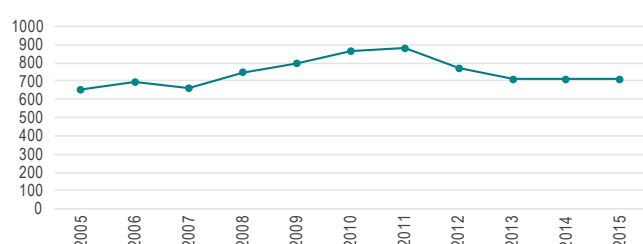
Student demographics

2015 commencing students

		Number	%
Total commencing students		712	100%
Student type	Domestic	647	91%
	International	65	9%
Gender	Male	166	23%
	Female	546	77%
Age	<20	392	55%
	20-24	206	29%
	25-29	60	8%
	30-39	40	6%
	40+	14	2%
State/territory of permanent home address*	NSW	637	89%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	68	10%
Equity status (domestic onshore students only)	NESB	43	7%
	Indigenous	13	2%
	Disability	30	5%
	Low SES*	68	11%
	Medium SES*	261	41%
	High SES*	314	49%
	Metro*	615	95%
	Regional*	28	4%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		712	100%
Basis of admission	Secondary education	342	48%
	Higher education course	305	43%
	VET/TAFE	19	3%
	Mature entry	9	1%
	Professional qualification	0	0%
	Other basis	37	5%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	<5	np
	76-80	np	np
	81-85	50	16%
	86-90	77	24%
	91-95	46	15%
	96-100	23	7%
	Students without ATAR	102	32%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	72	10%
	Primary	211	30%
	Secondary	429	60%
	Other	0	0%
Mode of attendance	Internal	700	98%
	External	0	0%
	Multi-modal	12	2%
Type of attendance	Full-time	678	95%
	Part-time	34	5%
Course level	Postgraduate	212	30%
	Undergraduate	500	70%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	31%
	Undergraduate	9	69%
	Total	13	100%

Initial teacher education

Completion data

Demographic and study characteristics

2015 completing students

		Number	%
Total completing students		474	100%
Gender	Male	102	22%
	Female	372	78%
Age	<20	0	0%
	20-24	343	72%
	25-29	69	15%
	30-39	38	8%
	40+	24	5%
State/territory of permanent home address*	NSW	415	88%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	17	4%
Equity status (domestic onshore students only)	NESB	18	4%
	Indigenous	12	3%
	Disability	12	3%
	Low SES*	38	9%
	Medium SES*	168	40%
	High SES*	212	51%
	Metro*	399	95%
	Regional*	18	4%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	30	6%
	Primary	190	40%
	Secondary	254	54%
	Other	0	0%
Course level	Postgraduate	189	40%
	Undergraduate	285	60%

Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

No data available

Due to the structure of some ITE programs at the University of Sydney it was not possible to calculate accurate completion and attrition rates.

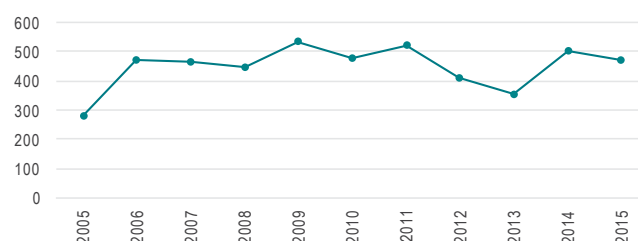
Postgraduate

No data available

Due to the structure of some ITE programs at the University of Sydney it was not possible to calculate accurate completion and attrition rates.

Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

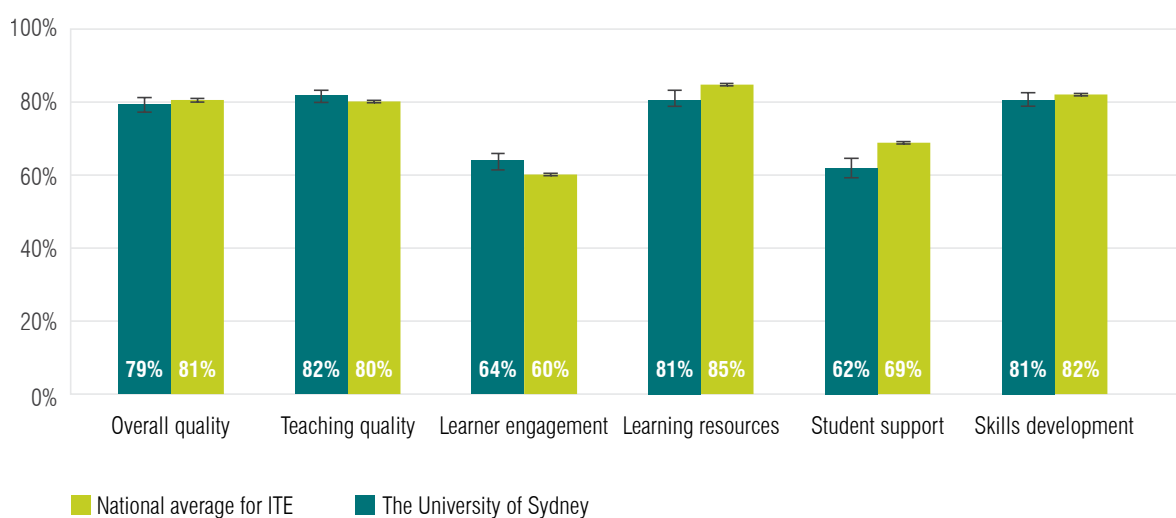
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

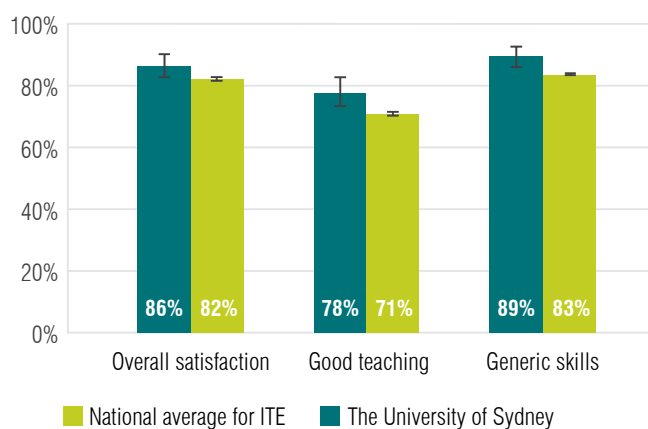
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



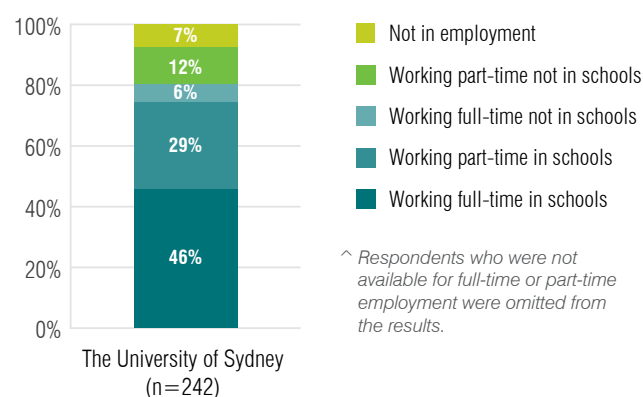
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

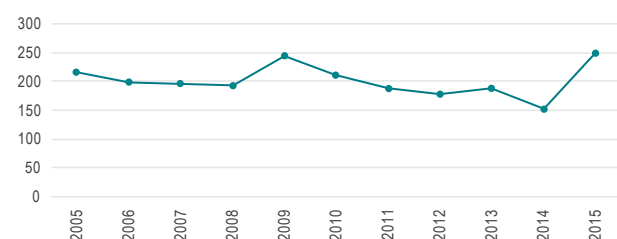
Student demographics

2015 commencing students

		Number	%
Total commencing students		249	100%
Student type	Domestic	241	97%
	International	8	3%
Gender	Male	88	35%
	Female	161	65%
Age	<20	0	0%
	20-24	145	58%
	25-29	54	22%
	30-39	30	12%
	40+	20	8%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	236	95%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	9	4%
Equity status (domestic onshore students only)	NESB	5	2%
	Indigenous	< 5	np
	Disability	14	6%
	Low SES*	16	7%
	Medium SES*	115	48%
	High SES*	108	45%
	Metro*	212	88%
	Regional*	23	10%
	Remote*	5	2%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		249	100%
Basis of admission	Secondary education	0	0%
	Higher education course	249	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	np	np
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	177	72%
	Other	< 5	np
Mode of attendance	Internal	np	np
	External	< 5	np
	Multi-modal	0	0%
Type of attendance	Full-time	201	81%
	Part-time	48	19%
Course level	Postgraduate	249	100%
	Undergraduate	0	0%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	6	67%
	Undergraduate	3	33%
	Total	9	100%

Initial teacher education

Completion data

Demographic and study characteristics

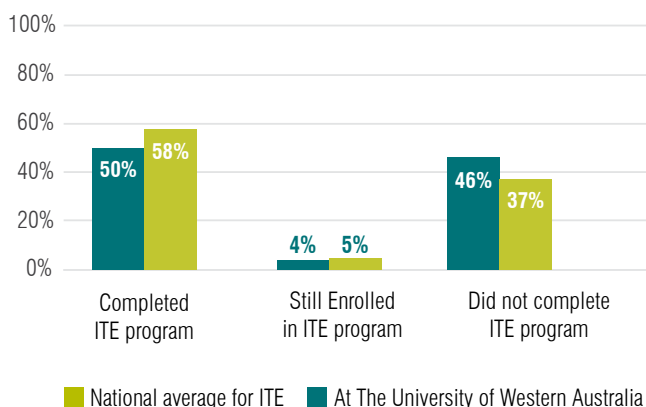
2015 completing students

		Number	%
Total completing students		178	100%
Gender	Male	57	32%
	Female	121	68%
Age	<20	0	0%
	20-24	106	60%
	25-29	38	21%
	30-39	19	11%
	40+	15	8%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	< 5	np
	WA	164	92%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	11	6%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	8	5%
	Low SES*	11	7%
	Medium SES*	75	45%
	High SES*	81	49%
	Metro*	138	83%
	Regional*	26	16%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	34	19%
	Early Childhood	0	0%
	Primary	< 5	np
	Secondary	142	81%
	Other	< 5	np
Course level	Postgraduate	np	np
	Undergraduate	< 5	np

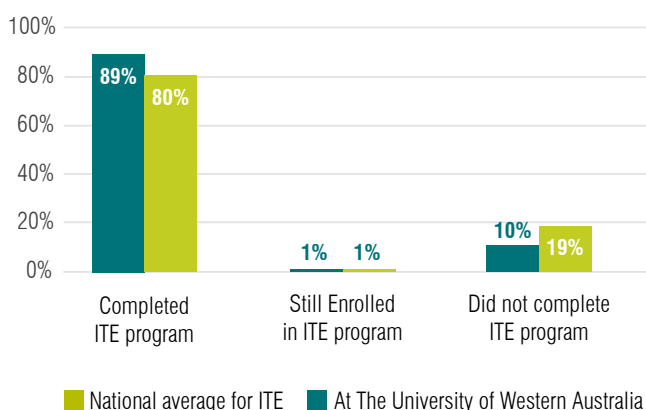
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

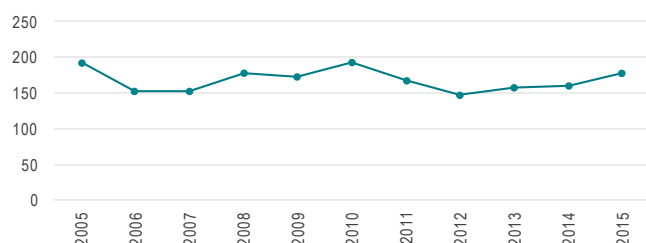


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*

No data available

Not available due to insufficient data

Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*

No data available

Not available due to insufficient data

Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^

No data available

Not available due to insufficient data

*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

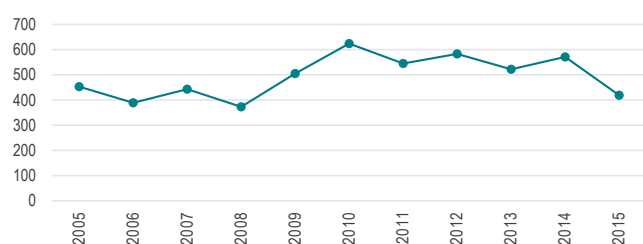
Student demographics

2015 commencing students

		Number	%
Total commencing students		419	100%
Student type	Domestic	410	98%
	International	9	2%
Gender	Male	147	35%
	Female	272	65%
Age	<20	159	38%
	20-24	132	32%
	25-29	43	10%
	30-39	42	10%
	40+	43	10%
State/territory of permanent home address*	NSW	111	26%
	VIC	0	0%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	292	70%
	International	11	3%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	10	2%
	Disability	36	9%
	Low SES*	21	5%
	Medium SES*	149	37%
	High SES*	238	58%
	Metro*	335	82%
	Regional*	73	18%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		419	100%
Basis of admission	Secondary education	111	26%
	Higher education course	151	36%
	VET/TAFE	33	8%
	Mature entry	49	12%
	Professional qualification	0	0%
	Other basis	75	18%
ATAR (domestic secondary education basis of admission entrants only)	30-50	<5	np
	51-55	6	5%
	56-60	7	6%
	61-65	10	9%
	66-70	11	10%
	71-75	18	16%
	76-80	13	12%
	81-85	14	13%
	86-90	7	6%
	91-95	7	6%
	96-100	<5	np
	Students without ATAR	13	12%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	240	57%
	Secondary	74	18%
	Other	105	25%
Mode of attendance	Internal	324	77%
	External	0	0%
	Multi-modal	95	23%
Type of attendance	Full-time	299	71%
	Part-time	120	29%
Course level	Postgraduate	42	10%
	Undergraduate	377	90%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	11%
	Undergraduate	25	89%
	Total	28	100%

Initial teacher education

Completion data

Demographic and study characteristics

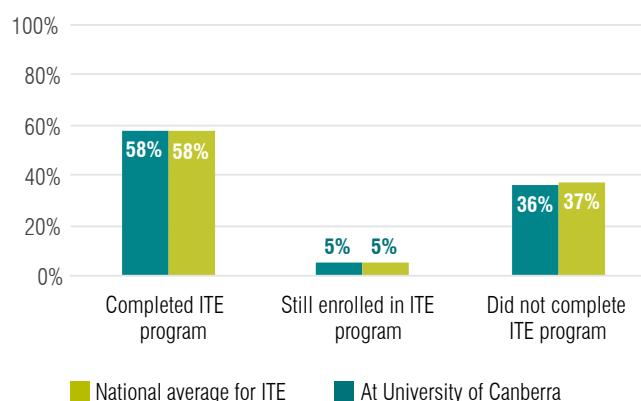
2015 completing students

		Number	%
Total completing students		211	100%
Gender	Male	61	29%
	Female	150	71%
Age	<20	0	0%
	20-24	134	64%
	25-29	39	18%
	30-39	18	9%
	40+	20	9%
State/territory of permanent home address*	NSW	79	37%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	124	59%
	International	np	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	8	4%
	Low SES*	16	8%
	Medium SES*	82	40%
	High SES*	106	52%
	Metro*	145	71%
	Regional*	59	29%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	11	5%
	Primary	114	54%
	Secondary	57	27%
	Other	29	14%
Course level	Postgraduate	29	14%
	Undergraduate	182	86%

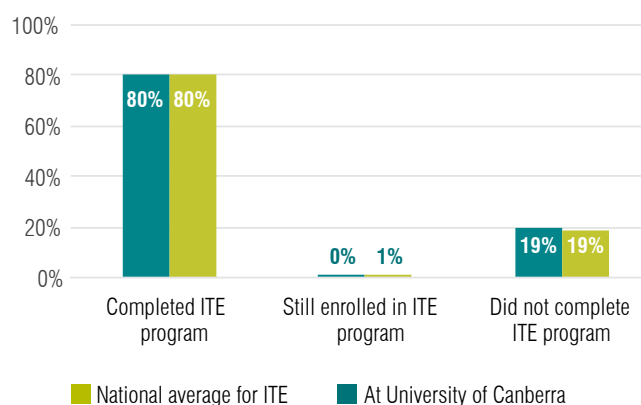
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

