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# InSights

## Initial teacher education: data report 2018

Australian Institute for Teaching  
and School Leadership

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# Australian Institute for Teaching and School Leadership

The Australian Institute for Teaching and School Leadership (AITSL) was formed to provide national leadership for 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.

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## Foreword



It is my pleasure to introduce the sixth edition of AITSL's *Initial teacher education: data report*. Many developments in initial teacher education have occurred since the release of the last edition in 2017. Most notably, AITSL has continued to work closely with regulatory authorities, ITE providers, and

other agencies to implement the national reforms contained in the 2015 Accreditation of initial teacher education programs in Australia: Standards and Procedures.

All ITE programs in Australia have now been assessed against the new standards. As part of an AITSL grant program, two consortia of Australian ITE providers have developed high quality teaching performance assessments that will be used in a large number of ITE programs across the nation. Two forums were held in Canberra where leaders in the education sector discussed the progress of the reforms and how to capitalise on the work undertaken to date. These are just a few of the many successes that have taken place for AITSL over the past year in ITE.

A major focus of ITE reform in this country is to ensure that there is a sound evidence base through which ITE can be strengthened and the broader teaching workforce supported. AITSL has been commissioned by Education Council to implement the Australian Teacher Workforce Data Strategy (ATWD) which connects ITE and teacher workforce data from around Australia. The ATWD will deliver critical insights to inform investment and decision making and deepen our understanding of the issues we need to address together so that teachers can maximise their impact on student learning.

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

The quality of the *Initial teacher education: data report* series has improved each year since its inception in 2013 and this year's edition is no different. Some of the notable additions to the report include longitudinal employment outcomes, employer satisfaction of ITE graduates and additional measures of ITE student and graduate satisfaction.

A digital version of the report has also been created this year which allows users to quickly and easily navigate through the data. As with last year's report, an interactive data dashboard and an accessible spreadsheet with all data from the tables and charts in this report can be found on AITSL's Initial teacher education: data report 2018 home page.

The AITSL Board commends the Initial teacher education: data report 2018 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.



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**Laureate Professor John Hattie**  
Chair, AITSL Board

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## Summary of key findings

### Entry into initial teacher education

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#### Commencing student numbers and characteristics

1. In 2016, 29,961 students commenced an ITE program, which was a 3% decrease on the previous year
2. In 2016, 72% (n=21,612) of commencing ITE students were female, 64% (n=19,310) were aged 24 and under, 54% (n=15,588) were from medium socio-economic status backgrounds, 74% (n=21,138) were from metropolitan locations and 2% (n=660) were Indigenous.

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#### Commencing student basis of admission and ATAR

3. There was a 5% 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 2015 and 2016. This was a reversal of the trend seen over the past decade in which there has been a 4% increase, from 27% (n=2,066) in 2007, to 31% (n=2,262) in 2016
4. There was little change in the ATARs of commencing undergraduate ITE students who were admitted on the basis of their secondary education between 2015 and 2016. This trend has plateaued when compared to the past decade in which there has been an increase in the proportion of these students with an ATAR in the lower bands. In 2007, 30% (n=1,706) had an ATAR of 70 or lower, compared to 40% (n=2,014) in 2016. This trend has been observed across all higher education programs, although to a lesser extent.

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#### Commencing student study characteristics

5. Sixty-nine percent (n=20,591) of ITE students commenced an undergraduate qualification and 31% (n=9,370) commenced a postgraduate qualification in 2016. There was no change in these proportions from the previous year. However, there has been a 5% increase in the proportion of postgraduate commencements over the past decade, from 26% (n=6,729) in 2007
6. There was a 3% increase in the proportion of ITE Masters commencements between 2015 (19%, n=5,924) and 2016 (22%, n=6,623). Over the past decade, ITE Masters commencements have increased 19%, from 3% (n=879) in 2007
7. The proportion of ITE students commencing through an internal (i.e. on campus) mode of attendance has declined from 76% (n=19,937) of all commencing students in 2007, to 60% (n=17,834) in 2016. During this time, the proportion of ITE students commencing through an external (i.e. online) mode of attendance has increased from 15% (n=3,890) in 2007 to 25% (n=7,428) in 2016.

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#### Initial teacher education programs and providers

8. There were 358 accredited programs offered by 48 providers at 85 different locations across Australia in 2018, this was a decrease from 373 accredited programs in 2017.

## Progress through initial teacher education

### First to second year retention

9. The 2015 to 2016 first-to-second year retention rate (retention from year 1 to year 2 in the same program type) in ITE was 76% (n=15,731) for undergraduates
10. Compared to other higher education programs, the 2015 to 2016 undergraduate ITE first to second year retention rate was 3% lower than lower than the mean rate of nine undergraduate higher education program types selected for comparison.

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

11. ITE students were slightly more likely to successfully complete a unit of study (success rate) compared to students across all higher education programs in 2016. The success rate in ITE was 90% compared to 88% across all higher education programs
12. Postgraduate ITE students (94%) had a higher success rate than undergraduate ITE students (89%) in 2016.

## Completion of initial teacher education

### Completing student numbers and characteristics

13. In 2016, 17,594 students completed an ITE program, a 3% (n=600) decline on the previous year
14. In 2016, 76% (n=13,442) of completing ITE students were female, 76% (n=13,292) were aged between 20 and 29, 54% (n=9,199) were from medium socio-economic status backgrounds, 75% (n=12,765) were from metropolitan locations and 2% (n=258) were Indigenous.

### Completing student study characteristics

15. Sixty-two percent (n=10,870) of ITE students completed an undergraduate qualification and 38% (n=6,724) completed a postgraduate qualification in 2016. There was a 2% decrease in the proportion of postgraduate ITE completions on the previous year, from 40% (n=7,217) in 2015. However, there has been a 5% increase over the past decade, from 33% (n=5,534) in 2007
16. The number of completions in secondary education qualifications is similar to those in primary education qualifications. In 2016, 5,846 students completed a primary qualification and 5,849 completed a secondary qualification, 33% of all ITE completions respectively. The remaining completions were in early childhood (13%, n=2,244) and combined primary / secondary / early childhood or unspecified ITE qualifications (21%, n=3,662).

## 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 2011 was 56% (n=10,984) for undergraduates and 79% (n=6,855) for postgraduates. Compared to other higher education programs, the undergraduate ITE rate was 3% higher than average, and the postgraduate rate was 11% 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 6% and 4% respectively for ITE undergraduates and postgraduates over six years (between the 2006 and 2011 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 (2011 commencing cohort):

### Undergraduates

- Commenced through a secondary education pathway with an ATAR of 81 or higher (68%, n=1,192)
- Studied full-time (60%, n=9,858)
- Studied via an internal (i.e. on campus) mode of attendance (59%, n=8,752)

### Postgraduates

- Studied via a mixed (i.e. on campus and online) mode of attendance (91%, n=743)
- Aged 24 or under when commencing (88%, n=3,123)
- Studied full-time (87%, n=5,738).

20. The following groups of ITE students had the lowest six year completion rates (2011 commencing cohort):

### Undergraduates

- Resided in the Northern Territory (33%, n=62)
- Studied part-time (36%, n=1,126)
- With an Indigenous background (37%, n=159).

### Postgraduates

- Studied part-time (55%, n=1,117)
- Resided in Tasmania (64%, n=173)
- With a non-English speaking background (67%, n=120).

21. When multiple factors were analysed, the following ITE students had the lowest completion rates (average of 2006 to 2011 commencing cohorts):

### Undergraduates

- Part-time students from a remote location (22%, n=119)
- Part-time students with an Indigenous background (26%, n=151)
- Part-time students with a disability (26%, n=209)
- Students who attended externally (i.e. online) and from a remote location (30%, n=210)
- Students who attended externally (i.e. online) and aged 19 or younger when commencing (31%, n=233)
- Students from low SES backgrounds from a remote location (39%, n=322).

### Postgraduates:

- Part-time students with an Indigenous background (49%, n=46)
- Part-time students with a disability (51%, n=230)
- Students who attended externally (i.e. online) with an Indigenous background (52%, n=61)
- External (i.e. online) mode of attendance with a disability (59%, n=211).

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## Current student and recent graduate satisfaction

22. Current undergraduate ITE students had a high degree (80%) of satisfaction with the quality of their higher educational experience and similar levels of satisfaction compared to current undergraduate students from all higher education programs in 2016
23. Nineteen percent of current ITE undergraduate students considered an early departure from ITE study in 2016. This figure was similar to that of current undergraduates from all higher education programs

24. Of those current undergraduate ITE students with early departure intentions, the most common reasons for leaving related to 'health / stress' (45%), work factors (workload difficulties = 31%, need to do paid work = 30%) and 'study / life balance' (30%)
25. Recent ITE graduates from both undergraduate (78%) and postgraduate (76%) programs, had high overall levels of satisfaction with their course in 2016.

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## Graduate perceptions of their course

26. A significantly higher proportion of ITE graduates (undergraduate: 85%; postgraduate: 81%) reported that their qualification prepared them for employment, compared with graduates from all higher education programs (undergraduate: 69%; postgraduate: 75%).

## Early career teaching

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### Employment outcomes of recent graduates

27. Fifty-seven percent of ITE graduates from undergraduate programs were working full-time in schools in 2016. This was higher than the proportion of recent ITE graduates from postgraduate programs working full time in schools, at 46%
28. Recent ITE graduates from undergraduate programs had a 95% overall employment rate and an 80% full-time employment rate. This was significantly higher than the overall (86%) and full-time (71%) employment rate for recent graduates from all undergraduate programs in 2016.
29. Recent (within one year) ITE graduates from postgraduate programs had an overall employment rate of 91% which was similar to the overall employment rate of 92% for recent graduates for all postgraduate programs. ITE graduates had a full-time employment rate of 74% which was significantly lower than the full-time employment rate of 80% for recent graduates from all postgraduate programs in 2016

30. Three years after graduation, undergraduates from both ITE and all higher education programs had an overall employment rate of 92%. The three year full-time employment rate for ITE undergraduates was 90% compared to all higher education undergraduates, 88%
31. Three years after graduation, postgraduates from ITE programs had an overall employment rate of 91% compared to postgraduates from all higher education programs 94%. The three year full time employment rate for postgraduates from ITE programs was 90% compared to postgraduates from all higher education programs, 92%
32. For undergraduates, the full-time employment rate was significantly higher three years post-graduation (90%) compared to within one year of graduation (70%).

For postgraduates, the full-time employment rate was significantly higher three years post-graduation (90%) compared to within one year of graduation (63%).

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## Employer perceptions of graduate readiness for employment

33. Eighty-nine percent of employers of recent ITE graduates from undergraduate programs were satisfied with their performance compared to 85% of employers of recent graduates from all other higher education undergraduate programs
34. Eighty-five percent of employers of recent ITE graduates from postgraduate programs were satisfied with their performance compared to 83% of employers of recent graduates from all other higher education postgraduate programs
35. Most employers (96%) of recent ITE graduates from undergraduate programs reported that the graduate's qualification prepared them for employment compared to 91% of employers of recent graduates from all other higher education undergraduate programs
36. Most employers (91%) of recent ITE graduates from postgraduate programs reported that the graduate's qualification prepared them for employment compared to 93% of employers of recent graduates from all other higher education postgraduate programs.