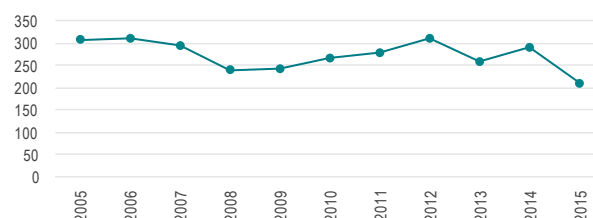


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

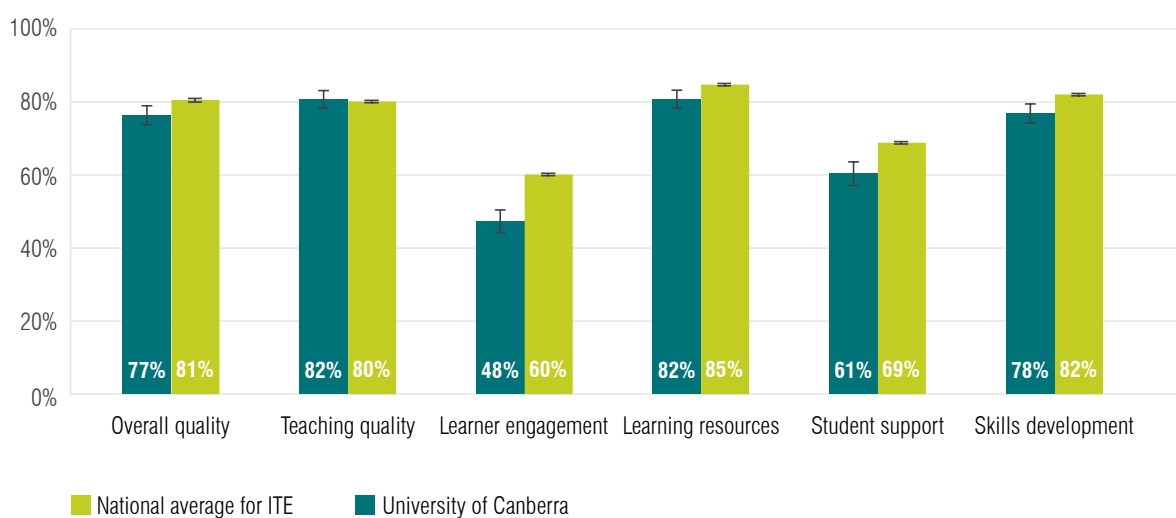
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

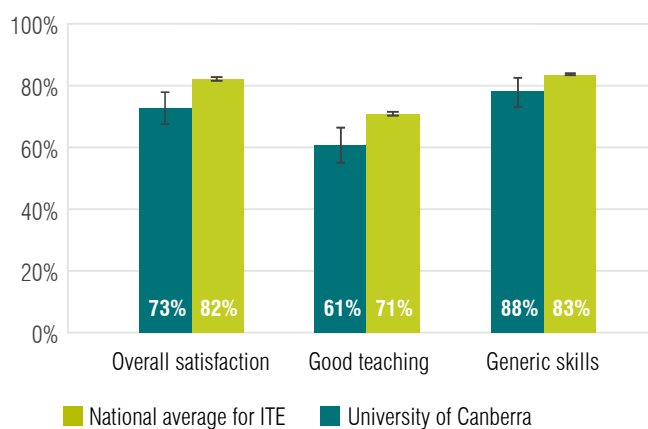
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



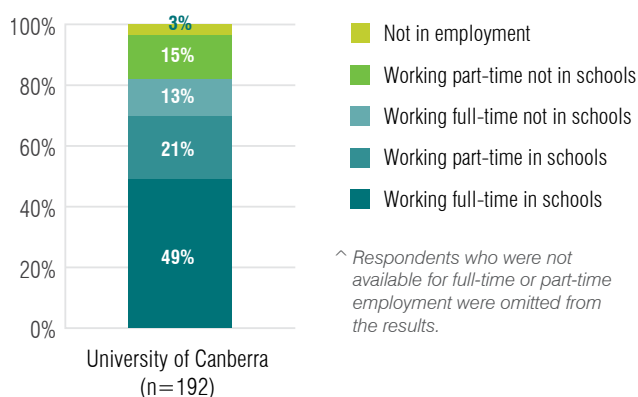
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

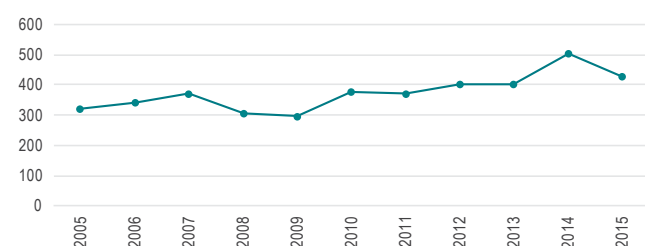
Student demographics

2015 commencing students

		Number	%
Total commencing students		427	100%
Student type	Domestic	396	93%
	International	31	7%
Gender	Male	137	32%
	Female	290	68%
Age	<20	213	50%
	20-24	139	33%
	25-29	42	10%
	30-39	18	4%
	40+	15	4%
State/territory of permanent home address*	NSW	388	91%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	31	7%
Equity status (domestic onshore students only)	NESB	20	5%
	Indigenous	7	2%
	Disability	22	6%
	Low SES*	50	13%
	Medium SES*	157	40%
	High SES*	187	47%
	Metro*	370	93%
	Regional*	24	6%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		427	100%
Basis of admission	Secondary education	155	37%
	Higher education course	202	48%
	VET/TAFE	np	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	42	10%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	21	14%
	81-85	24	16%
	86-90	21	14%
	91-95	22	15%
	96-100	9	6%
	Students without ATAR	50	34%
Detailed field of teacher education	Not specified	183	43%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	244	57%
	Other	0	0%
Mode of attendance	Internal	427	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	385	90%
	Part-time	42	10%
Course level	Postgraduate	132	31%
	Undergraduate	295	69%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	15%
	Undergraduate	17	85%
	Total	20	100%

Initial teacher education

Completion data

Demographic and study characteristics

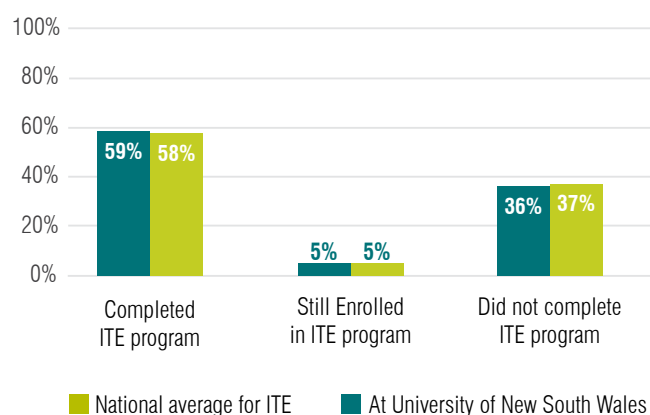
2015 completing students

		Number	%
Total completing students		281	100%
Gender	Male	75	27%
	Female	206	73%
Age	<20	0	0%
	20-24	205	73%
	25-29	57	20%
	30-39	14	5%
	40+	5	2%
State/territory of permanent home address*	NSW	263	94%
	VIC	0	0%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	10	4%
Equity status (domestic onshore students only)	NESB	12	4%
	Indigenous	< 5	np
	Disability	10	4%
	Low SES*	25	9%
	Medium SES*	125	47%
	High SES*	117	44%
	Metro*	256	96%
	Regional*	11	4%
	Remote*	0	0%
Detailed field of teacher education	Not specified	138	49%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	143	51%
	Other	0	0%
Course level	Postgraduate	81	29%
	Undergraduate	200	71%

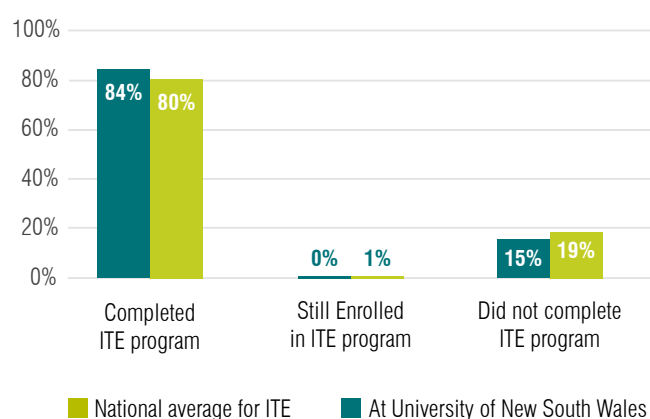
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

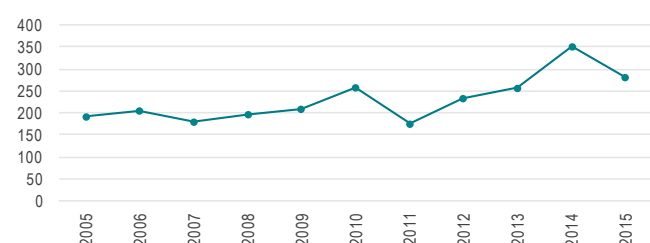


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

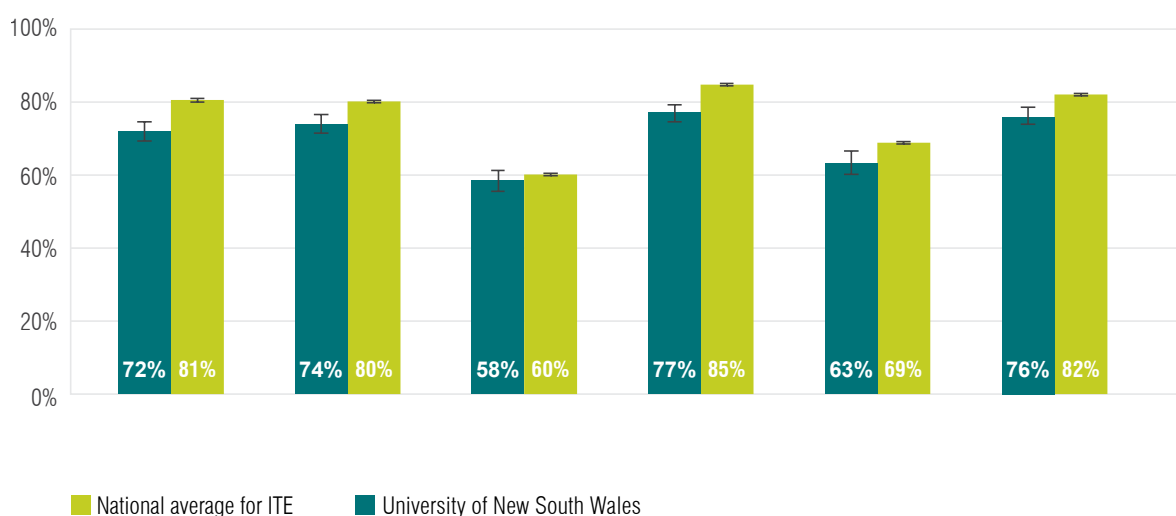
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

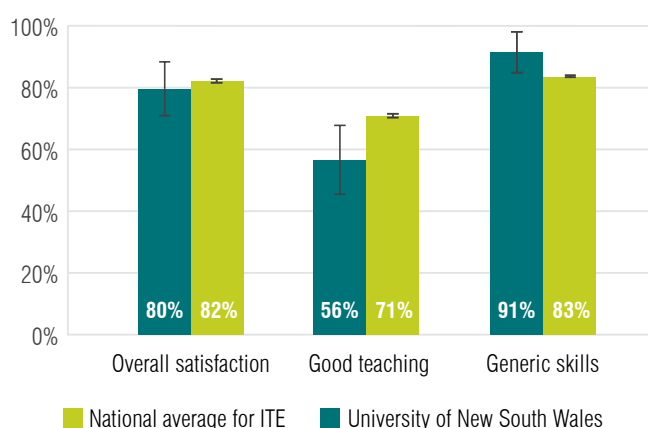
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



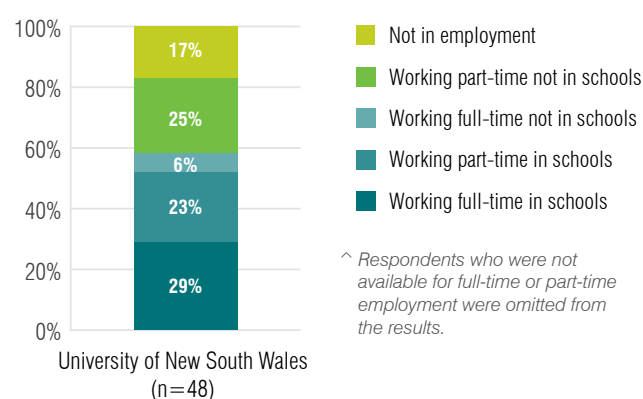
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

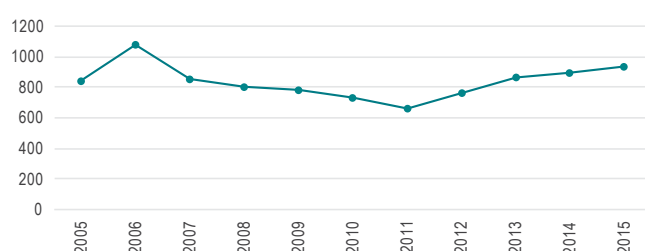
Student demographics

2015 commencing students

		Number	%
Total commencing students		939	100%
Student type	Domestic	884	94%
	International	55	6%
Gender	Male	221	24%
	Female	718	76%
Age	<20	422	45%
	20-24	265	28%
	25-29	108	12%
	30-39	101	11%
	40+	43	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	< 5	np
	SA	877	93%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	55	6%
Equity status (domestic onshore students only)	NESB	18	2%
	Indigenous	20	2%
	Disability	62	7%
	Low SES*	243	27%
	Medium SES*	484	55%
	High SES*	155	18%
	Metro*	716	81%
	Regional*	151	17%
	Remote*	16	2%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		939	100%
Basis of admission	Secondary education	463	49%
	Higher education course	351	37%
	VET/TAFE	75	8%
	Mature entry	8	1%
	Professional qualification	0	0%
	Other basis	42	4%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	<5	np
	71-75	47	10%
	76-80	38	8%
	81-85	40	9%
	86-90	45	10%
	91-95	np	np
	96-100	43	9%
	Students without ATAR	208	45%
Detailed field of teacher education	Not specified	242	26%
	Early Childhood	234	25%
	Primary	253	27%
	Secondary	210	22%
	Other	0	0%
Mode of attendance	Internal	568	60%
	External	96	10%
	Multi-modal	275	29%
Type of attendance	Full-time	835	89%
	Part-time	104	11%
Course level	Postgraduate	312	33%
	Undergraduate	627	67%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	13	57%
	Undergraduate	10	43%
	Total	23	100%