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## Induction experiences of early career teachers

37. Fifty-nine percent of early career teachers on a permanent contract had received a formal induction and 17% of early career casual relief teachers
38. 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. Sixty-five percent 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
39. Seventy-two percent of early career teachers who received induction agreed that their experience made them feel a part of the profession.

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## Career intentions of early career teachers

40. Fifty-six percent 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.

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# 1. Introduction and background

## 1.1 Purpose

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

The Initial teacher education: data report 2018 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 2016 data are used in this report.

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.

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### New to the 2018 report

- Medium term employment-outcomes of ITE graduates compared with other higher education graduates
- Graduate self-assessed readiness for employment
- Employer satisfaction with ITE graduates
- Postgraduate and undergraduate data combined for individual providers on their course experience and employment outcomes.

## 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.

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### Quick Fact

The Australian Teacher Workforce Data Strategy (ATWD) 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. Data available 2022.



## 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.”

In December 2016 Education Council<sup>1</sup> agreed that AITSL would implement the Australian Teacher Workforce Data Strategy (ATWD). The ATWD 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 pipeline modelling for workforce planning and increase our understanding about the workforce outcomes of ITE and the trajectory of teaching careers. For the first time Australia will have a complete and longitudinal evidence-based picture of the teaching workforce nationally from ITE to exit.

As data from the ATWD become available, the knowledge gained will identify national and local workforce trends that will support better responses to emerging workforce developments and strengthen the positive impact of teaching on student outcomes across all systems and sectors.

The ATWD will also provide a complete picture of the employment outcomes of ITE and help us better understand teacher career pathways; this can be used to inform improvement in ITE programs and courses and allow aspiring students to make better decisions about what to study and where to work. The ATWD will build on the ITE Data Report series by extending the analysis and reporting to include workforce outcomes and trends.

Implementation of the ATWD is well underway through the collaboration of many key stakeholders including state, territory and the Commonwealth Governments and teacher regulatory authorities (TRAs) among others. Initial data for some states will be available by the end of 2018, which will build over the next three years to provide a complete, longitudinal picture of ITE and the teacher workforce.

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### 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.

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<sup>1</sup> 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/>



The data collected by the ATWD 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 ATWD 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.

**Table 1**

The Blueprint for Initial Teacher Education and Teacher Workforce Data

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 Qualls (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 2018* is structured to conform to in A Blueprint for Initial Teacher Education and Teacher Workforce Data (Table 1). This report includes data for all 'ITE phase' data items of the Blueprint. Future editions 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.

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 the following national data collections and surveys.

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### 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 uCube<sup>2</sup> 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 2016. 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.

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### 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.

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### 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.

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

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## Australian Graduate Survey/Graduate Outcomes 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. All pre-2016 data in this report was gathered from the AGS.

From 2016, the GDS, PDS and CEQ were transitioned into the Graduate Outcomes Survey (GOS) which is part of the suite of QILT surveys. Additionally, the GOS collects information on recent graduate readiness for employment.

AGS and GOS 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.

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## Graduate Outcomes Survey – Longitudinal

The Graduate Outcomes Survey – Longitudinal (GOS-L) is a continuation from the Graduate Outcomes Survey. The GOS-L is a cohort analysis measuring the medium-term employment outcomes of graduates, approximately three years after graduation. The data in this report follows the 2013 graduate cohort.

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

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## Employer Satisfaction Survey

The Employer Satisfaction Survey (ESS) was developed in order to provide a measure of employer perceptions of the outcomes of graduates entering the workplace. The ESS is administered to employers (or direct supervisors) of recent graduates from higher institution including universities and non-university higher education institutions (NUHEIs).

The ESS collected data on a range of attributes, including; foundation, adaptive, collaborative, technical and employability skills.

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

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## 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.

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## AITSL Accredited Programs Database

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.

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## 2. Entry into initial teacher education

This section provides data on the characteristics of commencing students 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 2016 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

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#### Applications and offers

- Of the 26,394 highest preference undergraduate applications to ITE programs through Tertiary Admissions Centres in 2016, 21,571 offers were made in total. The highest preference offer rate was 59%, 15,686 offers made (the number of highest preference offers as a percentage of highest preference applications).

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#### Commencing student numbers and demographics

- In 2016, 29,961 students commenced an ITE program in 2016, a 3% decrease on the previous year. ITE students represented 5% of total commencements across all higher education programs. This figure has remained steady over the past decade

- In 2016, 72% (n=21,612) of commencing ITE students were female, 64% (n=19,310) were aged 24 and under, 54% (n=15,588) were from medium socio-economic status backgrounds, 74% (n=21,138) were from metropolitan locations and 2% (n=660) were Indigenous
- Compared to commencing students from all higher education programs, ITE had a higher proportion of females (72% and 55% respectively), a lower proportion of students from high socio-economic status backgrounds (23% and 33% respectively), and a higher proportion of students from regional locations in 2016 (25% and 20% respectively)
- Based on the permanent home address of students, Western Australia recorded the largest (17%, n=502) within state/territory increase in commencing students between 2015 and 2016, while NSW recorded the largest within state/territory decrease (13%, n=1,345) during this time. There was a significant increase in International student admissions during 2015 and 2016 (20%, n=203).

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## Commencing student basis of admission and ATAR

- At the undergraduate level, 36% (n=7,482) of commencing ITE students entered from a secondary education pathway in 2016. This was a 1% decrease on the previous year. At the postgraduate level, 97% (n=9,108) entered through a higher education pathway in 2016; this was a 3% increase compared to 2015
- There was a 5% 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 2015 and 2016. However, over the past decade there has been a 4% increase, from 27% (n=2,066) in 2007, to 31% (n=2,262) in 2016
- In 2016, 40% (n=2,014) 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. This compares to 26% (n=21,328) 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 2015 and 2016. However, over the past decade there has been an increase in the proportion of these students with an ATAR in the lower bands. In 2007, 30% (n=1,706) had an ATAR of 70 or lower, compared to 40% (n=2,014) in 2016. This trend has been observed across all higher education programs, 42% (n=2,102) in 2015
- The proportion of all commencing undergraduate ITE students, those who were admitted on the basis of their secondary education and who had a low ATAR. In 2016, those who entered via a secondary education pathway with an ATAR between 30 and 50 accounted for just 1% (n=319) of total ITE commencements, while this figure was 2% (n=569) for those with an ATAR between 51 and 60 and 4% (n=1,126) for those with an ATAR between 61 and 70.

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## Commencing student study characteristics

- 69% (n=20,591) of ITE students commenced an undergraduate qualification and 31% (n=9,370) commenced a postgraduate qualification in 2016. There has been no change in the proportion of postgraduate ITE commencements compared to the previous year. However, there has been a 6% increase over the past decade, from 26% (n=6,729) in 2007
- While the number of postgraduate ITE commencements has risen sharply over the past decade, the number of undergraduate commencements has increased only slightly, from 19,430 in 2007 to 20,591 in 2016
- There was a 3% increase in the proportion of ITE Masters commencements between 2015 (19%, n=5,924) and 2016 (22%, n=6,623). Over the past decade, ITE Masters commencements have increased 19%, from 3% (n=879) in 2007
- The number of students studying to become secondary teachers has increased steadily since 2008. In 2016, commencements in secondary ITE qualifications (n=9,706) outnumbered primary ITE qualifications (n=9,496)
- Commencements in early childhood qualifications have been rising steadily over the past decade and have almost doubled from 2,948 in 2007 to 4,018 in 2016
- 80% (n=23,990) of ITE students commenced full-time and 20% (n=5,971) commenced part-time study in 2016. There was no change in the proportion of commencing part-time ITE students from 2015
- 60% (n=17,834) of ITE students commenced via an internal (i.e. on campus) mode of attendance while 25% (n=7,428) commenced via an external (i.e. online) mode of attendance in 2016
- Between 2007 and 2016 there has been a 16% decline in students commencing via an internal (i.e. on campus) mode of attendance and a 10% increase in students commencing via an external (i.e. online) mode of attendance
- As at 26 February 2018, there were 358 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 for those coming from secondary education pathway into an undergraduate program. For 2016:

- 26,394 highest preference applications were made for ITE programs.
- 15,686 highest preference offers were made for ITE programs. As such, first round offers were made to 59% of applicants who listed that particular ITE program as their highest preference.
- 21,571 offers were made for ITE programs in total.

**Table 2**

Total undergraduate applications and offers made through Tertiary Admissions Centres for initial teacher education, 2014 – 2016<sup>3</sup>

	2014	2015	2016
<b>Applications</b> Number of highest preference applications for ITE programs	27,996	27,857	26,394
<b>Highest preference offers</b> Number of offers made for ITE programs to those applicants who selected that particular ITE program as their highest preference	18,314	17,184	15,686
<b>Total offers</b> Total number of offers made for ITE programs irrespective of whether or not it was a highest preference applicant	23,612	23,689	21,571
<b>Highest preference offer rate</b> Percentage of highest preference offers as a proportion of all highest preference applications	65%	62%	59%

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

<sup>3</sup> For comparisons 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 29,961 students commenced an ITE program in 2016, a decrease of 3% from 2015. Commencements across all higher education programs increased by 4% between 2015 and 2016 (Table 3).

**Table 3**

Total commencements in initial teacher education and all higher education, 2016 and 2015

Initial teacher education	Commencements
Total 2016	29,961
Total 2015	30,769
% change 2015 to 2016	-3%
All higher education	Commencements
Total 2016	553,180
Total 2015	531,656
% change 2015 to 2016	4%

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

The number of ITE commencements is further broken down by student type (Table 4) which shows:

- 28,720 domestic students commenced an ITE program in 2016 along with 83 domestic students whose home address was overseas
- There were 1,158 commencing international ITE students.

**Table 4**

Domestic and international commencements in initial teacher education, 2016

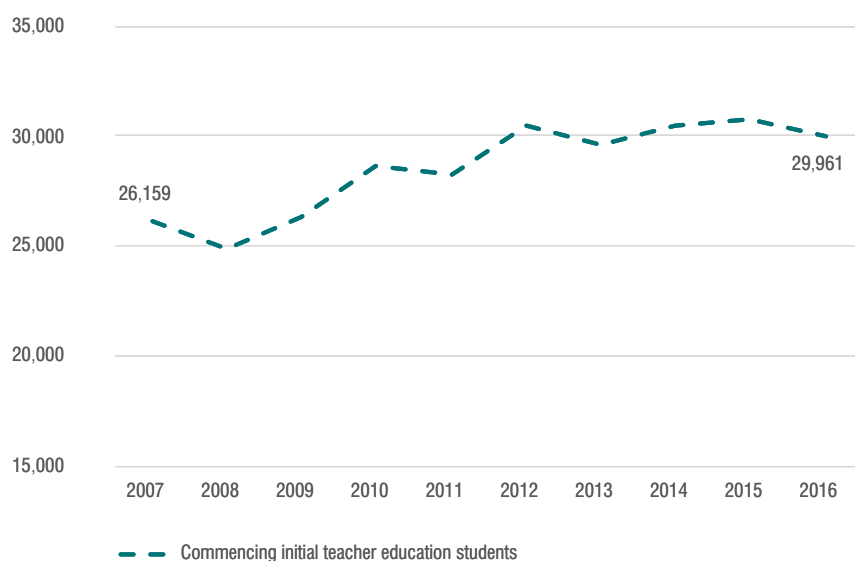
Initial teacher education	Commencements
Domestic – excluding domestic students whose permanent home address is overseas	28,720
Domestic students whose permanent home address is overseas	83
International	1,158
<b>Total 2016</b>	<b>29,961</b>

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

Figure 1 provides the number of commencements in ITE programs between 2007 and 2016 increased by 15% over the past decade (Figure 1). In 2016, commencing ITE students represented 5% of all commencing higher education students. This figure has remained steady over the past decade.

**Figure 1**

Total commencements in initial teacher education, 2007–2016



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 2016. For context, this information is also provided for all higher education students. For ITE students;

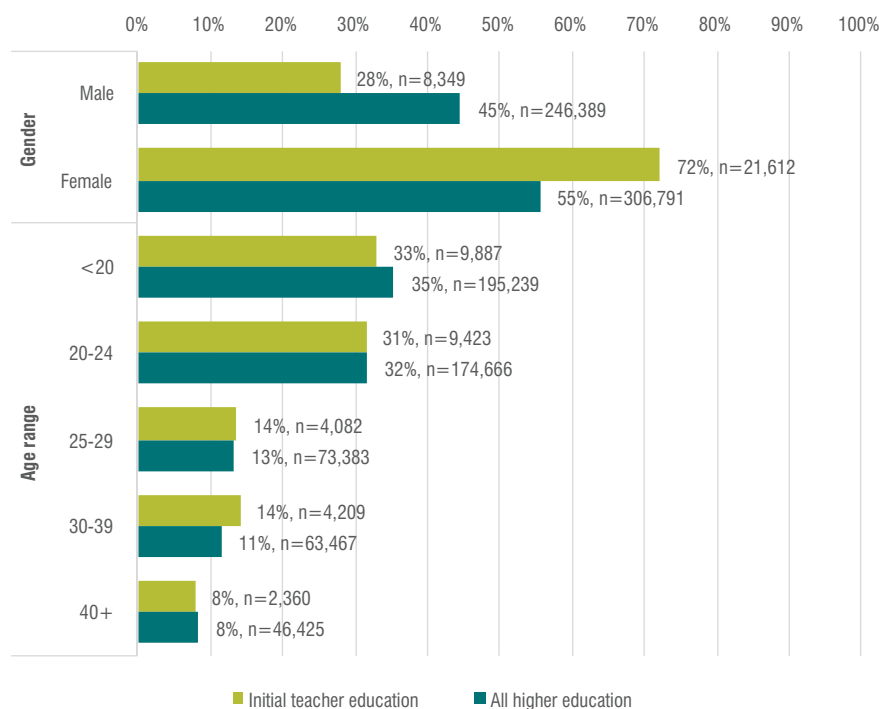
- 72% (n=21,612) were female
- 64% (n=19,310) were 24 and under.

When compared to all higher education students, ITE students:

- Were more likely to be female (ITE = 72%, all higher education = 55%)
- Were of relatively similar age.

Figure 2

Total commencements in initial teacher education and all higher education by gender and age range, 2016



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.

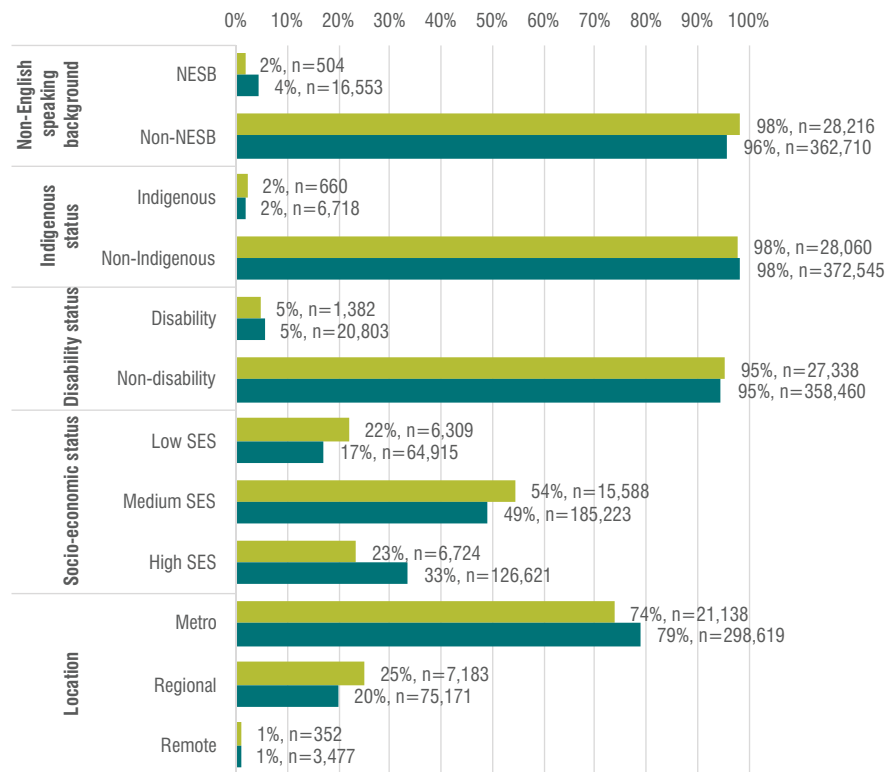
- 54% (n=15,588) of ITE students were from medium socio-economic status (SES) backgrounds
- 74% (n=21,138) were from metropolitan locations
- 2% (n=660) identified as Indigenous.

When compared to all higher education students:

- There was a higher proportion of ITE students from medium SES backgrounds (ITE = 54%, 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, 2016



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

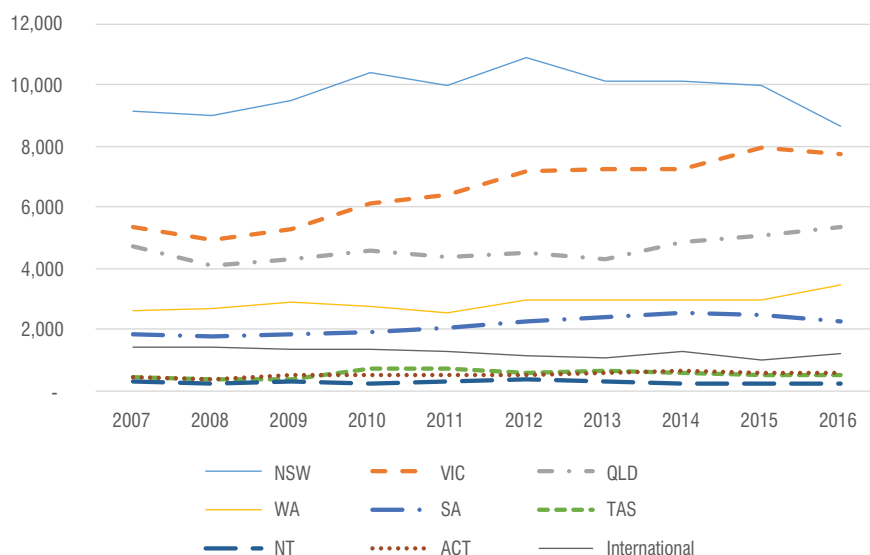
## 2.5 Commencements by state/territory of home residence

Figure 4 shows the number of commencing ITE students by permanent home residence between 2007 and 2016. The data indicate that:

- Western Australia recorded the largest (17%, n=502) within state/territory increase in commencing students between 2015 and 2016, while New South Wales recorded the largest within state/territory decrease (13%, n=1,345) during this time
- Victoria has recorded the largest proportional increase of commencing students over the past decade. In 2007 Victoria was home to 20% (n=5,312) of the entire commencing population, this increased to 26% (n=7,695) in 2016.

**Figure 4**

Total commencements in initial teacher education by home residence, 2007–2016



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 into the HESDC<sup>4</sup> for commencing students. 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 the Higher Education Standards Panel was commissioned 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)*<sup>5</sup> 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.

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## Basis of admission by undergraduate and postgraduate students

Figure 5 presents the basis of admission for 2016 commencing students for both ITE and all higher education programs. For ITE students:

- 36% (n=7,482) entered from a secondary education pathway
- 28% (n=5,739) entered through a higher education pathway
- 18% (n=3,767) entered through a VET award.

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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 2016 is available from the Department of Education and Training, viewed 3 April 2018 < [http://heimshelp.education.gov.au/sites/heimshelp/2016\\_data\\_requirements/2016higheredstudent/pages/he-student-2016](http://heimshelp.education.gov.au/sites/heimshelp/2016_data_requirements/2016higheredstudent/pages/he-student-2016)>

5 Shergold, P. (2016), *Improving Transparency of Higher Education Admissions Processes*, Department of Education and Training, Canberra. Viewed 13 April 2018: <https://docs.education.gov.au/node/42146>

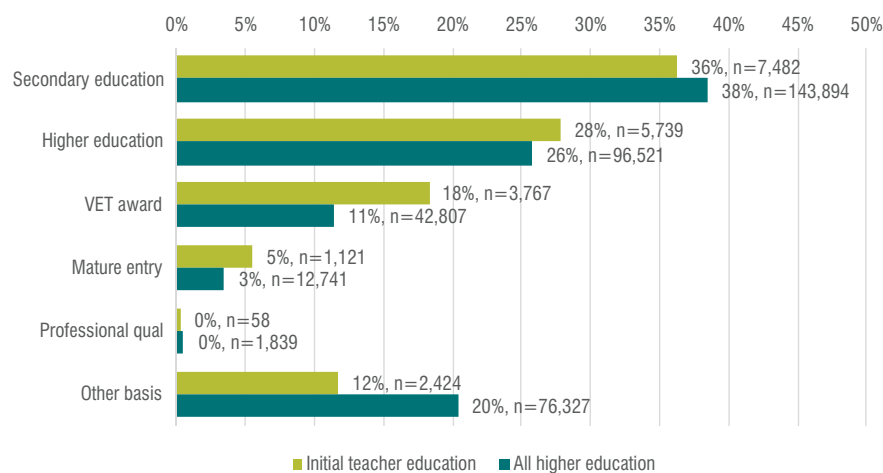
When compared to students from all higher education programs, ITE students:

- Were 2% less likely to enter from a secondary education pathway (ITE = 36%, all higher education = 38%) and 2% more likely to enter through a higher education pathway (ITE = 28%, all higher education = 26%)
- Were more likely to enter from a VET award pathway (ITE = 18%, all higher education = 11%).

While not shown in Figure 5, 97% (n=9,108) of postgraduate ITE students entered through a higher education pathway in 2016. Across all higher education programs, 89% (n=158,855) 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, 2016



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.'