Initial teacher education

Completion data

Demographic and study characteristics

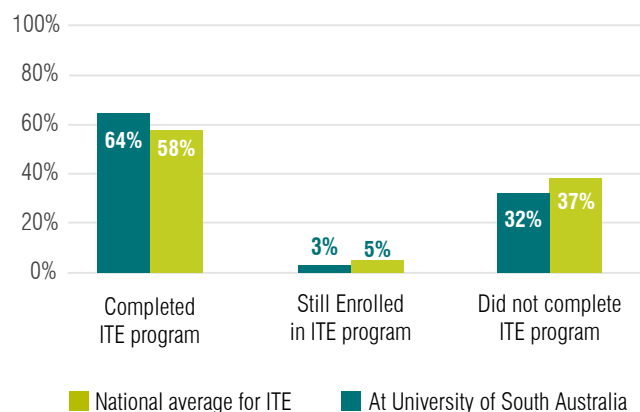
2015 completing students

		Number	%
Total completing students		626	100%
Gender	Male	167	27%
	Female	459	73%
Age	<20	0	0%
	20-24	418	67%
	25-29	95	15%
	30-39	69	11%
	40+	44	7%
State/territory of permanent home address*	NSW	0	0%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	546	87%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	41	7%
Equity status (domestic onshore students only)	NESB	7	1%
	Indigenous	9	2%
	Disability	34	6%
	Low SES*	139	25%
	Medium SES*	302	55%
	High SES*	110	20%
	Metro*	481	87%
	Regional*	67	12%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	212	33%
	Early Childhood	114	18%
	Primary	145	23%
	Secondary	166	26%
	Other	0	0%
Course level	Postgraduate	193	31%
	Undergraduate	433	69%

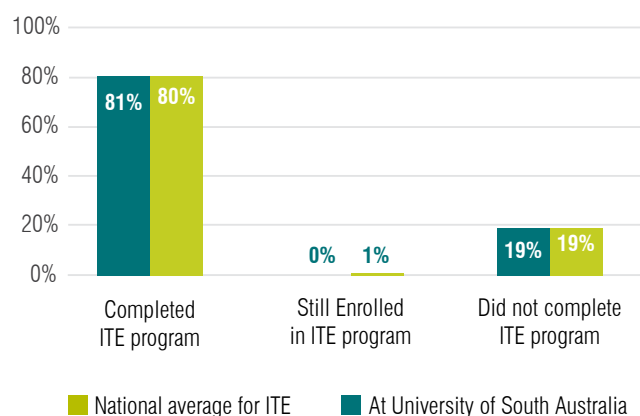
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

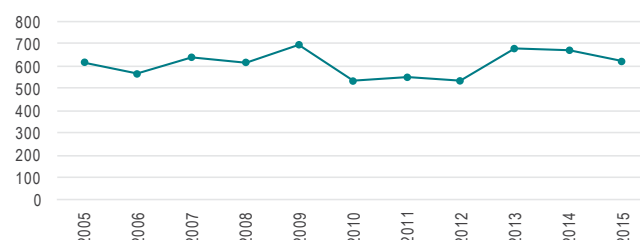


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

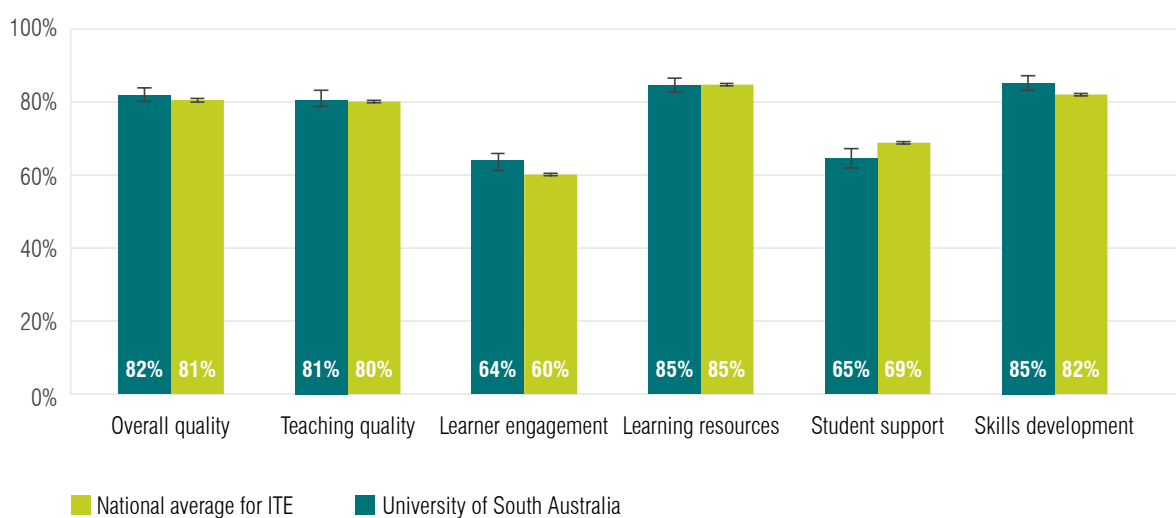
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

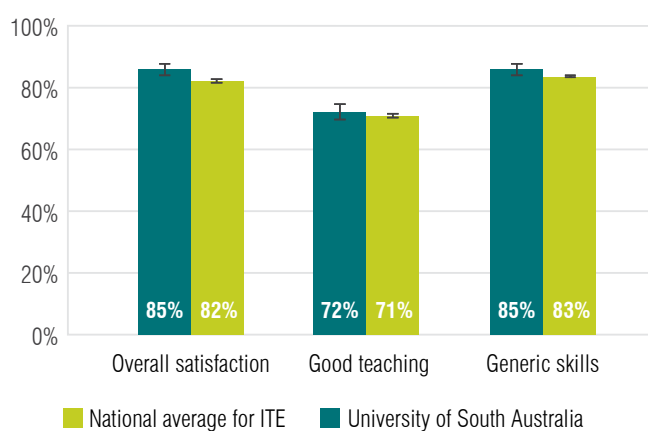
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

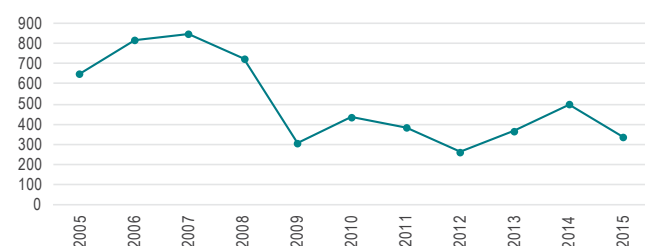
Student demographics

2015 commencing students

		Number	%
Total commencing students		337	100%
Student type	Domestic	329	98%
	International	8	2%
Gender	Male	142	42%
	Female	195	58%
Age	<20	0	0%
	20-24	71	21%
	25-29	57	17%
	30-39	129	38%
	40+	80	24%
State/territory of permanent home address*	NSW	40	12%
	VIC	24	7%
	QLD	240	71%
	WA	5	1%
	SA	< 5	np
	TAS	5	1%
	NT	< 5	np
	ACT	< 5	np
	International	13	4%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	5	2%
	Disability	16	5%
	Low SES*	80	25%
	Medium SES*	186	57%
	High SES*	58	18%
	Metro*	184	57%
	Regional*	136	42%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		337	100%
Basis of admission	Secondary education	0	0%
	Higher education course	329	98%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	8	2%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	337	100%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	16	5%
	External	291	86%
	Multi-modal	30	9%
Type of attendance	Full-time	215	64%
	Part-time	122	36%
Course level	Postgraduate	337	100%
	Undergraduate	0	0%

2015 program information

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

Initial teacher education

Completion data

Demographic and study characteristics

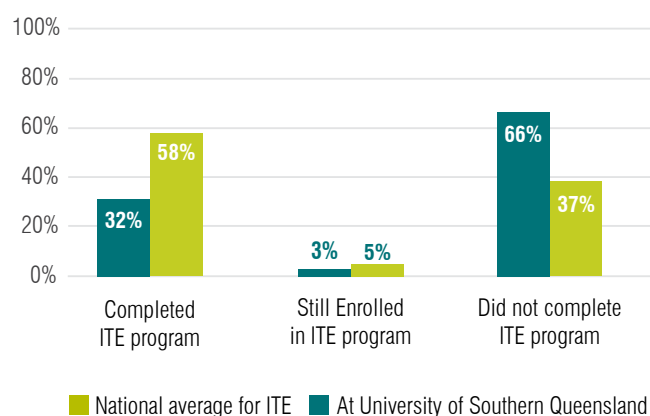
2015 completing students

		Number	%
Total completing students		428	100%
Gender	Male	106	25%
	Female	322	75%
Age	<20	< 5	np
	20-24	np	np
	25-29	77	18%
	30-39	167	39%
	40 +	113	26%
State/territory of permanent home address*	NSW	42	10%
	VIC	26	6%
	QLD	314	73%
	WA	8	2%
	SA	5	1%
	TAS	6	1%
	NT	< 5	np
	ACT	< 5	np
	International	20	5%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	5	1%
	Disability	15	4%
	Low SES*	104	26%
	Medium SES*	226	56%
	High SES*	75	18%
	Metro*	231	57%
	Regional*	164	40%
	Remote*	10	2%
Detailed field of teacher education	Not specified	np	np
	Early Childhood	< 5	np
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	np	np
	Undergraduate	< 5	np

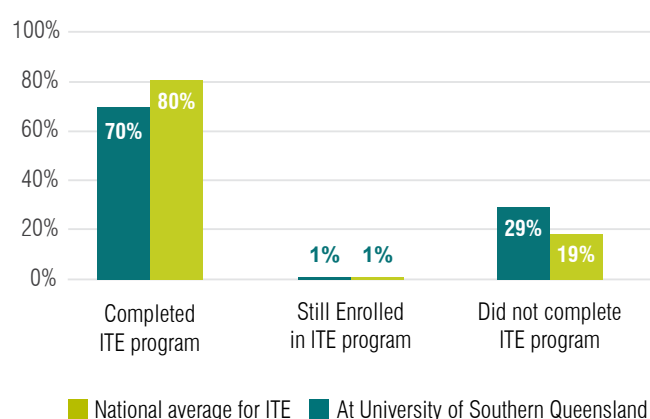
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

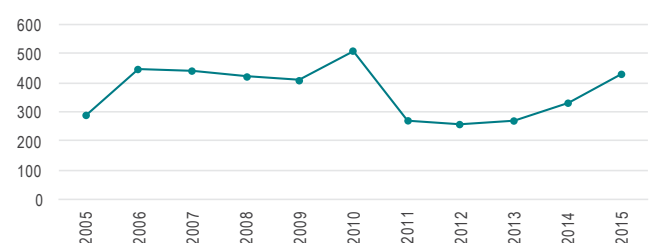


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

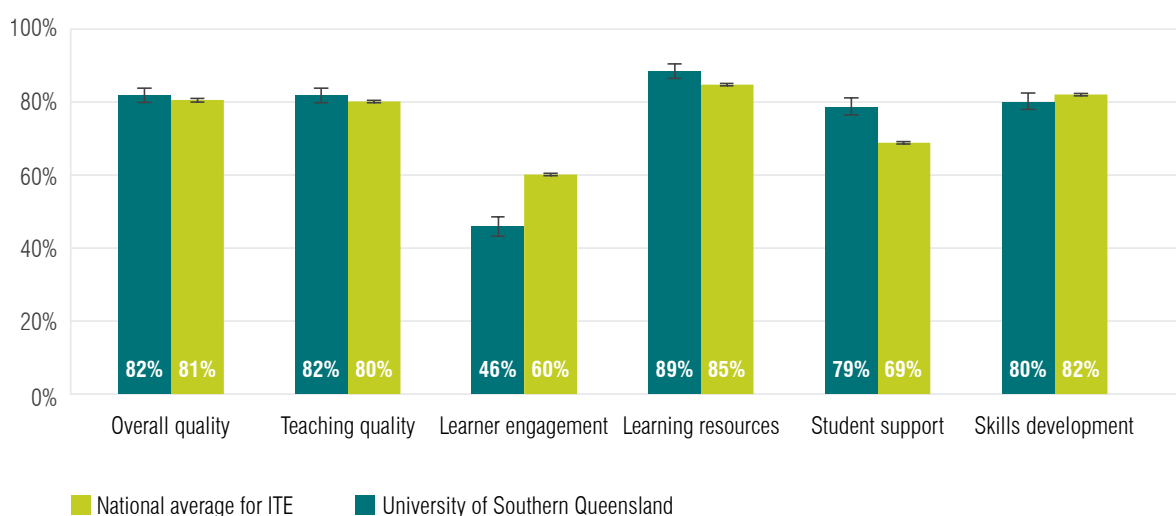
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

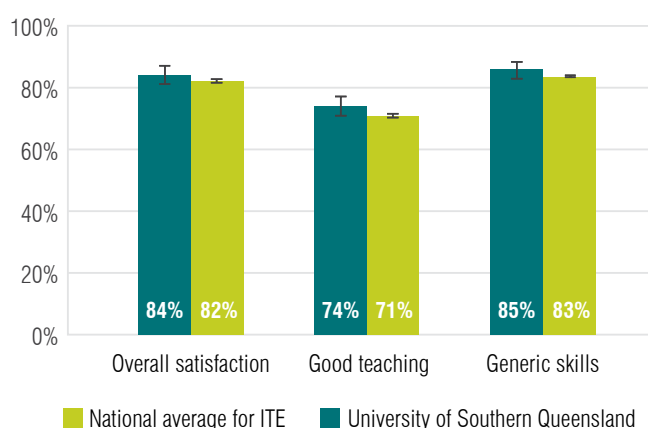
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



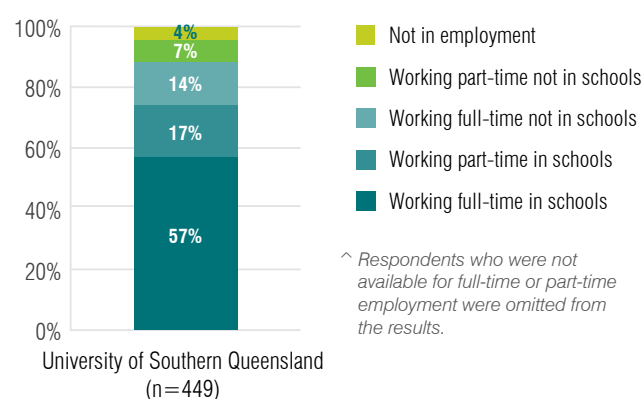
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

Student demographics

2015 commencing students

		Number	%
Total commencing students		521	100%
Student type	Domestic	510	98%
	International	11	2%
Gender	Male	134	26%
	Female	387	74%
Age	<20	114	22%
	20-24	163	31%
	25-29	85	16%
	30-39	105	20%
	40+	54	10%
State/territory of permanent home address*	NSW	17	3%
	VIC	43	8%
	QLD	14	3%
	WA	< 5	np
	SA	14	3%
	TAS	412	79%
	NT	< 5	np
	ACT	< 5	np
	International	12	2%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	19	4%
	Disability	31	6%
	Low SES*	183	36%
	Medium SES*	247	49%
	High SES*	75	15%
	Metro*	58	11%
	Regional*	439	86%
	Remote*	9	2%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		521	100%
Basis of admission	Secondary education	113	22%
	Higher education course	63	12%
	VET/TAFE	19	4%
	Mature entry	11	2%
	Professional qualification	0	0%
	Other basis	315	60%
ATAR (domestic secondary education basis of admission entrants only)	30-50	12	12%
	51-55	<5	np
	56-60	5	5%
	61-65	8	8%
	66-70	<5	np
	71-75	7	7%
	76-80	<5	np
	81-85	<5	np
	86-90	<5	np
	91-95	<5	np
	96-100	<5	np
	Students without ATAR	50	49%
Detailed field of teacher education	Not specified	213	41%
	Early Childhood	0	0%
	Primary	308	59%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	118	23%
	External	273	52%
	Multi-modal	130	25%
Type of attendance	Full-time	411	79%
	Part-time	110	21%
Course level	Postgraduate	213	41%
	Undergraduate	308	59%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	20%
	Undergraduate	4	80%
	Total	5	100%