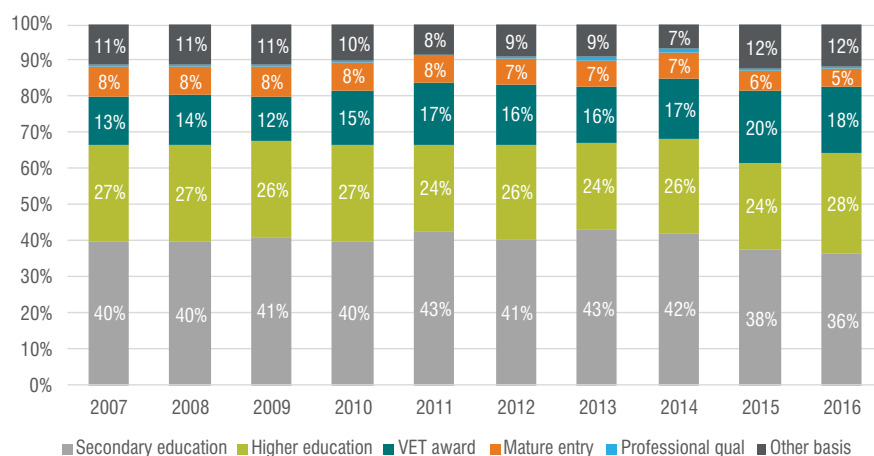
## Basis of admission time series

Figure 6 presents 2007 – 2016 time series data on the basis of admission of commencing undergraduate ITE students. The data indicate:

- A 4% increase in the proportion of students who commenced undergraduate ITE via a higher education pathway over the previous year, from 24% (n=5,168) in 2015 to 28% (n=5,739) in 2016
- Over the past decade there has been an increase in the proportion of students who entered through a VET award pathway from 13% (n=2,573) in 2007 to 18% (n=3,767) in 2016
- In the last several years, there has been a decrease in the proportion of students who entered undergraduate ITE through a secondary education pathway from 42% (n=8,629) in 2014 to 36% (n=7,482) in 2016.

**Figure 6**

Basis of admission categories, undergraduate commencements in initial teacher education, 2007-2016



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, secondary education or other basis.

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.

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### Quick Fact

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

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### 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.

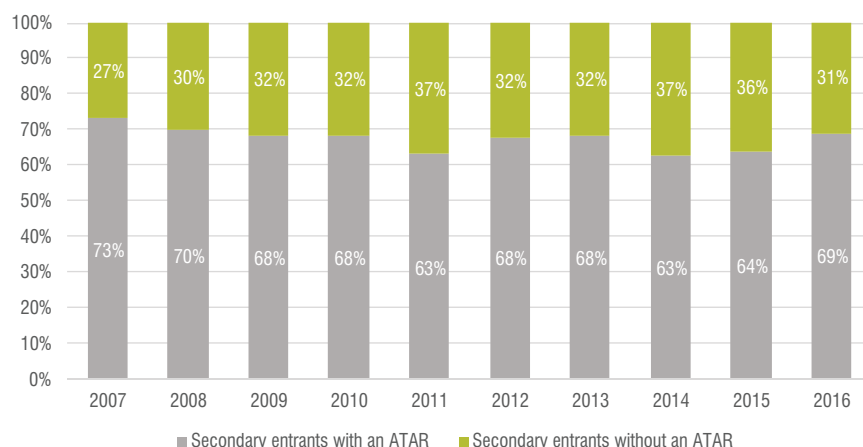
Figure 7 provides the percentage of domestic undergraduate ITE students who were admitted on the basis of their secondary education with and without a submitted ATAR. It shows:

- In 2016, 31% (n=2,262) of ITE students who were admitted on the basis of their secondary education had no submitted ATAR. This was a 5% decrease on the previous year.

The data do not reveal the basis or bases of admission for the 31% 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 ITE students admitted on the basis of their secondary education, 2007 – 2016



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%.

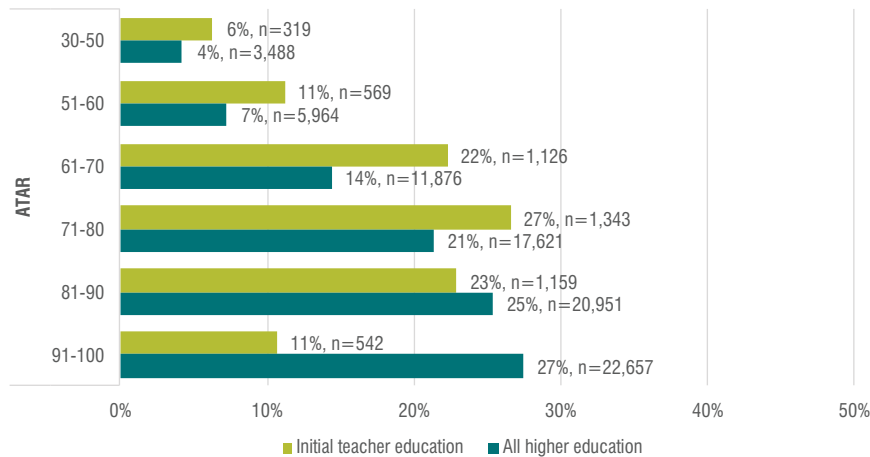
## Distribution of ATAR – students who were admitted on the basis of their secondary education

Figure 8 presents the ATAR spread for domestic undergraduate students, commencements admitted on the basis of their secondary education in both ITE and across all higher education programs. The data show:

- In 2016, 40% (n=2,014) 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. In comparison 26% (n=21,328) of students across all higher education programs were admitted from secondary education with a submitted enter of 70 or lower.

**Figure 8**

Domestic undergraduate students admitted on the basis of their submitted ATAR, by ATAR band, initial teacher education and all higher education, 2016



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

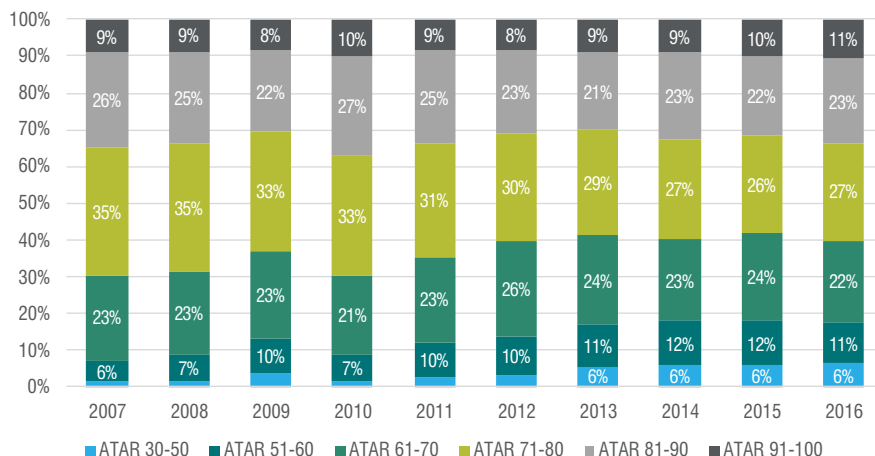
## ATAR time series

Figure 9 presents the ATAR time series for undergraduate ITE students who entered via a secondary education pathway with a submitted ATAR:

- Between 2007 and 2016, there was an increase in the proportion of ITE students entering through a secondary pathway with an ATAR in the lower bands. In 2007, 30% (n=1,706) had an ATAR of 70 or lower, compared to 40% (n=2,014) in 2016
- There was little variation in the ATAR spread of students who entered ITE via a secondary education pathway between 2013 and 2016
- 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 2016, those who entered via a secondary education pathway with an ATAR between 30 and 50 accounted for just 1% (n=319) of total ITE commencements, while this figure was 2% (n=569) for those with an ATAR between 51 and 60 and 4% (n=1,126) for those with an ATAR between 61 and 70.

Figure 9

Domestic undergraduate students admitted on the basis of their submitted ATAR, by ATAR band, initial teacher education, 2007–2016



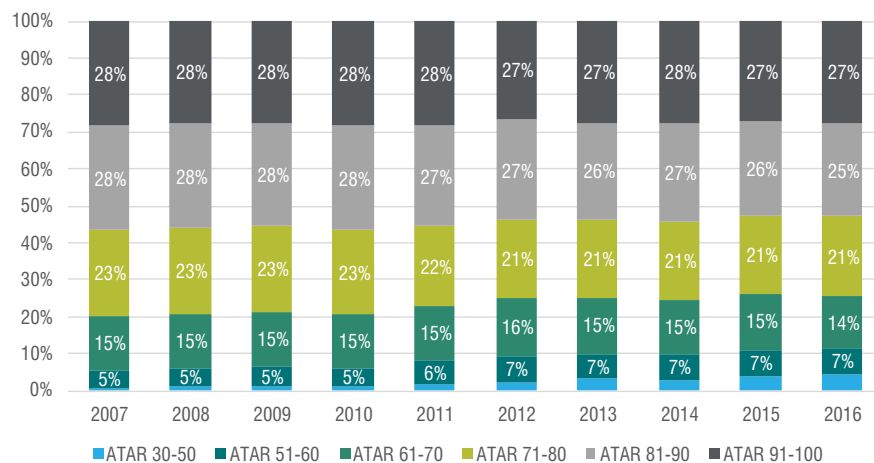
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Data labels were omitted where the percentage was less than 5%.

Figure 10 displays 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 2007, 20% (n=14,170) had an ATAR of 70 or lower, compared to 26% (n=21,328) in 2016.

Figure 10

Domestic undergraduate students admitted on the basis of their submitted ATAR, by ATAR band, all fields of education, 2007–2016



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 provided an indication of the characteristics of students commencing ITE. This section focuses on the levels and types of ITE programs that students are commencing and the ways they are studying. Data on the type and number of ITE programs are also provided.

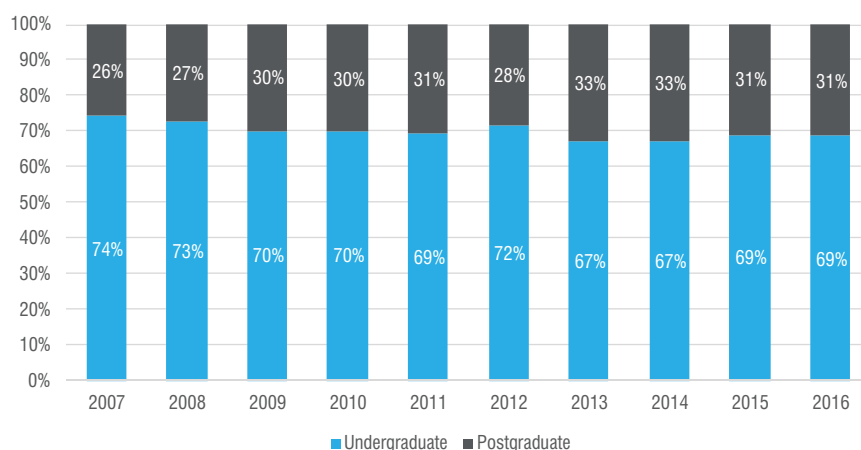
### Commencements by level of qualification

Figure 11 provides the number of commencing postgraduate and undergraduate ITE students between 2007 and 2016:

- In 2016, 69% (n=20,591) of ITE students commenced an undergraduate qualification and 31% (n=9,370) commenced a postgraduate qualification
- There was no change in the proportion of postgraduate commencements compared to 2015
- There has been an increase in the proportion of postgraduate commencements over the past decade, from 26% (n=6,729) in 2007
- While the number of postgraduate ITE commencements has increased considerably over the past decade, the number of undergraduate commencements has increased only slightly, from 19,430 in 2007 to 20,591 in 2016.

**Figure 11**

Total commencements in initial teacher education by level of qualification, 2007–2016



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

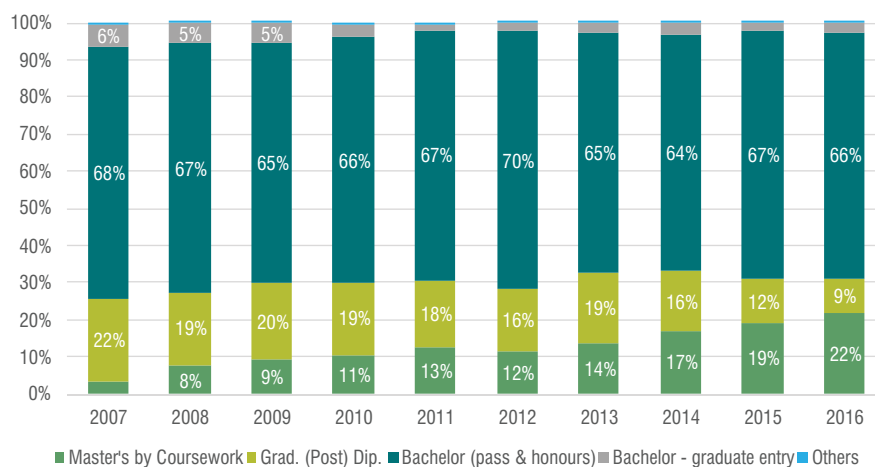
## Commencements by type of qualification

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 3% (n=879) of total commencements in 2007 to 22% (n=6,623) in 2016. There was a 3% increase on the previous year, from 19% (n=5,924) in 2015. This increase may reflect 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 22% (n=5,838) of total commencements in 2007 to 9% (n=2,728) in 2016. There was a 3% decrease on the previous year, from 12% (n=3,592) in 2015. 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, 2007–2016



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%.

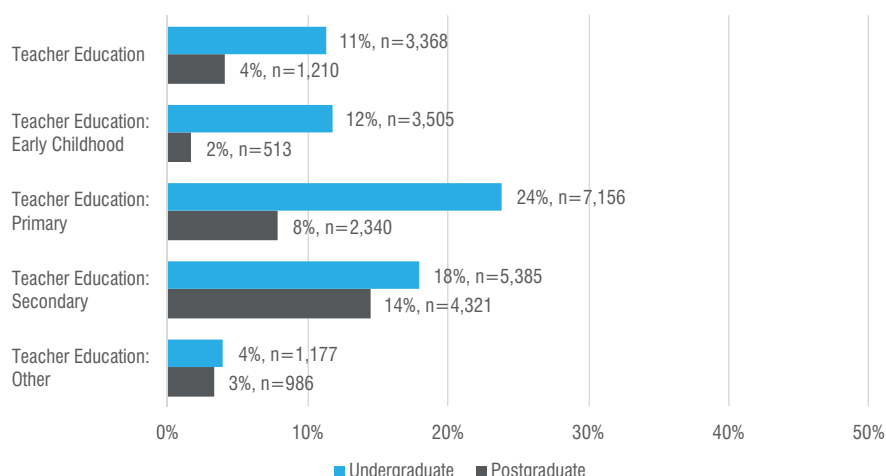
## 2.9 Commencements by detailed field of education

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 presents the breakdown between undergraduate and postgraduate commencements by detailed field of education in ITE:

- Primary qualifications at the undergraduate level accounted for 24% (n=7,156) of total commencements
- Secondary qualifications at the undergraduate level accounted for 18% (n=5,385) of total commencements
- Early childhood qualifications were predominantly studied at the undergraduate level, accounting for 12% (n=3,505) of total commencements, compared to 2% (n=513) at the postgraduate level
- Undergraduate students were more likely to commence primary qualifications (24%, n=7,156) compared to secondary qualifications (18%, n=5,385)
- Conversely, postgraduate students were more likely to commence secondary qualifications (14%, n=4,321) compared to primary qualifications (8%, n=2,340).

**Figure 13**

Total commencing students in initial teacher education by level of qualification and detailed field of education, 2016



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.



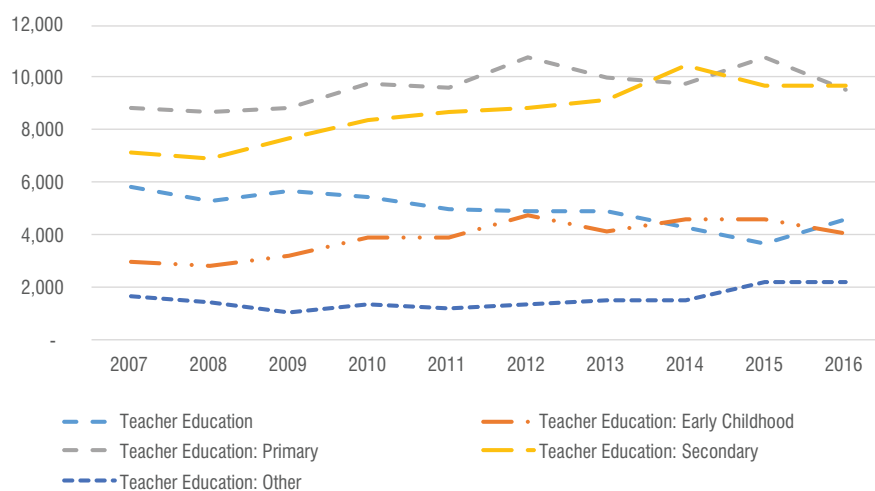
Figure 14 provides commencements by ITE detailed field of education from 2007 to 2016. It shows:

- 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, the number of secondary ITE qualifications surpassed that of primary ITE qualifications. In 2016 the number of secondary qualification commencements (n=9,706) was once again greater than primary qualifications (n=9,496)
- There has been a 2% decrease in commencements of early childhood qualifications over the previous year from 4,559 in 2015 to 4,018 in 2016.

Population modelling by the Australian Bureau of Statistics (ABS) shows there is currently strong population growth in primary school aged students. ABS population projections indicate continued growth in the next five to 10 years, and this will begin to impact demand for secondary teachers from 2018.<sup>6</sup>

**Figure 14**

Total commencements in initial teacher education by detailed field of education, 2007–2016



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.

<sup>6</sup> Australian Bureau of Statistics 2013, Population Projections Australia, ABS, viewed 13 April 2018, <[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/13D196FB0DBECC3BCA257C2E00173FAD/\\$File/32220\\_2012%20\(base\)%20to%202101.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/13D196FB0DBECC3BCA257C2E00173FAD/$File/32220_2012%20(base)%20to%202101.pdf)>.

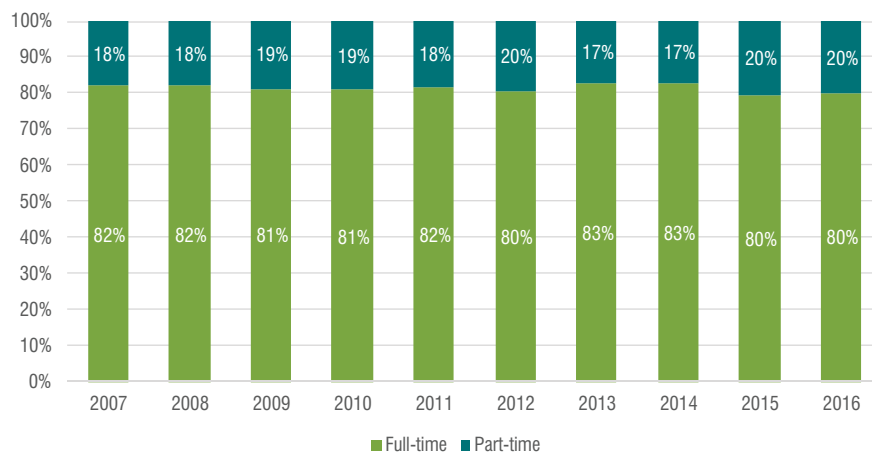
## 2.10 Commencements by type and mode of attendance

Figure 15 presents the proportion of ITE students who commenced full-time and part-time study between 2007 and 2016. The chart shows:

- In 2016, 80% (n=23,990) of ITE students commenced full-time and 20% (n=5,971) commenced part-time study
- There was no change in the proportion of part-time students between 2015 and 2016
- 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, 2007-2016



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

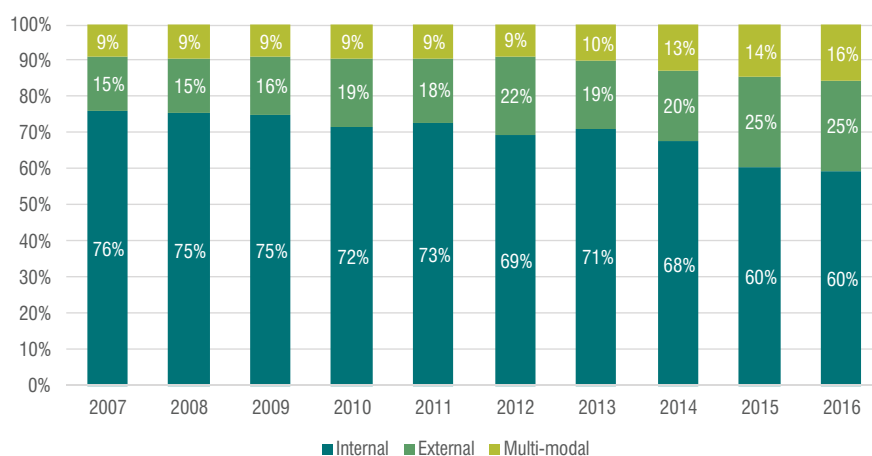
Figure 16 displays the proportion of commencements in ITE by mode of attendance, as a percentage of total commencements between 2007 and 2016. The greatest changes that have occurred over the past decade include:

- A 16% decline in ITE students studying through an internal (i.e. on campus) mode of attendance from 76% (n=19,937) in 2007 to 60% (n=17,834) in 2016
- A 10% increase in ITE students studying through an external (i.e. online) mode of attendance from 15% (n=3,890) in 2007 to 25% (n=7,428) in 2016.

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, 2007–2016



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 2007 and 2016. It shows:

- A 5% increase in the proportion of students in a Commonwealth supported place from 89% (n=23,378) in 2007 to 94% (n=28,064) in 2016.

## Quick Link

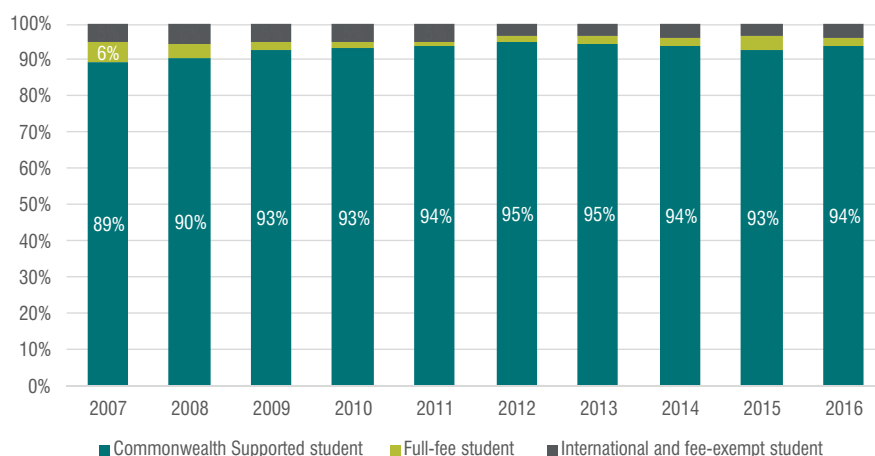
### Find out more

Additional data on commencing students and full aggregated excel data tables from the HESDC presented in this report can be found on the AITSL *Initial teacher education: data report 2018* webpage.