Initial teacher education

Completion data

Demographic and study characteristics

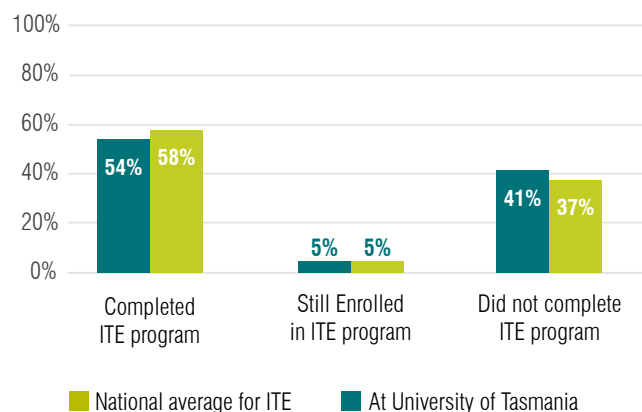
2015 completing students

		Number	%
Total completing students		334	100%
Gender	Male	77	23%
	Female	257	77%
Age	<20	0	0%
	20-24	140	42%
	25-29	63	19%
	30-39	79	24%
	40+	52	16%
State/territory of permanent home address*	NSW	8	2%
	VIC	48	14%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	255	76%
	NT	< 5	np
	ACT	< 5	np
	International	13	4%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	7	2%
	Disability	12	4%
	Low SES*	121	38%
	Medium SES*	155	48%
	High SES*	45	14%
	Metro*	58	18%
	Regional*	260	81%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	172	51%
	Early Childhood	0	0%
	Primary	162	49%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	166	50%
	Undergraduate	168	50%

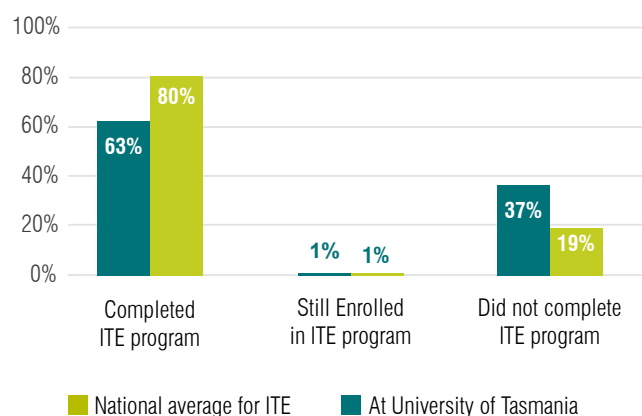
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

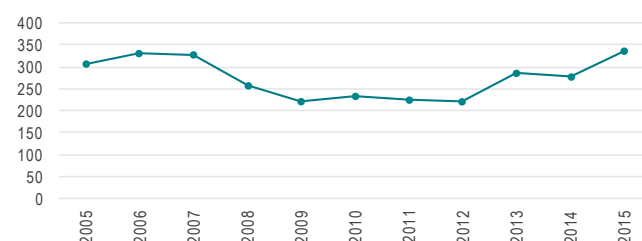


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

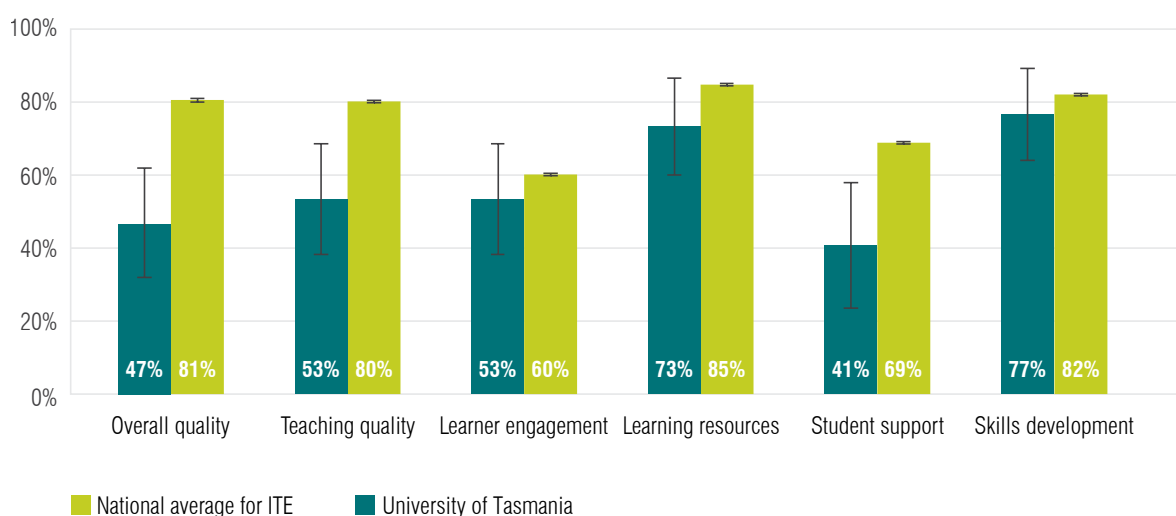
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

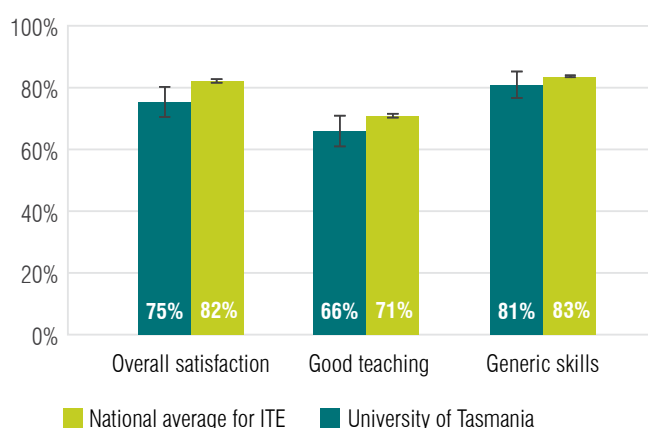
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

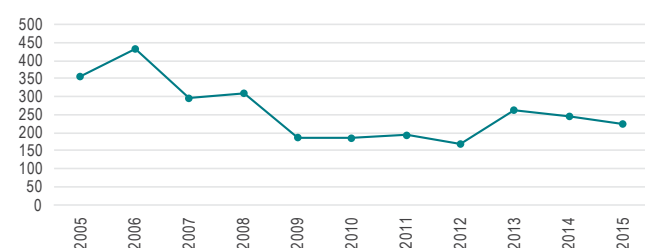
Student demographics

2015 commencing students

		Number	%
Total commencing students		226	100%
Student type	Domestic	214	95%
	International	12	5%
Gender	Male	71	31%
	Female	155	69%
Age	<20	69	31%
	20-24	77	34%
	25-29	38	17%
	30-39	21	9%
	40+	21	9%
State/territory of permanent home address*	NSW	214	95%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	12	5%
Equity status (domestic onshore students only)	NESB	6	3%
	Indigenous	< 5	np
	Disability	16	7%
	Low SES*	18	8%
	Medium SES*	82	38%
	High SES*	114	53%
	Metro*	209	98%
	Regional*	< 5	np
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		226	100%
Basis of admission	Secondary education	67	30%
	Higher education course	135	60%
	VET/TAFE	14	6%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	<5	np
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	<5	np
	71-75	15	23%
	76-80	16	25%
	81-85	9	14%
	86-90	<5	np
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	19	30%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	107	47%
	Secondary	119	53%
	Other	0	0%
Mode of attendance	Internal	211	93%
	External	0	0%
	Multi-modal	15	7%
Type of attendance	Full-time	206	91%
	Part-time	20	9%
Course level	Postgraduate	119	53%
	Undergraduate	107	47%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	25%
	Undergraduate	3	75%
	Total	4	100%

Initial teacher education

Completion data

Demographic and study characteristics

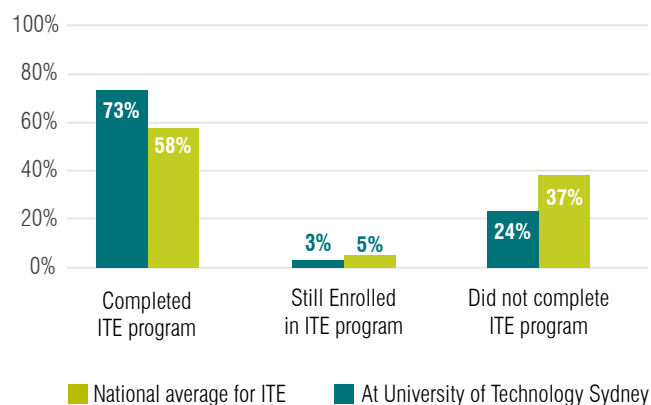
2015 completing students

		Number	%
Total completing students		133	100%
Gender	Male	27	20%
	Female	106	80%
Age	<20	0	0%
	20-24	87	65%
	25-29	23	17%
	30-39	10	8%
	40+	13	10%
State/territory of permanent home address*	NSW	np	np
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	6	5%
	Low SES*	9	7%
	Medium SES*	34	26%
	High SES*	89	67%
	Metro*	129	98%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	91	68%
	Secondary	42	32%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	133	100%

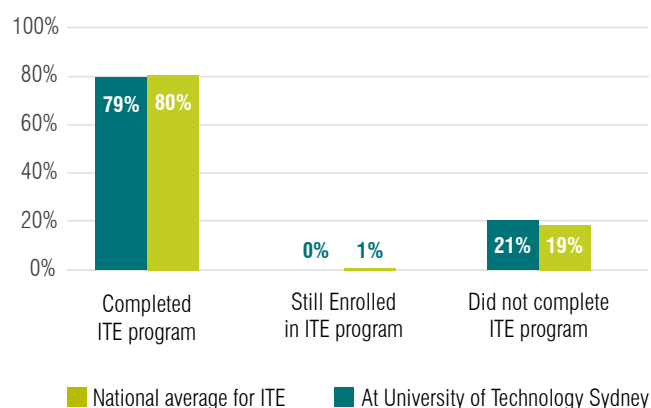
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

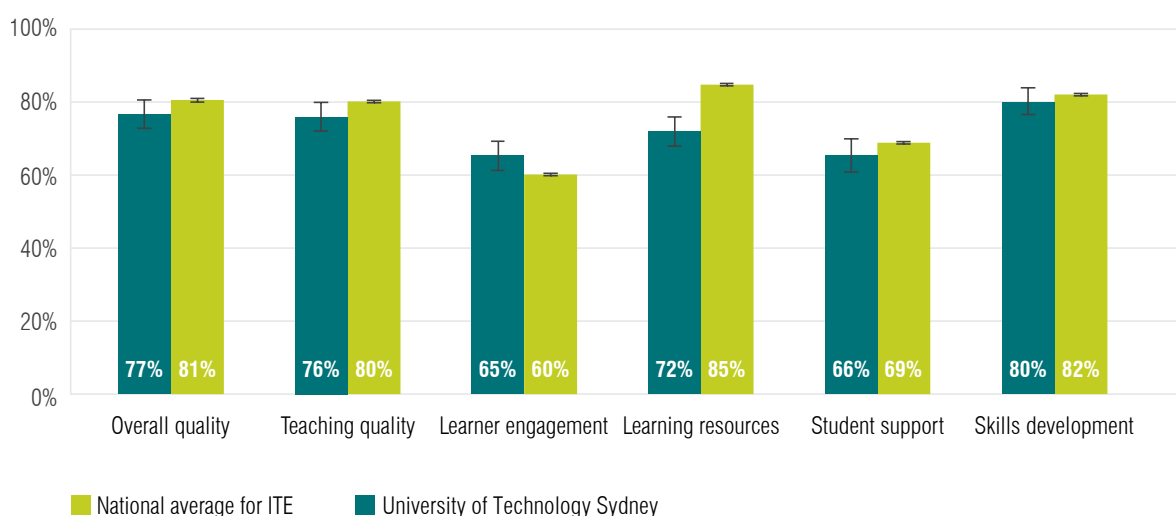
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

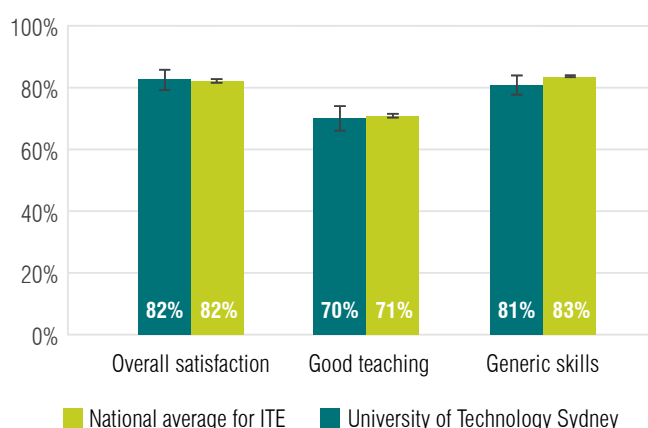
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



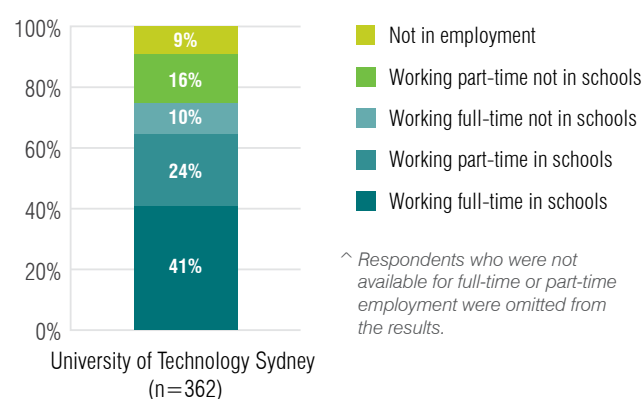
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

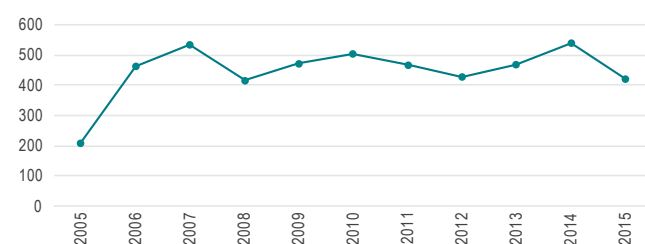
Student demographics

2015 commencing students

		Number	%
Total commencing students		421	100%
Student type	Domestic	391	93%
	International	30	7%
Gender	Male	133	32%
	Female	288	68%
Age	<20	195	46%
	20-24	90	21%
	25-29	47	11%
	30-39	49	12%
	40+	40	10%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	387	92%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	30	7%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	12	3%
	Disability	17	4%
	Low SES*	76	19%
	Medium SES*	314	80%
	High SES*	< 5	np
	Metro*	296	76%
	Regional*	95	24%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		421	100%
Basis of admission	Secondary education	129	31%
	Higher education course	170	41%
	VET/TAFE	75	18%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	np	np
	66-70	12	9%
	71-75	15	12%
	76-80	8	6%
	81-85	13	10%
	86-90	9	7%
	91-95	8	6%
	96-100	<5	np
	Students without ATAR	56	43%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	40	10%
	Primary	188	45%
	Secondary	193	46%
	Other	0	0%
Mode of attendance	Internal	421	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	374	89%
	Part-time	47	11%
Course level	Postgraduate	112	27%
	Undergraduate	309	73%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	25%
	Undergraduate	9	75%
	Total	12	100%

Initial teacher education

Completion data

Demographic and study characteristics

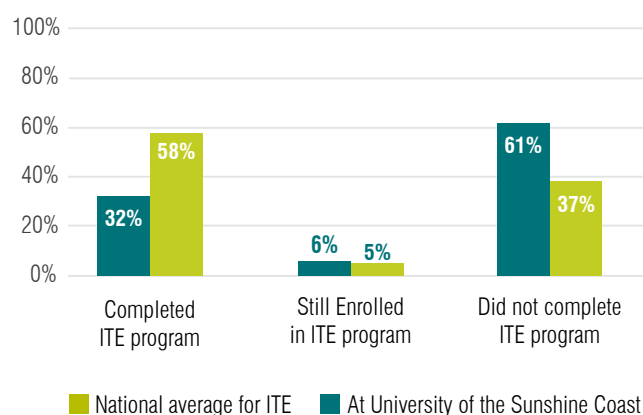
2015 completing students

		Number	%
Total completing students		279	100%
Gender	Male	82	29%
	Female	197	71%
Age	<20	< 5	np
	20-24	153	55%
	25-29	68	24%
	30-39	30	11%
	40 +	np	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	225	81%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	51	18%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	34	15%
	Medium SES*	185	81%
	High SES*	8	4%
	Metro*	182	80%
	Regional*	44	19%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	32	11%
	Primary	116	42%
	Secondary	131	47%
	Other	0	0%
Course level	Postgraduate	150	54%
	Undergraduate	129	46%