 **Initial teacher education:  
data report 2018**

**Figure 17**

Total commencements in initial teacher education by student status, 2007-2016



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.

## 2.12 Initial teacher education programs

There are a number of different ways in which students can obtain an ITE qualification. The Accreditation Standards<sup>7</sup> 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)<sup>8</sup>.

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.

<sup>7</sup> Australian Institute for Teacher and School Leadership, 2011. Accreditation of Initial Teacher Education Programs in Australia. [Online], viewed 13 April, 2018 <https://www.aitsl.edu.au/deliver-ite-programs/understand-ite-program-accreditation>

<sup>8</sup> 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.

An analysis of AITSL's accredited Programs Data Base<sup>9</sup> revealed the following program information:

- There were 358<sup>10</sup> accredited programs offered by 48 providers at 85 different locations across Australia
- 71% (n=255) of programs were at the undergraduate level and 29% (n=103) at the postgraduate level
- 69% (n=248) were four-year programs<sup>11</sup>, 29% (n=104) were two-year programs<sup>12</sup>, and 2% (n=6) were five-year programs
- The programs were classified into the following detailed fields of education:
  - Secondary (52%, n=186)
  - Primary (29%, n=103)
  - Early Childhood and Primary (14%, n=49)
  - Other (6%, n=20).

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:

- 61% (n=52) are located in metropolitan areas while 39% (n=33) 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.

## Quick Fact

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

## Quick Link

### Find out more

For more information on the impact of online ITE programs.



### Spotlight

The rise of online initial teacher education: what do we know?

<sup>9</sup> Please see Appendix 3 for further information about the AITSL Accredited Programs Data base.

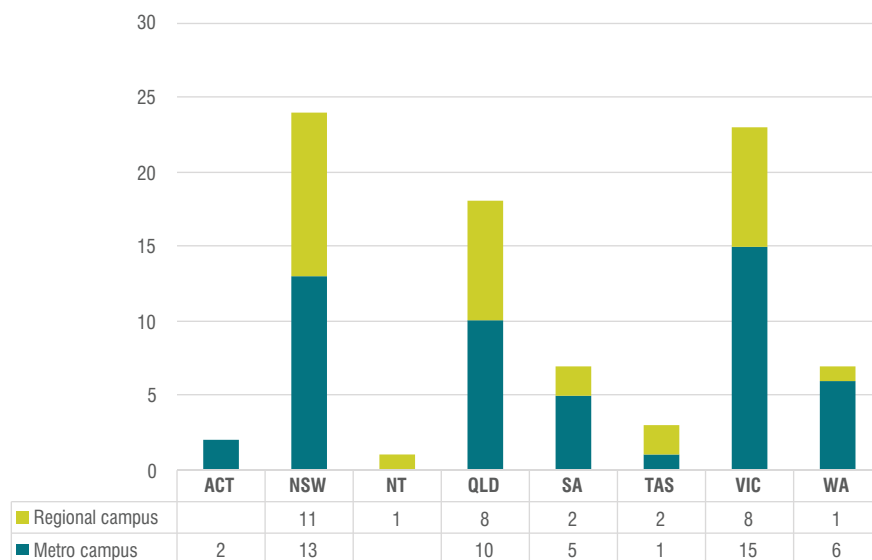
<sup>10</sup> This figure includes 17 programs that are 'accredited, not currently offered.' There are a further 12 programs not included in this figure that are 'pending accreditation'. Accurate as at 26 February, 2018. These programs are accredited under a mix of accreditation mechanisms, including state regulations, the 2011 Standards and Procedures and the 2015 Standards and Procedures.

<sup>11</sup> Includes 16 four-and-a-quarter-year programs and 2 four-and-a-half-year programs.

<sup>12</sup> Includes one two-and-a-half-year program and one two-and-three-quarter-year program.

**Figure 18**

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



Source: AITSL Accredited Programs Data base. Note: The figures were accurate as at 26 February 2018.

## 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

<b>Institution name</b>	<b>Institution name</b>
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 Data base. Note: The list was accurate as at 26 Feb 2018.

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## 3. Progress through initial teacher education

This section 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.

### 3.1 Key findings

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#### Student numbers

- A total of 87,134 students were enrolled in an ITE program in 2016, an increase of 2% from 2015. 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.

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#### First-to-second-year retention rates

- The 2015 to 2016 first-to-second-year retention rate in ITE was 76% (n=15,731) for undergraduates
- The undergraduate retention rate in ITE was 3% 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 similar higher education programs.
- The following groups of ITE students had the highest 2015 to 2016 retention rates:
  - Commenced through a secondary education pathway with an ATAR of 81 or higher (84%, n=1,353)
  - Commenced through a secondary education pathway with an ATAR between 71 and 80 (81%, n=1,053)
  - Studied full-time (80%, n=13,287)



- Studied via a mixed (i.e. on campus and online) mode of attendance (83%, n=2,492)
- Aged 19 or younger when commencing (79%, n=8,083)
- Resided in South Australia (78%, n=1,490)
- The following groups of undergraduate ITE students had a retention rate at least 5% lower than the average undergraduate ITE rate of 76%:
  - Studied part-time (59%, n=2,444)
  - Resided in the Northern Territory (71%, n=157) and Tasmania (67%, n=193)
  - With an Indigenous background (68%, n=415)
  - Studied externally (i.e. online) (66%, n=3,517)
  - Aged 25-29 (69%, n=1,343), 30-39 (69%, n=1,594) and 40+ when commencing (69%, n=829)
  - Commenced via a professional qualification pathway (66%, n=67).

---

## Success rates

- The average success rate for ITE students (90%) was slightly higher compared to students across all higher education programs (88%) in 2016.
- Postgraduate ITE students (94%) had a higher success rate than undergraduate ITE students (89%) in 2016
- The following groups of ITE students had a success rate at least 5% lower than the average undergraduate/postgraduate rate for 2016:
  - Undergraduate (79%) and postgraduate (89%) Indigenous students
  - Undergraduates who commenced via a secondary education pathway with an ATAR of 60 or lower (80%)
  - Part-time undergraduates (77%) and postgraduates (88%)
  - Undergraduate (84%) and postgraduate (89%) students with a disability
  - Undergraduates who studied externally (i.e. online) (82%).

## 3.2 Number of enrolled students

A total of 87,134 students were enrolled<sup>13</sup> in an ITE program in 2016, an increase of 2% from 2015 (Table 6). There were 84,583 domestic ITE students enrolled as well as 2,312 international students (Table 7). Across all higher education programs, the number of enrolled students increased 3% between 2015 and 2016.

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<sup>13</sup> This refers to the total number of students who are enrolled in an ITE program in Australia, regardless of their year of commencement.

**Table 6**

Total number of enrolled students, initial teacher education and all fields of education, 2016 and 2015

Initial teacher education	Enrolments
Total 2016	87,134
Total 2015	85,390
% change 2015 to 2016	2%
All higher education	Enrolments
Total 2016	1,409,293
Total 2015	1,366,341
% change 2015 to 2016	3%

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

**Table 7**

Domestic and international enrolments in initial teacher education, 2016

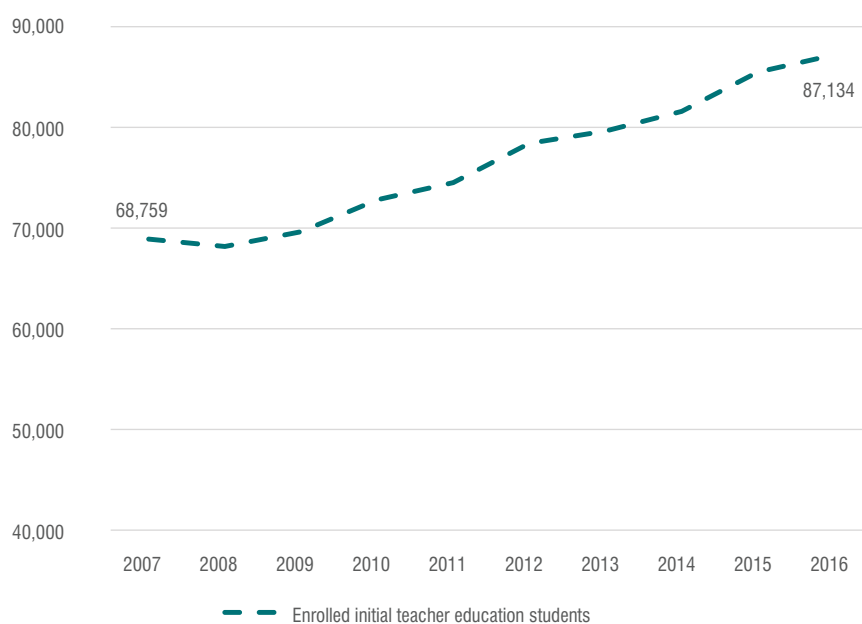
Initial teacher education	Enrolments
Domestic – excluding domestic students whose permanent home address is overseas	84,583
Domestic students whose permanent home address is overseas	239
International	2,312
<b>Total 2016</b>	<b>87,134</b>

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

Figure 19 provides the number of students enrolled in ITE programs between 2007 and 2016. It shows that there has been a 27% increase since 2007. Over the past decade, the percentage of students enrolled in an ITE program as a proportion of all enrolled higher education students has remained steady, at around 6%.

**Figure 19**

Total enrolments in initial teacher education, 2007-2016



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 2016 compared to all higher education students. The chart shows that for ITE students:

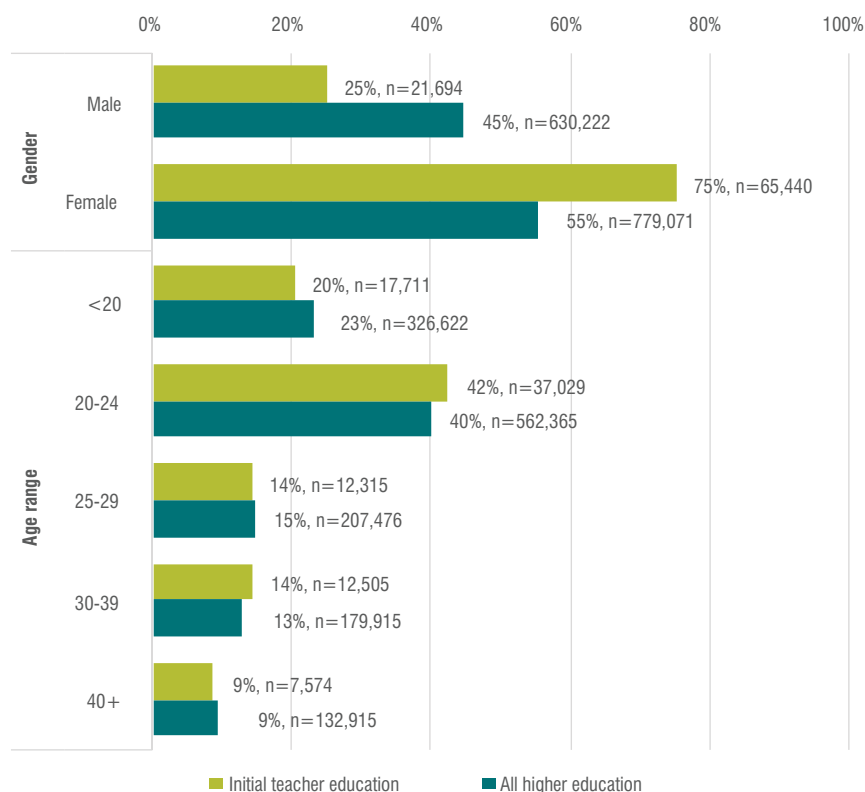
- 75% (n=65,440) were female
- 63% (n=54,740) were 24 and under.

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

- Had a higher proportion of females (ITE = 75%, all higher education = 55%)
- Had a similar age range.

Figure 20

Total enrolments in initial teacher education by gender and age range, 2016



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 2016.

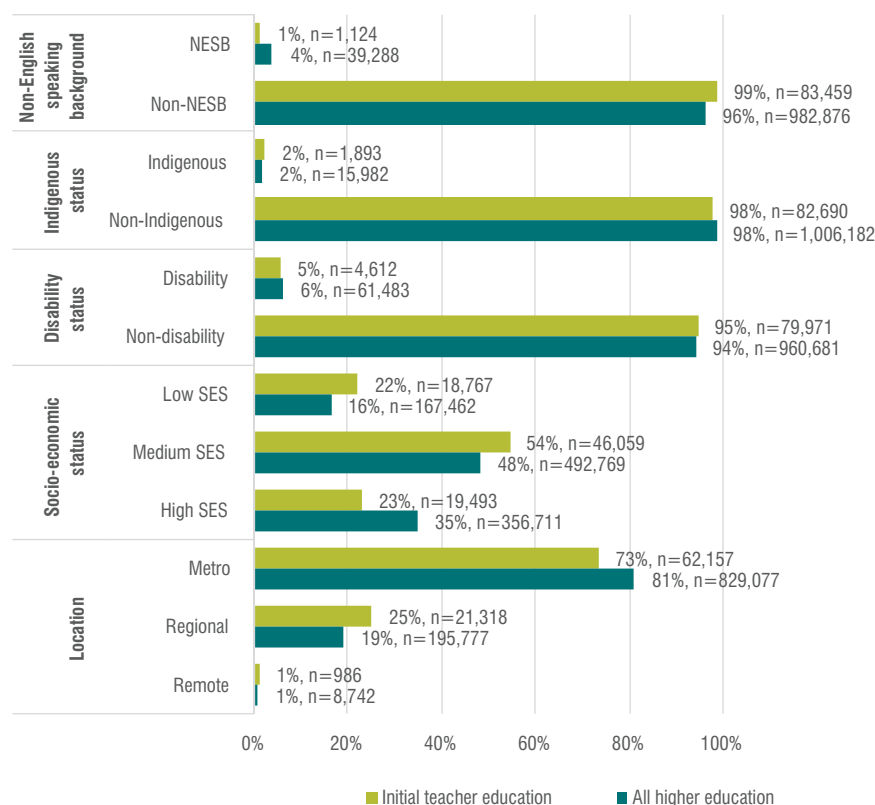
- 54% (n=46,059) of ITE students were from medium SES backgrounds
- 73% (n=62,157) were from metropolitan locations
- 2% (n=1,893) were Indigenous.

When compared to all higher education students:

- There was a higher proportion of ITE students from medium SES backgrounds (ITE = 54%, all higher education = 48%)
- 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, 2016



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.<sup>14</sup>

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 who are retained in ITE, rather than those who are retained in higher education in general.

<sup>14</sup> Special Adjusted Retention rate for year(x) = the proportion of students who commenced a course (HEIMS code E312=22) 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=22). 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 13 April 2018, < <https://docs.education.gov.au/documents/2016-appendix-4-attrition-success-and-retention> >

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 (including modes of study and attendance) that may affect continuation beyond their first year of enrolment in an ITE program.

The retention rate data represents students who commenced in one year, and shows their retention status after that year. For example the 2015 data show the proportion of students who commenced in 2015 and who were retained in 2016. 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 can be noted that some students may take a leave of absence in their second year and re-commence at a later date.

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

Figure 22 presents the first to second year retention rate for undergraduate ITE students and undergraduate students from other higher education program types for 2015 commencing students. The data shows:

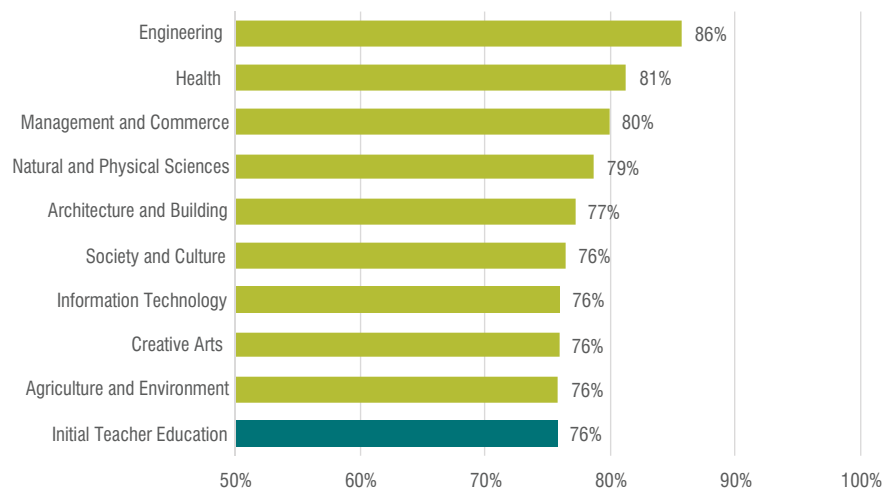
- ITE undergraduates who commenced in 2015 had a retention rate of 76% (n=16,027). This was 2% lower than the mean retention rate of the nine undergraduate higher education program types<sup>15</sup> selected for comparison.

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<sup>15</sup> These program types were selected because they represent a broad cross section of higher education program types.

**Figure 22**

First to second year undergraduate retention in initial teacher education compared to other undergraduate higher education programs types, 2015



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

## Time series retention in undergraduate initial teacher education<sup>16</sup>

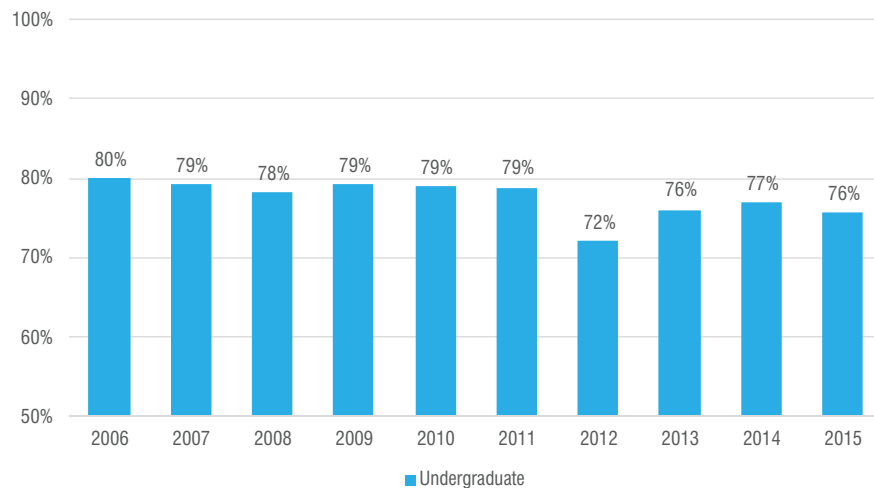
Figure 23 outlines retention rates in ITE for undergraduate students who commenced between 2006 and 2015. The data show:

- Despite a dip in 2012 where the retention rate was 72% (n=15,398), undergraduate retention has remained fairly stable at about 76%.

<sup>16</sup> 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.

**Figure 23**

First to second year undergraduate retention rates, initial teacher education, 2006–2015



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

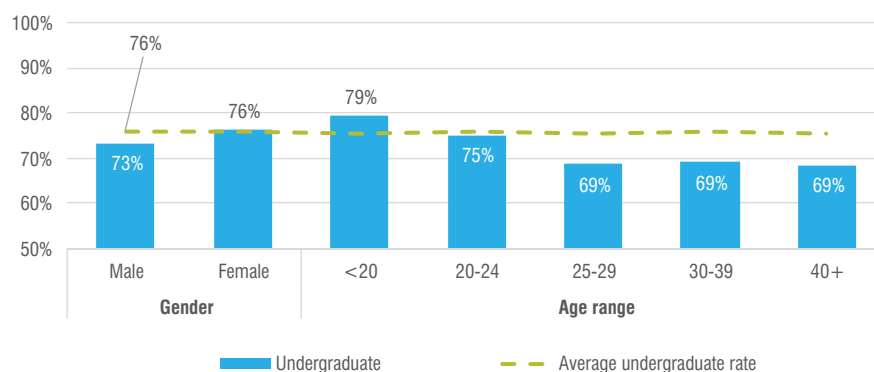
## Retention in undergraduate initial teacher education by various student and study characteristics

Figure 24 shows the retention rate for undergraduate ITE students who commenced in 2015, by gender and age range. The average undergraduate rate is also provided. The data show:

- Females studying ITE (76%, n=11,985) had a 3% higher retention rate than males (73%, n=3,746)
- There was a relationship between age and retention where students aged 24 years or younger were more likely to be retained compared to students aged 25 years or older.

**Figure 24**

First to second year undergraduate retention rates by gender and age range, initial teacher education, 2015



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

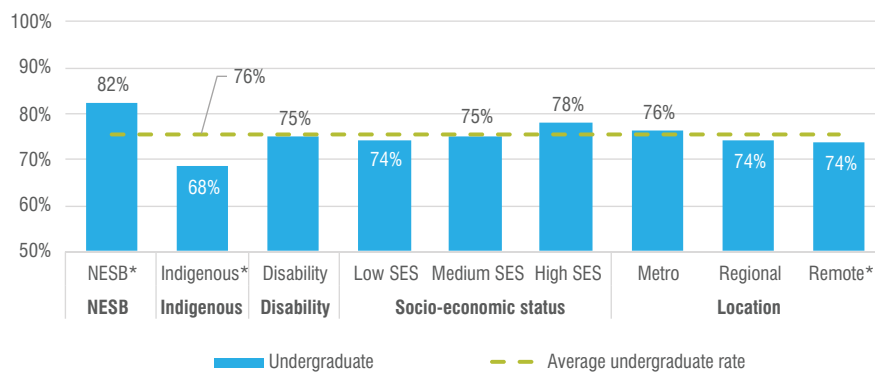


Figure 25 shows the retention rate for 2015 commencing undergraduate ITE students by various equity status indicators, as well as the undergraduate average. The data show that:

- Indigenous undergraduate students had a 68% (n=415) 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, 2015



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

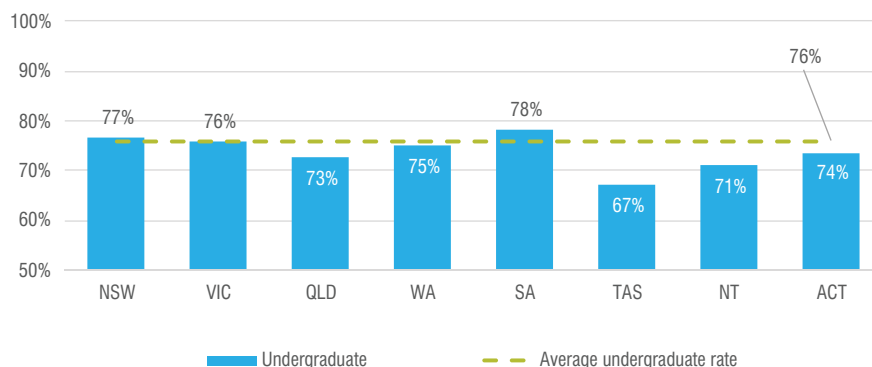
Figure 26 shows the retention rate for undergraduate students who commenced in 2015, by location of permanent home address. The average undergraduate ITE retention rate for all higher education is also provided.