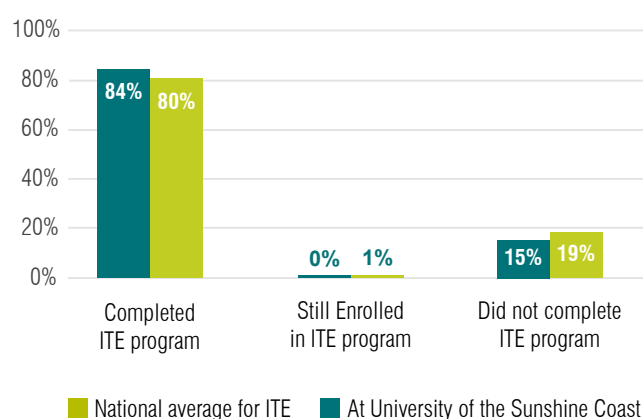
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate



Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

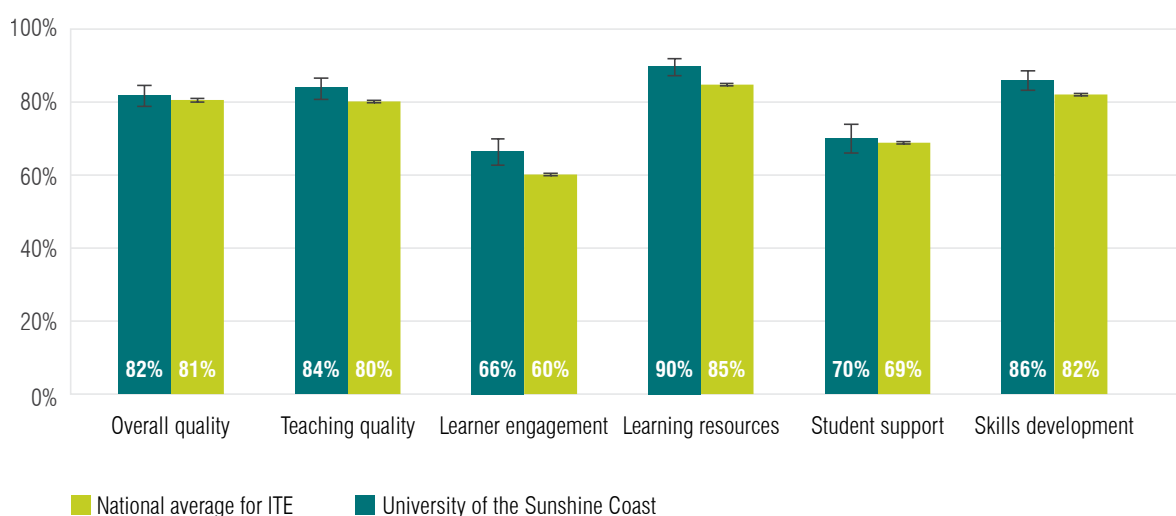
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

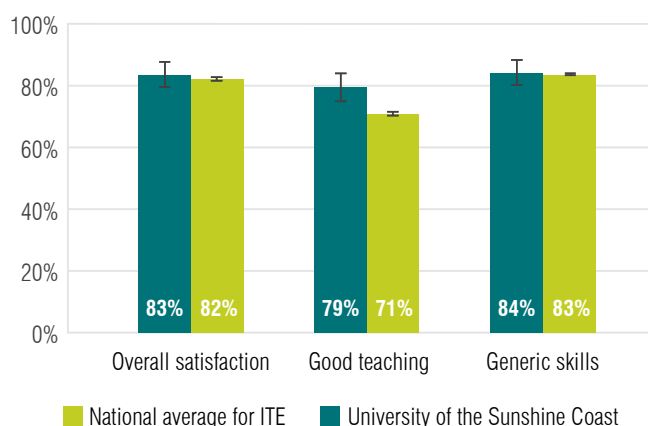
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



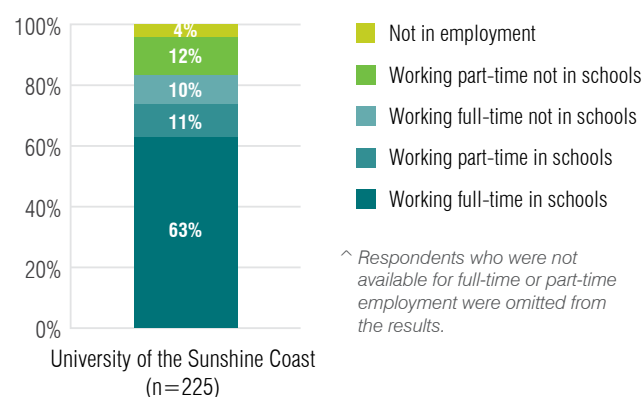
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

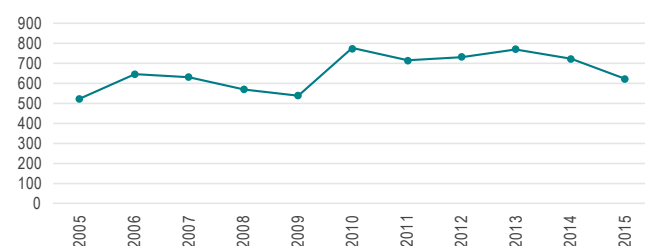
Student demographics

2015 commencing students

		Number	%
Total commencing students		625	100%
Student type	Domestic	620	99%
	International	5	1%
Gender	Male	208	33%
	Female	417	67%
Age	<20	327	52%
	20-24	192	31%
	25-29	39	6%
	30-39	41	7%
	40+	26	4%
State/territory of permanent home address*	NSW	607	97%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	5	1%
	International	6	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	12	2%
	Disability	70	11%
	Low SES*	156	25%
	Medium SES*	405	65%
	High SES*	57	9%
	Metro*	423	68%
	Regional*	196	32%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		625	100%
Basis of admission	Secondary education	267	43%
	Higher education course	242	39%
	VET/TAFE	34	5%
	Mature entry	20	3%
	Professional qualification	0	0%
	Other basis	62	10%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	<5	np
	61-65	34	13%
	66-70	46	17%
	71-75	41	16%
	76-80	22	8%
	81-85	16	6%
	86-90	11	4%
	91-95	np	np
	96-100	0	0%
	Students without ATAR	82	31%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	60	10%
	Primary	340	54%
	Secondary	209	33%
	Other	16	3%
Mode of attendance	Internal	613	98%
	External	12	2%
	Multi-modal	0	0%
Type of attendance	Full-time	590	94%
	Part-time	35	6%
Course level	Postgraduate	185	30%
	Undergraduate	440	70%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	18	64%
	Undergraduate	10	36%
	Total	28	100%

Initial teacher education

Completion data

Demographic and study characteristics

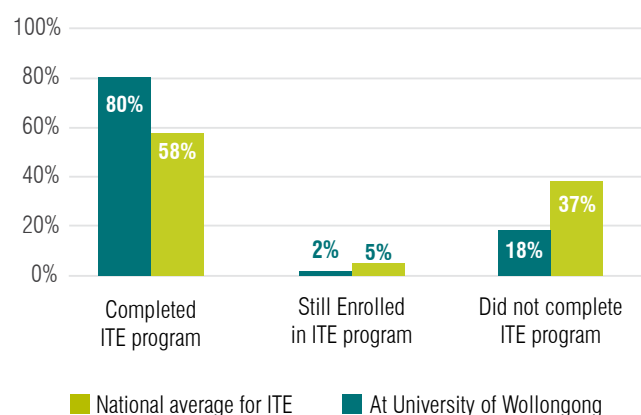
2015 completing students

		Number	%
Total completing students		308	100%
Gender	Male	72	23%
	Female	236	77%
Age	<20	0	0%
	20-24	236	77%
	25-29	39	13%
	30-39	20	6%
	40+	13	4%
State/territory of permanent home address*	NSW	295	96%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	5	2%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	7	2%
	Disability	34	11%
	Low SES*	67	22%
	Medium SES*	198	66%
	High SES*	36	12%
	Metro*	212	70%
	Regional*	89	30%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	18	6%
	Primary	192	62%
	Secondary	81	26%
	Other	17	6%
Course level	Postgraduate	25	8%
	Undergraduate	283	92%

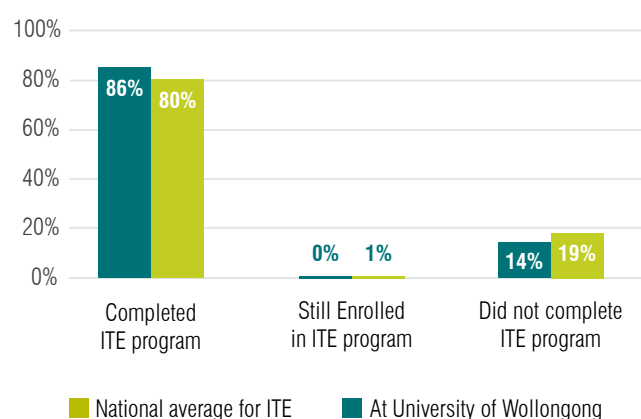
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

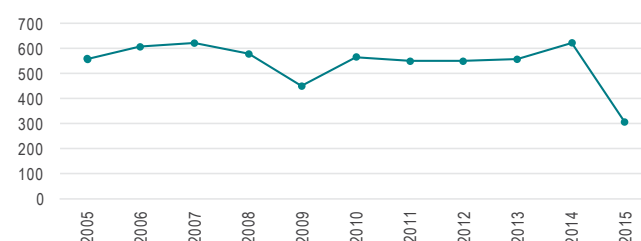


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

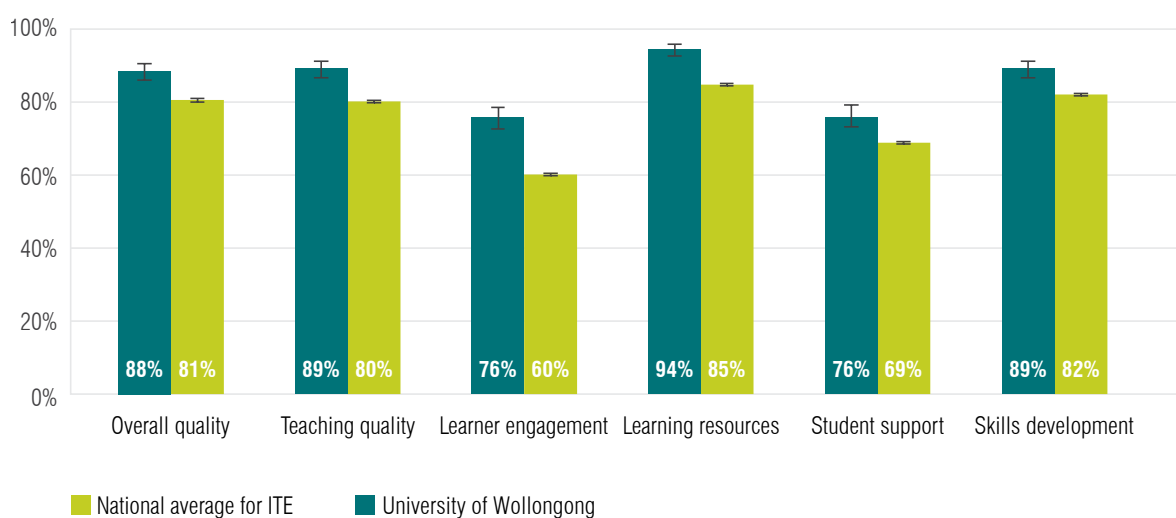
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

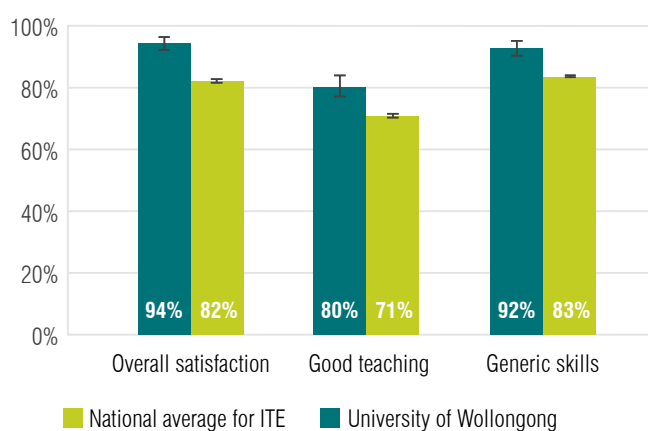
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

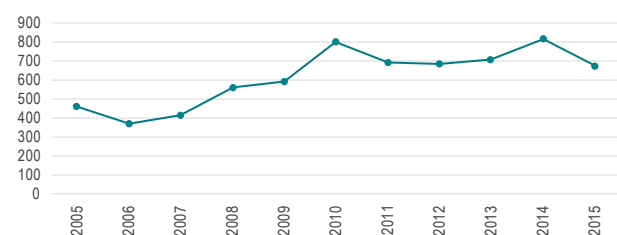
Student demographics

2015 commencing students

		Number	%
Total commencing students		678	100%
Student type	Domestic	670	99%
	International	8	1%
Gender	Male	205	30%
	Female	473	70%
Age	<20	359	53%
	20-24	221	33%
	25-29	45	7%
	30-39	33	5%
	40+	20	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	663	98%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	8	1%
Equity status (domestic onshore students only)	NESB	15	2%
	Indigenous	< 5	np
	Disability	21	3%
	Low SES*	145	22%
	Medium SES*	419	63%
	High SES*	106	16%
	Metro*	605	90%
	Regional*	65	10%
	Remote*	0	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		678	100%
Basis of admission	Secondary education	321	47%
	Higher education course	154	23%
	VET/TAFE	196	29%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	146	46%
	51-55	54	17%
	56-60	37	12%
	61-65	20	6%
	66-70	14	4%
	71-75	17	5%
	76-80	np	np
	81-85	7	2%
	86-90	0	0%
	91-95	<5	np
	96-100	0	0%
	Students without ATAR	15	5%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	156	23%
	Primary	0	0%
	Secondary	522	77%
	Other	0	0%
Mode of attendance	Internal	678	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	641	95%
	Part-time	37	5%
Course level	Postgraduate	0	0%
	Undergraduate	678	100%

2015 program information

		Number	%
ITE programs	Postgraduate	0	0%
	Undergraduate	3	100%
	Total	3	100%

Initial teacher education

Completion data

Demographic and study characteristics

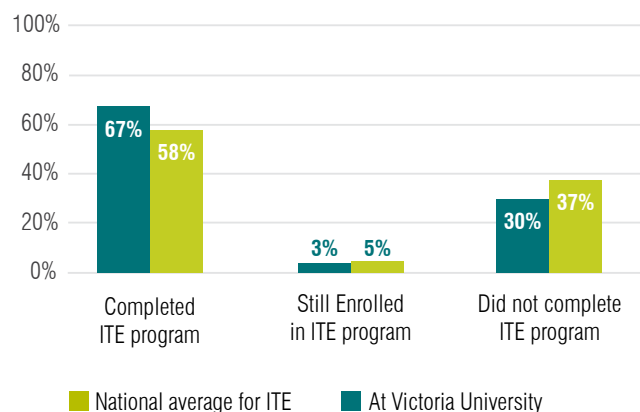
2015 completing students

		Number	%
Total completing students		364	100%
Gender	Male	89	24%
	Female	275	76%
Age	<20	0	0%
	20-24	266	73%
	25-29	63	17%
	30-39	28	8%
	40+	7	2%
State/territory of permanent home address*	NSW	< 5	np
	VIC	357	98%
	QLD	0	0%
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	14	4%
	Low SES*	57	16%
	Medium SES*	230	64%
	High SES*	73	20%
	Metro*	333	92%
	Regional*	27	7%
	Remote*	0	0%
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	74	20%
	Primary	np	np
	Secondary	277	76%
	Other	0	0%
Course level	Postgraduate	< 5	np
	Undergraduate	np	np

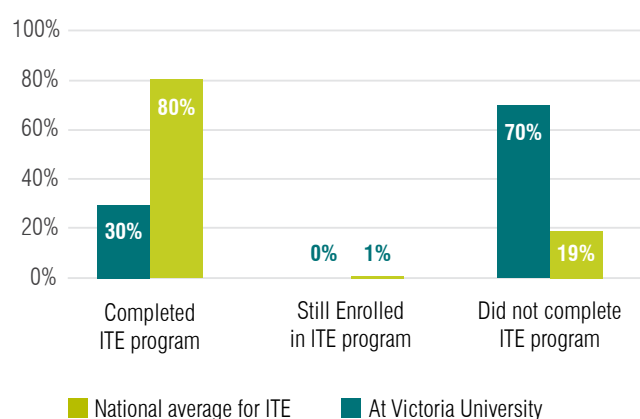
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

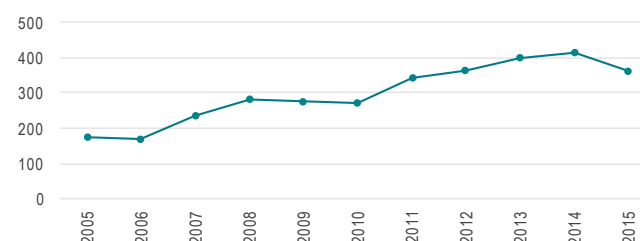


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

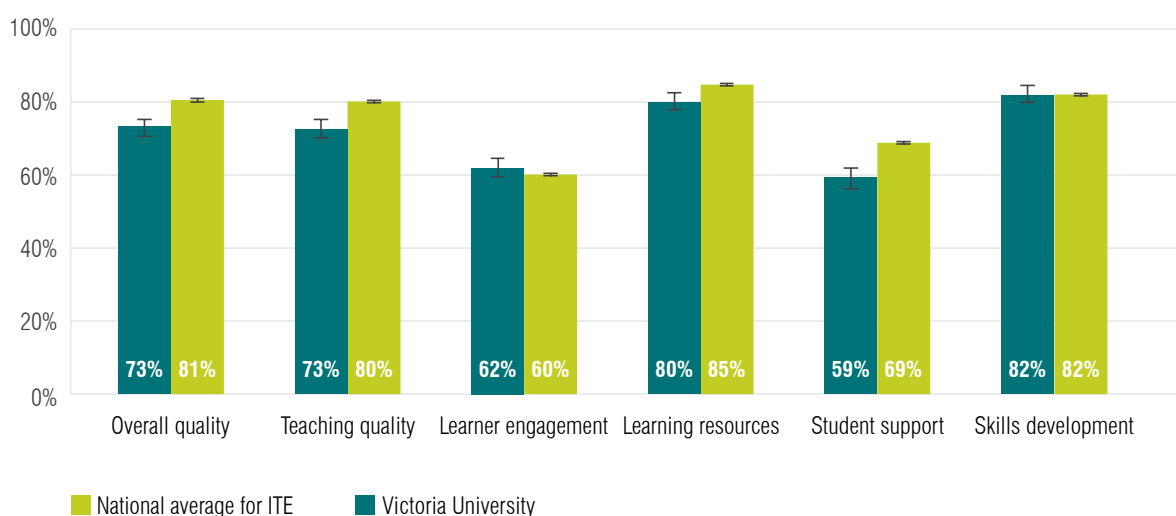
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

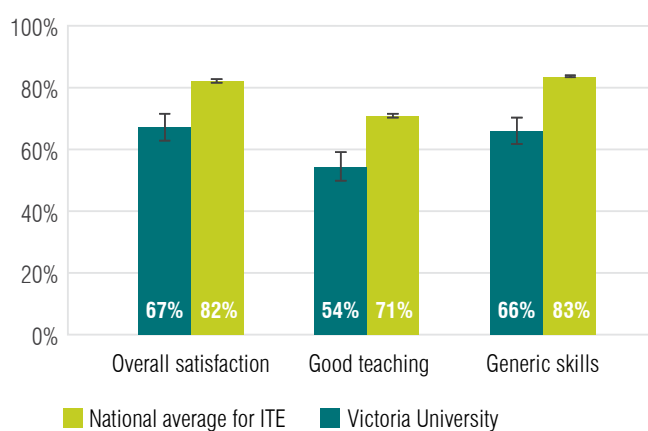
Student perceptions of ITE Course

Student Experience Survey 2013 – 2015*



Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Initial teacher education

Program and commencement data

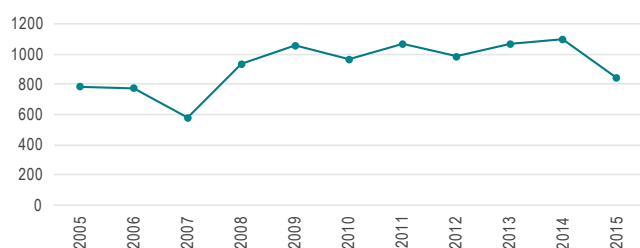
Student demographics

2015 commencing students

		Number	%
Total commencing students		840	100%
Student type	Domestic	819	98%
	International	21	3%
Gender	Male	225	27%
	Female	615	73%
Age	<20	8	1%
	20-24	573	68%
	25-29	119	14%
	30-39	104	12%
	40+	36	4%
State/territory of permanent home address*	NSW	818	97%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	22	3%
Equity status (domestic onshore students only)	NESB	27	3%
	Indigenous	34	4%
	Disability	36	4%
	Low SES*	217	27%
	Medium SES*	491	60%
	High SES*	110	13%
	Metro*	778	95%
	Regional*	40	5%
	Remote*	0	0%

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Student entry and study characteristics

2015 commencing students

		Number	%
Total commencing students		840	100%
Basis of admission	Secondary education	< 5	np
	Higher education course	778	93%
	VET/TAFE	np	np
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	49	6%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	<5	np
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	482	57%
	Secondary	332	40%
	Other	26	3%
Mode of attendance	Internal	np	np
	External	0	0%
	Multi-modal	< 5	np
Type of attendance	Full-time	767	91%
	Part-time	73	9%
Course level	Postgraduate	818	97%
	Undergraduate	22	3%

2015 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	8	80%
	Undergraduate	2	20%
	Total	10	100%

Initial teacher education

Completion data

Demographic and study characteristics

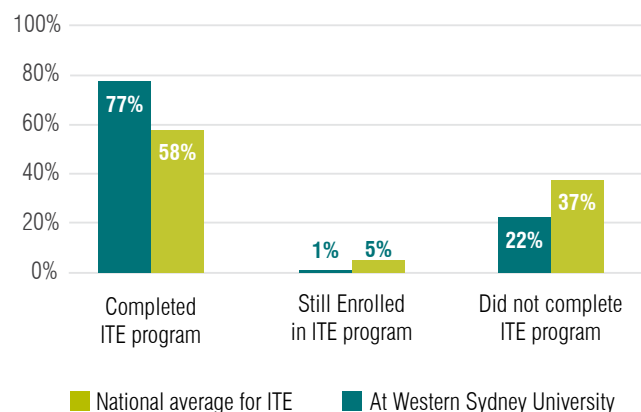
2015 completing students

		Number	%
Total completing students		829	100%
Gender	Male	216	26%
	Female	613	74%
Age	<20	0	0%
	20-24	485	59%
	25-29	177	21%
	30-39	122	15%
	40+	45	5%
State/territory of permanent home address*	NSW	790	95%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	35	4%
Equity status (domestic onshore students only)	NESB	22	3%
	Indigenous	20	3%
	Disability	34	4%
	Low SES*	205	26%
	Medium SES*	462	58%
	High SES*	125	16%
	Metro*	754	95%
	Regional*	37	5%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	< 5	np
	Primary	498	60%
	Secondary	300	36%
	Other	np	np
Course level	Postgraduate	822	99%
	Undergraduate	7	1%

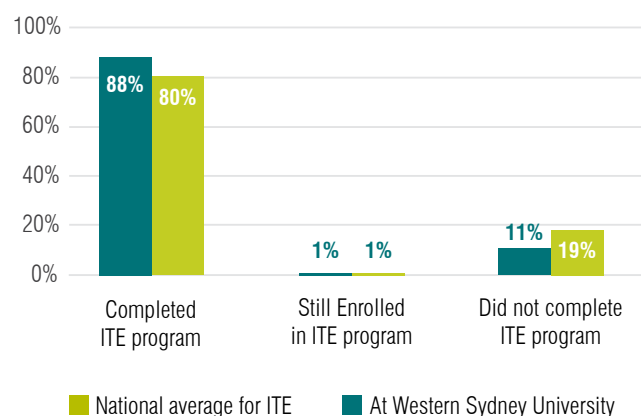
Average cohort completion rates after six years

2005-2010, 2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015

Undergraduate

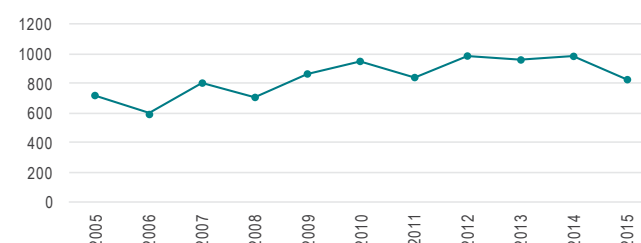


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to pages 103 - 105 for information about how to interpret the data.

Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire; and Graduate Destinations Survey. Please refer to pages 106 - 108 for information about how the results are calculated.

Student perceptions of ITE Course

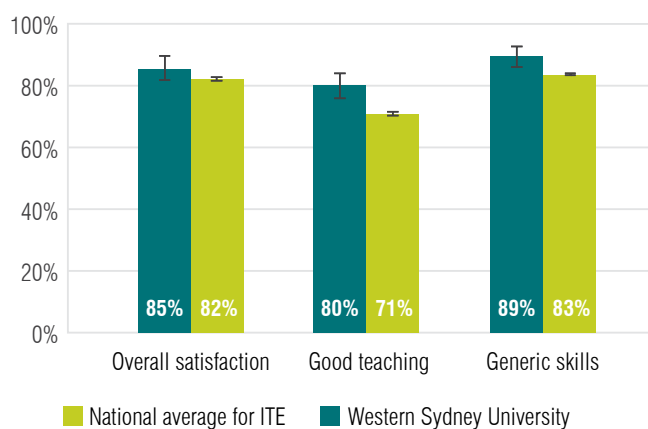
Student Experience Survey 2013 – 2015*

No data available

Not available due to insufficient data

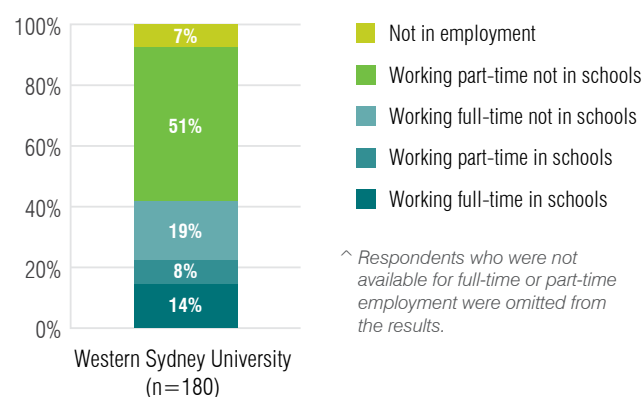
Graduate satisfaction with ITE course

Course Experience Questionnaire 2013 – 2015*



Graduate employment outcomes

Graduate Destination Survey 2013 – 2015* ^



*Combined average for 2013, 2014 and 2015 survey data.

Appendix 1

Glossary

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

Field of education	<p>The field of education (FoE) classification is based on the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED) 2001 in which fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. ASCED identifies 12 fields of education as listed below:</p> <ol style="list-style-type: none"> 1. Natural and physical sciences 2. Information technology 3. Engineering and related technologies 4. Architecture and building 5. Agriculture, environmental and related studies 6. Health 7. Education 8. Management and commerce 9. Society and culture 10. Creative arts 11. Food, hospitality and personal services 12. Mixed field programmes <p>Data provided for all fields of education in this report are the aggregated data for students commencing, enrolling and completing higher education courses across all 12 fields of education</p> <p>(Australian Bureau of Statistics, Australian Standard Classification of Education (ASCED), p. 71).</p>
Full-time employment	<p>The full-time employment rate refers to the percentage of graduates who were employed full-time as a proportion of those who were available for full-time employment.</p>
Detailed Field of Education	<p>The classification provides a hierarchical structure for the categorisation of higher education courses, specialisations and units of study. The classification describes field of education groupings at three levels.</p> <p>The levels are as follows:</p> <ul style="list-style-type: none"> • Level I: 12 broad fields of education (2 digit code, e.g. 01, for Natural and Physical Sciences). • Level II: 83 narrow fields of education (4 digit code including the relevant Level I code). • Level III: 439 detailed fields of education (6 digit code including the relevant Level I and Level II codes). <p>Each narrow field of education is subdivided into detailed fields of education, the number of which varies from one narrow group to another. Detailed field of education groups have a 6 digit numeric code (e.g. 010101 for Mathematics), the first 2 digits of which comprise the code for the broad field of education within which the fields of education are located (e.g. 01 for Natural and Physical Sciences), while the first 4 digits comprise the code for the narrow field of education within which each field of education is located.</p>

Highest preference	The highest preference entered by an applicant for a place and program that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B higher education provider (HEP)). In Tertiary Admissions Centres (TACs) where an applicant can apply for Vocational Education and Training (VET) and/or postgraduate this may not be their first preference. For both applications and offers, the preference number is the ordinal position of the program as at the reference date (Department of Education and Training, <i>HEIMSHelp Glossary</i>).
Home residence	The Australian postcode or overseas country code of a student's/applicant's permanent home residence.
International/overseas student	Any student who is not a domestic student.
Mature age	Students commencing a Higher Education program through a mature age special entry provision as determined by the higher education provider (HEP).
Mode of attendance	<p>A classification of the manner in which a student is undertaking a unit of study</p> <p>Internal Mode of Attendance</p> <ul style="list-style-type: none"> unit of study for which the student is enrolled and is undertaken through attendance at the Higher Education Provider on a regular basis; or where the student is undertaking a higher degree unit of study for which regular attendance is not required, but attends the Higher Education Provider (HEP) on an agreed schedule for the purposes of supervision and/or instruction. <p>External Mode of Attendance</p> <ul style="list-style-type: none"> unit of study for which the student is enrolled involves special arrangements whereby lesson materials, assignments, e.t.c. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature. <p>Multi modal Mode of Attendance</p> <ul style="list-style-type: none"> a unit of study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.
Non-English speaking background (NESB)	<p>A person who has a Non English speaking background is one who meets all these criteria:</p> <ul style="list-style-type: none"> they are a domestic student; they arrived in Australia less than 10 years prior to the Reference Year; and a language other than English is spoken at home. <p>This glossary item applies to the collection types:</p> <ul style="list-style-type: none"> Higher Education Student Collection
Not elsewhere classified (nec)	This can include particular categories that are combined in a table where a number of other particular categories such as 'Teacher Education – Primary' are individually specified. In some tables this may also include not further defined (nfd).
Overall employment	The overall employment rate refers to the percentage of graduates who were employed – whether part-time or full-time – as a proportion of those who were available for employment.

Postgraduate program	<p>A postgraduate program is a course of study that leads to the award of a graduate certificate, graduate diploma, master's degree or doctorate (Department of Education and Training, <i>HEIMSHelp Glossary</i>). Postgraduate programs usually involve a prerequisite bachelor degree for entry.</p> <p>The postgraduate and undergraduate classifications in this report are based on the 'levels of education' classifications in ASCED. ASCED has no category for bachelor programs at the graduate level, so graduate-entry bachelor programs are classified as 'undergraduate'.</p>
Regional and remote	<p>In this report the regional and remote categories are derived from the Socio-Economic Indexes for Areas (SEIFA) 2011. SEIFA is a product developed by the Australian Bureau of Statistics (ABS) that ranks areas in Australia according to relative socio-economic advantage and disadvantage (ABS, <i>Socio-Economic Indexes for Areas</i>). The indexes are based on information from the five-yearly Census.</p>
Registration as a teacher	<p>A 'statutory license' to perform the duties of a school teacher. Registration is granted and managed by teacher regulatory authorities in each state and territory.</p>
Special adjusted retention rate	<p>Referred to in the report as the 'retention rate' for initial teacher education - is the percentage of an institution's first-year commencing ITE students who continue in an ITE program at the same or another institution the following year.</p>
Special course code 22	<p>Identifies a course providing initial teacher education in the HEIMS. The code is used in the HEIMS E312 data element and can be used to identify initial teacher education courses and students in the HEIMS.</p> <p>In this report, results from the Collection mostly refer to students in courses categorised by their HEP as HEIMS data element E312=22 'initial teacher education.' These courses cover the following detailed field of education (FoE) categories:</p> <ul style="list-style-type: none"> Teacher Education (Includes education programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations).
Socio-economic status (SES)	<p>In this report the socio-economic status (SES) has been derived from the Australian Statistical Geography Standard (ASGS) at the Statistical Area 1 (SA1) level (ABS, <i>Socio-Economic Indexes for Areas</i>).</p>
Teacher Education not further defined (nfd)	<p>Data are coded under a broad category, such as 'Teacher Education' in tables where other data are coded to specific categories such as 'Teacher Education – Primary'.</p>
Undergraduate program	<p>A course of study that leads to the award of an undergraduate qualification. This includes a diploma, advanced diploma, associate degree or a bachelor degree, including at the honours level (Department of Education and Training, <i>HEIMSHelp Glossary</i>). Data on postgraduate bachelor programs are also captured with the undergraduate program data.</p>

Appendix 2

Acronyms

Acronym	Explanation
ABS	Australian Bureau of Statistics
AGS	Australian Graduate Survey
AITSL	Australian Institute for Teaching and School Leadership
ASGS	Australian Statistical Geography Standard
ATAR	Australian Tertiary Admissions Rank
CEQ	Course Experience Questionnaire
CHESSN	Commonwealth Higher Education Student Support Number
DET	Australian Government Department of Education and Training
EFTSL	Equivalent full-time student load
GDS	Graduate Destination Survey
HEIMS	Higher Education Information Management System
HEP	Higher Education Provider
HESDC	Higher Education Student Data Collection
ITE	Initial Teacher Education
nec	Not elsewhere classified
NESB	Non-English speaking background
np	Not published
PDS	Postgraduate Destination Survey
QILT	Quality Indicators for Learning and Teaching
SA1	Statistical Area 1
SES	Socio-economic status
SES	Schools Experience Survey
TACs	Tertiary Admissions Centres
TAFE	Technical and Further Education
TEMAG	Teacher Education Ministerial Advisory Group
VET	Vocational Education and Training

Appendix 3

Data sources and data quality

The *Initial teacher education: data report 2017* is comprised of data from six separate data collections:

- Higher Education Student Data Collection
- University Applications and Offers Data Collection
- Australian Graduate Survey
- AITSL Stakeholder Survey
- AITSL Accredited Programs List.

Information about each data source is outlined below along with an indication of data quality.

Higher Education Student Data Collection

The Higher Education Student Data Collection (HESDC) is a census recording administrative and statistical information about higher education students in Australia. The HESDC includes data on commencing, enrolled and completing higher education students. Approved higher education providers (HEPs) submit data about their students to the Australian Government Department of Education and Training (DET) through the Higher Education Information Management System (HEIMS).

In this report, results from the HESDC mostly refer to students and programs from Initial Teacher Education (ITE), however some data across all higher education programs are provided for context. ITE students and programs are categorised as such in the HESDC by their HEI as HEIMS data element E312=22 'initial teacher education'. These courses cover the following detailed field of education categories:

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

Data from the HEDSC are publically available through the uCube or as customised data upon request. HEDSC data from this report were derived from customised, aggregated tables generated by DET.

The latest data from the HEDSC that were available for this report are from end 2015. This is due to timing associated with data processing and public release.

Data collected, released and published by DET are subject to the provisions of the Higher Education Support Act 2003. The following statement is displayed on DET website:

Under the Higher Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual.

To avoid any risk of disseminating identifiable data, a disclosure control technique called data suppression has been utilised. Cells that have values of less than five have been primarily suppressed and annotated as '< 5'. To prevent cells that have been primarily suppressed from being calculated, other cells may also need to be suppressed. This is known as consequential or secondary suppression. These cells are annotated as 'np' (not published). In the data cube (uCube), a disclosure control technique called input perturbation has been applied to the data, whereby small random adjustments are made to cell counts.

This is applicable to all of DET's Higher Education data that is either published on the DET website or custom tabular data provided to clients.⁴⁴

Data quality

The HEDSC is a census of all higher education students in Australia.

HEPs are required to sign off and verify that the data they have reported to the Department are accurate and correct. Once this is done, a snapshot of the data is taken for use in the Department's publications, in uCube and for the provision of customised data. The data in this report are derived from the verified and signed-off data. Revised data may be submitted by HEPs through the HEIMS at any time; however, no change will be made to the verified and signed-off data, which is the data used in this report. It is also relevant to note that the reporting practices followed in entering data into the HEIMS may vary across HEPs.

Quick Link

Find out more

Access to the full suite of higher education student data and further information on data requests and data protocols are available from the DET website.



Department of Education
Higher education statistics



Department of Education
Data Requests data protocols
and data privacy

⁴⁴ Department of Education and Training 2014, Data Requests, Data Protocols and Data Privacy, Canberra, viewed 28 March 2017, <www.education.gov.au/data-requests-data-protocols-and-data-privacy>.

Applications and Offers Data Collection

The Applications and Offers Data Collection records all applications by domestic applicants for Commonwealth supported places in higher education undergraduate award courses through Australian Tertiary Admission Centres (TACs). Records of offers made by universities and acceptances of those offers by students are also included in the Collection. Data are collected through the HEIMS. This report uses applications and offers data for ITE students, which were identified using the HEIMS data element E312=22 'initial teacher education'.

As with the HESDC the applications and offers data are collected, released and published by DET and are subject to the provisions of the Higher Education Support Act 2003.

Data from the Applications and Offers Data Collection are publically available through the uCube or as customised data upon request. The data from this report were derived from customised, aggregated tables generated by DET.

Data quality

The Applications and Offers Data Collection records all domestic applications to undergraduate award courses made through Tertiary Admissions Centres (TAC) and the offers associated with those applications. Sufficient data is collected from HEPs to obtain baseline data on the number of direct applications made each year.

There are some differences in the policies and operational procedures of TACs regarding data collection. The Applications and Offers Collection aims to minimise the number of inconsistencies by collecting a core set of common elements with agreed definitions and by declaring provision of certain data elements discretionary in the preliminary submissions to maximise the comparability of the data by aligning reference dates to comparable stages in TAC processing cycles and to make the Collection as nationally consistent as possible through the use of common data element definitions adapted from those used HESDC and the ABS Australian Standard Classifications.

As with the HESDC, HEIMS provides the mechanism for the provision of the data by TACs and HEPs as well as the data warehouse.

Student Experience Survey

The Student Experience Survey (SES) was developed in order to provide a national framework for collecting data about the experiences of higher education students. The SES is comprised of 46 individual survey items that measure the student experience across five domains: skills development, engagement, quality of teaching, student support and learning resources. Please refer to Appendix 4 for a detailed list of the survey items from the SES.

The SES is administered to commencing and later-year onshore undergraduate students in Australia. Responses from ITE students were identified by limiting the data to the linked HEIMS data element E312=22 'initial teacher education'.

Quick Link

Find out more

Access to the full suite of higher education student data and further information on data requests and data protocols are available from the DET website.

 **Department of Education**
Higher education statistics **Department of Education**
Data Requests data
protocols and data privacy

Data quality

The national response rate for the SES was 37.6% in 2015. While the overall response rate provides a measure of administrative effectiveness of the survey, the SES targets stratum-level response rates at the level of institution and field of education. These SES response rates are available in the 2015 SES National Report⁴⁴. The national response rate for ITE was 41%.

Table 10 and 11 below provide the response characteristics for the SES survey data used in this report. As in the body of this report, the respondent profiles and in-scope populations for undergraduate ITE students and students from all higher education programs are presented separately.

The tables provide an indication of the representativeness of the respondent profiles in relation to the in-scope populations and therefore give a good indication of the survey error. Total survey error is minimised when the respondent profile matches that of the in-scope population.

Table 10

Student Experience Survey, undergraduate ITE respondents compared to the total in-scope population by sub-group, 2013 – 2015

Survey population variables	2013				2014				2015			
	ITE SES respondents		In-scope ITE population		ITE SES respondents		In-scope ITE population		ITE SES respondents		In-scope ITE population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	1,198	16	5,999	23	1,278	15	6,124	23	1,963	17	6,698	24
Female	6,453	84	20,380	77	7,055	85	20,784	77	9,566	83	21,765	77
Full-time	6,631	87	22,840	87	7,186	86	23,295	87	10,155	88	24,605	86
Part-time	1,020	13	3,539	13	1,147	14	3,613	13	1,374	12	3,859	14
19 and under	2,796	37	9,698	37	2,932	35	9,547	36	4,051	35	9,604	34
20-24	2,725	36	10,575	40	2,976	36	11,025	41	4,444	39	12,113	43
25-29	665	9	2,443	9	764	9	2,559	10	1,053	9	2,722	10
30-39	805	11	2,200	8	977	12	2,405	9	1,189	10	2,560	9
40 and over	660	9	1,463	6	684	8	1,372	5	792	7	1,465	5
First in family	2,683	62	9,003	62	2,827	61	8,912	61	3,568	60	8,612	59
Not first in family	1,631	38	5,647	39	1,783	39	5,743	39	2,417	40	5,968	41
Indigenous	150	2	597	2	165	2	634	2	253	2	678	3
Not Indigenous	7,438	98	25,522	98	8,018	98	25,782	98	10,985	98	26,955	98
All	7,651	100	26,379	100	8,333	100	26,908	100	11,529	100	28,464	100

Source: Customised data from the Student Experience Survey provided by the Social Research Centre.
Note: The sub-group totals may not equal the row totals due to missing data.

⁴⁴ Social Research Centre (2017), 2016 Student Experience Survey National Report, Department of Education and Training, Canberra. Viewed 21 April 2017 < https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2016-ses-national-report-final.pdf?sfvrsn=14e0e33c_5 >

Table 11

Student Experience Survey, all undergraduate higher education respondents compared to the total in-scope population by sub-group, 2013 – 2015

Survey population variables	2013				2014				2015			
	SES respondents		In-scope population		SES respondents		In-scope population		SES respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	32,526	33	148,264	43	32,889	33	143,721	43	47,575	34	167,794	43
Female	65,830	67	196,428	57	65,568	67	190,090	57	93,696	66	223,589	57
Full-time	88,932	90	307,645	89	88,063	89	295,705	89	124,624	88	336,426	86
Part-time	9,424	10	36,953	11	10,394	11	38,106	11	16,659	12	54,979	14
19 and under	39,090	40	136,959	40	39,833	41	133,188	40	57,121	40	149,643	38
20-24	38,275	39	144,864	42	36,360	37	137,222	41	52,216	37	162,655	42
25-29	7,807	8	28,336	8	8,152	8	28,519	9	12,160	9	35,376	9
30-39	6,960	7	20,687	6	7,646	8	21,068	6	10,956	8	25,992	7
40 and over	6,224	6	13,846	4	6,466	7	13,814	4	8,823	6	17,739	5
First in family	25,431	49	85,655	48	25,939	49	82,589	47	36,294	48	91,532	47
Not first in family	26,757	51	93,915	52	27,493	52	91,774	53	39,221	52	102,472	53
Indigenous	1,017	1	4,126	1	1,144	1	4,132	1	1,754	1	4,904	1
Not Indigenous	95,753	99	334,617	99	96,183	99	325,931	99	136,981	99	378,962	99
All	98,356	100	344,692	100	98,457	100	333,811	100	141,283	100	391,405	100

Source: Customised data from the Student Experience Survey provided by the Social Research Centre.
Note: The sub-group totals may not equal the row totals due to missing data.

Australian Graduate Survey

The Australian Graduate Survey (AGS) comprises three surveys used in this report: the Graduate Destination Survey (GDS), Postgraduate Destination Survey (PDS) and Course Experience Questionnaire (CEQ). The GDS and PDS collect information about graduate employment outcomes, continuing study and work-seeking status. The GDS collects data from undergraduates and the PDS from postgraduates. The CEQ asks graduates from postgraduate and undergraduate programs about the extent to which they agree with a series of statements about their study experiences. The CEQ has three focus areas: good teaching, generic skills and overall satisfaction. Please refer to Appendix 4 for a detailed list of survey items from the CEQ. These surveys are administered to graduates approximately four months after graduation.

Quick Link

Find out more

Further information and survey reports are available from the Graduate Careers Australia website.



Responses from initial teacher education (ITE) graduates were identified by limiting the data to four specific fields of education within the broad fields of Teacher Education: Early Childhood, Primary, Secondary and Teacher Education (other). Responses from postgraduates were further filtered to show only responses from coursework graduates. Unlike the HEDSC, ITE courses in the GDS, PDS and CEQ could not be identified using the HEIMS data element E312=22 'initial teacher education.' As a result, it is possible that some ITE graduate respondents were omitted from the results.

From 2016, the GDS, PDS and CEQ were transitioned into the suite of surveys under the QILT. Due to timing associated with data processing and release, the 2016 QILT data was not available at the time of writing this report.

Data quality

The AGS surveys are censuses, not sample surveys – that is, 'all new graduates receive a survey form or an invitation to complete one online or via a telephone interview'. Each HEP conducts its own data collection. A minimum response rate of 50% 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) 2015 AGS response rate was 53.6%, and the response rate for domestic students only was 57.6%.

Table 12, Table 13, Table 14 and Table 15 below provide the response characteristics for the AGS survey data used in this report. As in the body of this report, the respondent profiles and in-scope populations for undergraduates and postgraduates, ITE students and all higher education students and year are presented separately. Please note that the in-scope population for GDS data were approximated from past university completions data as the 'in-scope population' file was not available.

The tables provide an indication of the representativeness of the respondent profiles in relation to the in-scope populations and therefore a good indication of the potential for survey error. Total survey error is minimised when the respondent profile matches that of the in-scope population.

Table 12

Graduate Destination Survey, undergraduate ITE respondents compared to the total in-scope population by sub-group, 2013 – 2015

Survey population variables	2013				2014				2015			
	ITE GDS respondents		In-scope ITE population		ITE GDS respondents		In-scope ITE population		ITE GDS respondents		In-scope ITE population	
	N	%	N	%	N	%	N	%	N	%	N	%
Early Childhood	1,185	22	1,930	20	1,314	23	2,135	21	1,604	28	2,572	24
Primary	2,363	44	4,105	43	2,559	45	4,491	44	2,559	45	4,378	40
Secondary	1,285	24	2,155	23	1,175	21	2,204	22	1,154	20	2,518	23
Teacher Ed	548	10	1,333	14	587	10	1,347	13	421	7	1,428	13
Male	892	17	1,744	18	875	16	1,855	18	848	15	1,858	17
Female	4,489	83	7,779	82	4,759	85	8,322	82	4,890	85	9,038	83
19 and under	5	0	22	0	0	0	20	0	0	0	21	0
20-24	2,935	55	6,345	67	3,116	55	6,577	65	3,291	58	7,070	65
25-29	1,097	20	1,297	14	1,081	19	1,514	15	1,003	18	1,517	14
30-39	682	13	1,045	11	720	13	1,165	11	710	13	1,303	12
40 and over	662	12	814	9	717	13	901	9	698	12	985	9
Indigenous	88	2	172	2	94	2	187	2	97	2	208	2
Not Indigenous	5,281	98	9,306	98	5,503	98	9,900	98	5,570	98	10,445	98
All	5,381	100	9,523	100	5,635	100	10,177	100	5,738	100	10,896	100

Source: Customised data from the Graduate Destination Survey provided by the Social Research Centre.
Note: The sub-group totals may not equal the row totals due to missing data.

Table 13

Graduate Destination Survey, all undergraduate higher education respondents compared to the total in-scope population by sub-group, 2013 – 2015

Survey population variables	2013				2014				2015			
	GDS respondents		In-scope population		GDS respondents		In-scope population		GDS respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	26,411	38	62,582	41	27,333	38	65,072	42	25,201	37	64,709	41
Female	43,255	62	88,925	59	44,670	62	91,629	59	42,283	63	92,220	59
19 and under	145	0	7,310	5	53	0	7,606	5	67	0	8,262	5
20-24	46,038	66	108,138	71	47,730	66	110,321	70	44,085	66	109,061	70
25-29	11,862	17	18,825	12	11,959	17	19,982	13	11,226	17	20,214	13
30-39	6,331	9	10,311	7	6,610	9	11,290	7	6,349	9	11,699	8
40 and over	5,291	8	6,923	5	5,651	8	7,502	5	5,538	8	7,693	5
Indigenous	515	1	974	1	687	1	1,172	1	658	1	1,297	1
Not Indigenous	68,586	99	148,654	99	70,949	99	154,036	99	66,241	99	153,668	99
All	69,675	100	151,507	100	72,015	100	156,701	100	67,508	100	156,929	100

Source: Customised data from the Graduate Destination Survey provided by the Social Research Centre.
Note: The sub-group totals may not equal the row totals due to missing data.

Table 14

Postgraduate Destination Survey, ITE postgraduate respondents compared to the total in-scope population by sub-group, 2013 – 2015

Survey population variables	2013				2014				2015			
	ITE PDS respondents		In-scope ITE population		ITE PDS respondents		In-scope ITE population		ITE PDS respondents		In-scope ITE population	
	N	%	N	%	N	%	N	%	N	%	N	%
Early Childhood	266	7	480	5	263	7	519	6	259	7	529	6
Primary	1,205	30	2,452	27	1,247	32	2,412	26	1,384	35	2,383	25
Secondary	1,935	48	4,324	48	1,895	48	4,378	48	1,965	49	4,520	47
Teacher Ed	664	16	1,809	20	554	14	1,884	21	394	10	2,263	23
Male	1,043	26	2,646	29	993	25	2,594	28	1,033	26	2,803	29
Female	3,027	74	6,419	71	2,966	75	6,599	72	2,969	74	6,892	71
19 and under	0	0	1	0	0	0	2	0	0	0	2	0
20-24	1,137	28	3,720	41	1,049	27	3,772	41	1,001	25	3,790	39
25-29	1,151	28	2,300	25	1,113	28	2,262	25	1,103	28	2,402	25
30-39	998	25	1,872	21	909	23	1,849	20	946	24	2,019	21
40 and over	784	19	1,172	13	888	22	1,308	14	945	24	1,482	15
Indigenous	16	0	42	1	21	1	49	1	33	1	72	1
Not Indigenous	4,000	100	8,871	100	3,876	100	8,965	100	3,919	99	9,505	99
All	4,070	100	9,065	100	3,959	100	9,193	100	4,002	100	9,695	100

Source: Customised data from the Graduate Destination Survey provided by the Social Research Centre.
Note: The sub-group totals may not equal the row totals due to missing data.

Table 15

Postgraduate Destination Survey, all postgraduate higher education respondents compared to the total in-scope population by sub-group, 2013 – 2015

Survey population variables	2013				2014				2015			
	PDS respondents		In-scope population		PDS respondents		In-scope population		PDS respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	10,315	39	34,097	43	10,638	38	34,532	43	9,637	38	37,648	43
Female	16,418	61	45,482	57	17,083	62	46,508	57	15,623	62	49,406	57
19 and under	0	0	28	0	1	0	21	0	1	0	25	0
20-24	3,853	14	26,811	34	4,193	15	27,386	34	3,560	14	29,548	34
25-29	6,743	25	23,709	30	6,932	25	23,282	29	6,393	25	25,493	29
30-39	7,964	30	17,179	22	7,998	29	17,673	22	7,490	30	19,013	22
40 and over	8,173	31	11,852	15	8,598	31	12,678	16	7,783	31	12,976	15
Indigenous	178	1	304	0	256	1	353	0	184	1	390	1
Not Indigenous	26,155	99	77,552	100	27,065	99	78,592	100	24,602	99	84,617	100
All	26,744	100	79,579	100	27,730	100	81,040	100	25,289	100	87,055	100

Source: Customised data from the Graduate Destination Survey provided by the Social Research Centre.
Note: The sub-group totals may not equal the row totals due to missing data.

AITSL Stakeholder Survey

The AITSL Stakeholder survey measures awareness, knowledge, attitudes and satisfaction with AITSL and its policies, tools and resources amongst its stakeholders, including ITE students and providers, teachers, school leaders and other education organisations.

Data quality

A quasi-snowball sampling methodology was employed in the administration of this survey. This is a non-probability method and is prone to survey bias because not all AITSL stakeholders - particularly ITE students, teachers and school leaders – were given an equal opportunity to participate.

The 2016 Stakeholder Engagement Survey was completed by almost 5,000 stakeholders (n=4,959). The survey data used in this report was limited to respondents working in schools (n=3,736). The respondent profile presented in Table 16 below is limited to school-based respondents. No in-scope population profile was available.

Table 16

School respondent profile by role, experience, sector and school level,
AITSL Stakeholder Survey, 2016

	Number	%
Role		
Teacher	2,304	62%
Principal	334	9%
Deputy/Assistant Principal	360	10%
Other leadership role	601	16%
Other (e.g. librarian, coordinator, assistant)	206	6%
<i>Total</i>	<i>3,736</i>	<i>100%</i>
Experience		
First year	109	3%
2-3 years	198	5%
4-5 years	194	5%
6-9 years	378	10%
10 -15 years	650	17%
16-30 years	1437	38%
More than 30 years	770	21%
<i>Total</i>	<i>3,736</i>	<i>100%</i>

	Number	%
Sector		
Catholic	497	13%
Government	2,536	68%
Independent	650	17%
Multiple sectors	53	1%
<i>Total</i>	<i>3,736</i>	<i>100%</i>
School level (multiple responses enabled)		
Primary	1,772	44%
Secondary	1,421	35%
Combined	610	15%
Special	192	5%
Other	61	2%
<i>Total</i>	<i>4,056</i>	<i>100%</i>

AITSL Accredited Programs List

The AITSL Accredited Programs List contains information provided by teacher regulatory authorities about the name, number, location and characteristics of accredited ITE programs and providers in their jurisdiction.

Data quality

The list contains data on all accredited programs, including those pending accreditation. Data from the Accredited Programs List are not directly comparable to ITE programs coded to the HESDC due to different coding processes and data definitions. The AITSL Accredited Programs List can be considered the most accurate national database on the number and characteristics of ITE programs.

Appendix 4

Specific survey items for the Student Experience Survey, Course Experience Questionnaire and Graduate Destination Survey

Student Experience Survey⁴⁴

Questions to measure the overall quality of educational experience

The percentage of students who are satisfied with the overall quality of their educational experience, based on an individual question in the SES. Note that this question also forms part of the 'teaching quality indicator'.

Questions to measure teaching quality

The percentage of students who are satisfied with the quality of teaching they have experienced. This indicator is based on the average of a student's responses to the following 11 questions from the SES:

Thinking about your course:

1. overall how would you rate the quality of your entire educational experience this year?
2. how would you rate the quality of the teaching you have experienced?

During [year], to what extent have the lecturers, tutors and demonstrators:

3. engaged you actively in learning?
4. demonstrated concern for student learning?
5. provided clear explanations on coursework and assessment?
6. stimulated you intellectually?
7. commented on your work in ways that help you learn?
8. seemed helpful and approachable?
9. set assessment tasks that challenge you to learn?

In [year], to what extent has your course been delivered in a way that is:

10. well structured and focused?
11. relevant to your education as a whole?

⁴⁴ QILT, viewed 28 March 2017, < [> https://www.qilt.edu.au/about-this-site/student-experience-survey-\(ses\)](https://www.qilt.edu.au/about-this-site/student-experience-survey-(ses)) >.

Questions to measure learner engagement

The percentage of students who are satisfied with their engagement with learning at their institution. This indicator is based on the average of a student's responses to the following seven questions from the SES:

During [year], to what extent have you:

1. felt prepared for your study?
2. had a sense of belonging to your institution?

In [year], how frequently have you:

3. participated in discussions online or face-to-face?
4. worked with other students as part of your study?
5. interacted with students outside study requirements?
6. interacted with students who are very different from you?

During [year], to what extent have you:

7. been given opportunities to interact with local students (where applicable for international students)?

Questions to measure learning resources

The percentage of students who are satisfied with the learning resources provided by their institution. This indicator is based on the average of a student's responses to the following seven questions from the SES:

Thinking of this year, overall how would you rate the following learning resources provided by your course?

1. Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
2. Student spaces and common areas
3. Online learning materials
4. Computing/IT resources
5. Assigned books, notes and resources
6. Laboratory or studio equipment
7. Library resources and facilities

Questions to measure student support

The percentage of students who are satisfied with the support they received at their institution. This indicator is based on the average of a student's responses to the following 13 questions from the SES:

During [year], to what extent have you:

1. received support from your institution to settle into study?
2. experienced efficient enrolment and admissions processes?
3. felt induction/orientation activities were relevant and helpful?

During [year], to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be:

4. available?
5. helpful?

During [year], to what extent have you found careers advisors to be:

6. available?
7. helpful?

During [year], to what extent have you found academic or learning advisors to be:

8. available?
9. helpful?

During [year], to what extent have you found support services such as counsellor, financial/legal advisors and health services to be:

10. available?
11. helpful?

During [year], to what extent have you:

12. been offered support relevant to your circumstances?
13. received appropriate English language skill support?

Quick Link

Find out more

For more information, the data base is publically available on the AITSL website

 AITSL
Accredited programs list

Questions to measure skills development

The percentage of students who are satisfied with the skills development they experienced through their studies. This indicator is based on the average of a student's responses to the following eight questions from the SES:

To what extent has your course developed your:

1. Critical thinking skills?
2. Ability to solve complex problems?
3. Ability to work with others?
4. Confidence to learn independently?
5. Written communication skills?
6. Spoken communication skills?
7. Knowledge of field(s) you are studying?
8. Development of work-related knowledge and skills?

Course Experience Questionnaire⁴⁴

Questions to measure overall satisfaction

The proportion of graduates who expressed overall satisfaction with their course, based on an individual question in the CEQ.

Questions to measure good teaching

The percentage of graduates who agreed they had experienced good teaching practices during their study. This indicator is based on the average of a graduate's responses to the following six statements from the CEQ:

1. The staff put a lot of time into commenting on my work.
2. The teaching staff normally gave me helpful feedback on how I was going.
3. The teaching staff of this course motivated me to do my best work.
4. My lecturers were extremely good at explaining things.

⁴⁴ QILT, viewed 28 March 2017, < [>](https://www.qilt.edu.au/about-this-site/course-experience-questionnaire-(ceq)).

1. The teaching staff worked hard to make their studies interesting.
2. The staff made a real effort to understand difficulties I might be having with my work.

Questions to measure generic skills

The percentage of graduates who agreed that their studies had improved their generic skills. This indicator is based on the average of a graduate's responses to the following six statements from the CEQ:

1. The course helped me develop my ability as a team member.
2. The course sharpened my analytic skills.
3. The course developed my problem-solving skills.
4. The course improved my skills in written communications.
5. As a result of my course, I feel confident about tackling unfamiliar problems.
6. My course helped me to develop the ability to plan my own work.

Graduate Destination Survey⁴⁴

The GDS asks graduates about their employment and further study activities at a particular point in time approximately four months after completing their courses. They are asked about their employment status, the type of work gained and any further study undertaken. The main employment item reads:

What was your position regarding paid work (including permanent, contract, casual and self-employment, on <reference date>?

Please select the response which best describes your position. Were you:

1. In full-time work, or had accepted an offer of full-time work (that is working 35 hours a week or more
2. In part-time work, or had accepted an offer of part-time work (that is working fewer than 35 hours a week), or
3. Not working
4. No answer

What was your employer's main business?

For example: medical hospital, primary education, accounting

5. <text box>
6. No answer

⁴⁴ Quality Indicators for Learning and Teaching, Graduate Employment, viewed 28 March 2017, < [< https://www.qilt.edu.au/about-this-site/graduate-destination-survey-\(gds\) >](https://www.qilt.edu.au/about-this-site/graduate-destination-survey-(gds)) .

Appendix 5

Bibliography

Australian Bureau of Statistics, 2001. *Australian Standard Classification of Education (ASCED)*, 2001. [Online]

Available at: <http://www.abs.gov.au/ausstats/abs@.nsf/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument>
[Accessed 28 March 2017].

Australian Bureau of Statistics, 2013. *Population Projections Australia*. [Online]

Available at: [http://www.abs.gov.au/ausstats/abs@.nsf/lookup/3222.0Media%20Release12012%20\(base\)%20to%202101](http://www.abs.gov.au/ausstats/abs@.nsf/lookup/3222.0Media%20Release12012%20(base)%20to%202101)
[Accessed 28 March 2017].

Australian Bureau of Statistics, 2014. *Data Requests, Data Protocols and Data Privacy*. [Online]

Available at: <https://www.education.gov.au/data-requests-data-protocols-and-data-privacy>
[Accessed 28 March 2017].

Australian Bureau of Statistics, n.d. *Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA)*, Australia, 2011. [Online]

Available at: <http://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001>
[Accessed 28 March 2017].

Australian Bureau of Statistics, n.d. *Remoteness Structure*. [Online]

Available at: <http://www.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure>
[Accessed 28 March 2017].

Australian Institute for Teacher and School Leadership, 2011. *Accreditation of Initial Teacher Education Programs in Australia*. [Online]

Available at: <https://www.aitsl.edu.au/deliver-ite-programs/understand-ite-program-accreditation>
[Accessed 28 March 2017].

Australian Institute for Teaching and School Leadership, 2011. *Australian Professional Standards for Teachers*. [Online]

Available at: <https://www.aitsl.edu.au/teach/standards>
[Accessed 28 March 2017].

Australian Institute for Teaching and School Leadership, n.d. *Accredited programs list*. [Online]

Available at: <https://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list>
[Accessed 28 March 2017].

Centre for International Research on Education Systems, December 2015. *A Blueprint for initial teacher education and teacher workforce data*. Victoria University, Melbourne

Department of Education and Training, n.d. *Data Requests, Data Protocols and Data Privacy*. [Online]

Available at: <http://www.education.gov.au/data-requests-data-protocols-and-data-privacy>
[Accessed 28 March 2017].

Department of Education and Training, n.d. *Higher Education Statistics*. [Online]

Available at: <https://www.education.gov.au/higher-education-statistics>
[Accessed 28 March 2017].

Department of Education and Training, n.d. *Selected Higher Education Statistics – 2015 Appendix 4 – Attrition, success and retention*. [Online]
Available at: <https://docs.education.gov.au/documents/2015-appendix-4-attrition-success-and-retention>

Graduate Careers Australia, n.d. *Surveys*. [Online]
Available at: <http://www.graduatecareers.com.au/research/surveys/>

Kearney, S., 2014. *Understanding beginning teacher induction: A contextualised examination of best practice*, Cogent Education, vol.1, s.l.: s.n.

Quality Indicators for Learning and Teaching, n.d. *Graduate Employment*. [Online]
Available at: <https://www.qilt.edu.au/about-this-site/graduate-employment>
[Accessed 28 March 2017].

Shergold, P., 2016. *Improving Transparency of Higher Education Admissions Processes*. [Online]
Available at: <https://docs.education.gov.au/node/42146>
[Accessed 28 March 2017].

The Council of Australian Government's Education Council, n.d. [Online]
Available at: <http://www.educationcouncil.edu.au/>