For undergraduates, the data show students who resided in:

- The Northern Territory had a 71% (n=157) retention rate, which was 5% lower than the average undergraduate rate
- Tasmania had a 67% (n=193) retention rate, which was 9% lower than the average undergraduate rate.

**Figure 26**

First to second year retention rates by location of permanent home address, undergraduates and postgraduates, initial teacher education, 2015



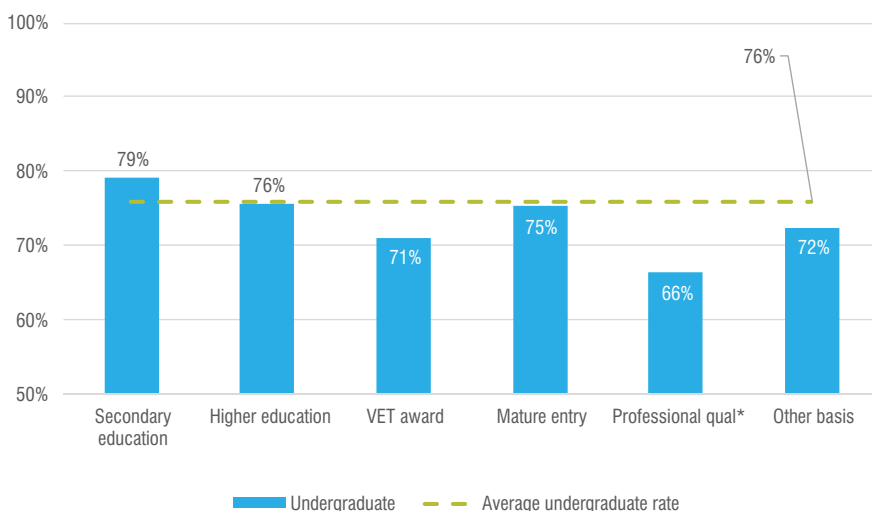
Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 27 provides the retention rate of ITE undergraduates who commenced in 2015, by basis of admission, along with the average undergraduate higher education rate. It shows:

- Students who entered via a professional qualification pathway had a retention rate of 66% (n=67), which was 10% lower than the undergraduate average
- Students who entered via a secondary education pathway had the highest retention rate, at 79% (n=6,195).

**Figure 27**

First to second year retention rates by basis of admission, undergraduates, initial teacher education, 2015



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

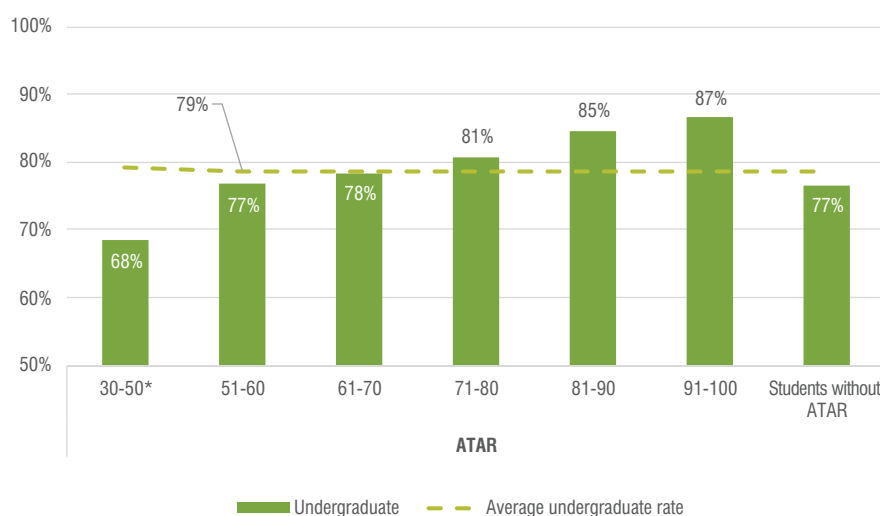
Note: \*Retention rates for students entering via a professional qualification pathway are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

Figure 28 presents the retention rate of 2015 commencing undergraduate ITE students who were admitted on the basis of their secondary education by ATAR band, as well as the average secondary education higher education entrant undergraduate retention rate. The data indicate:

- Students with an ATAR of 81 or higher had an 86% (n=1,353) retention rate, which was 7% higher than the average secondary education entry pathway rate
- Students with an ATAR of 50 or lower had a 68% (n=197) retention rate which was 11% lower than the average secondary education entry pathway rate
- Students without a submitted ATAR and students with an ATAR of 51-60 had the second lowest retention rate, at 77% (n=2,182 and n=471) which was 2% lower than the average secondary education pathway rate
- A higher ATAR was generally associated with a higher retention rate

**Figure 28**

First to second year retention rates by ATAR, secondary education entrant undergraduates, initial teacher education, 2015



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

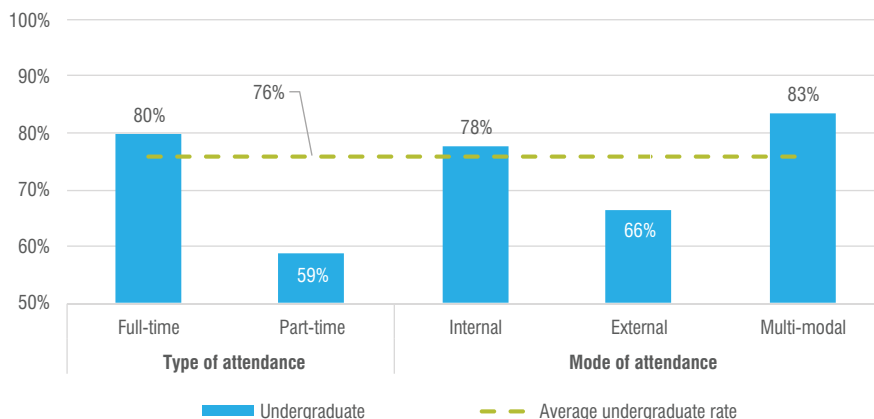
Note: \*Retention rates for secondary education entrants with an ATAR of 30-50 are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered in any further analysis.

In Figure 29, retention rates for 2015 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 59% (n=2,444) retention rate, which was 17% lower than the average undergraduate rate
- Students studying externally had a 66% (n=3,517) retention rate, which was 10% lower than the average for all ITE undergraduates.

**Figure 29**

First to second year retention rates by type and mode of attendance, initial teacher education, 2015



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)<sup>17</sup>. 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 student and study characteristics.

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

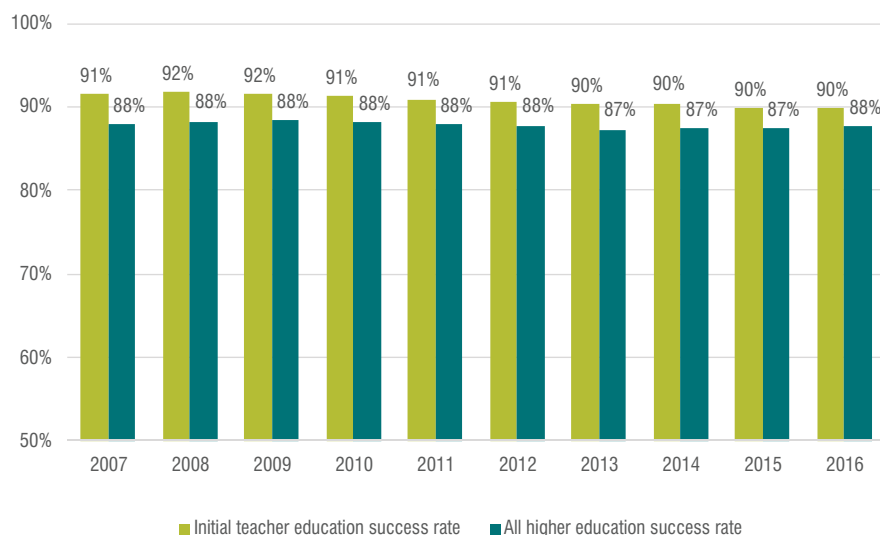
Figure 30 provides success rate data for ITE students and students from all higher education programs who were enrolled between 2007 and 2016. The data show:

- The success rate in ITE was 90% in 2016, compared to 88% across all higher education programs
- Success rates in ITE have remained slightly higher than those across all higher education programs over the past decade.

<sup>17</sup> Department of Education and Training 2016, Attrition, success and retention rates for commencing bachelor students, Canberra, viewed 13 April 2018, < <https://docs.education.gov.au/documents/2016-appendix-4-attrition-success-and-retention> >.

**Figure 30**

Success rates, initial teacher education and all higher education, 2007 – 2016



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

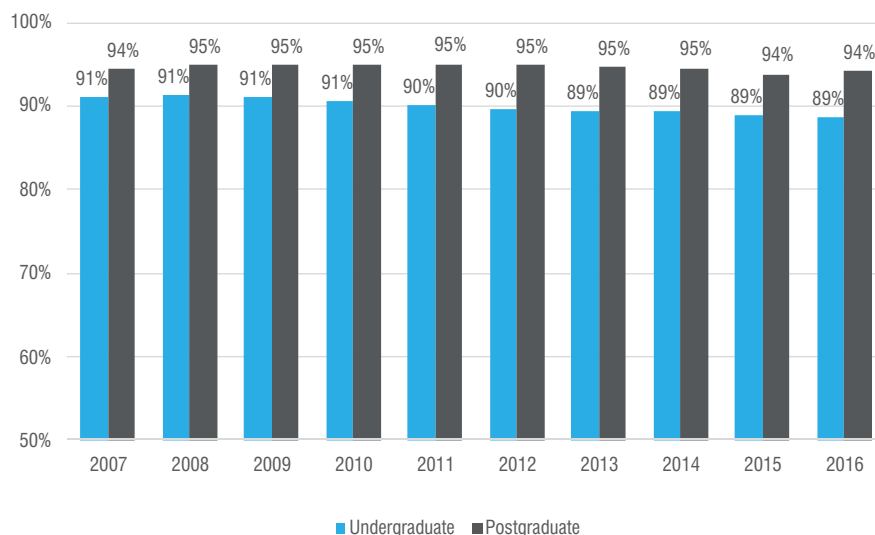
### Time series success rates in undergraduate and postgraduate initial teacher education

Figure 31 outlines success rates for all students who were enrolled in ITE between 2007 and 2016, by level of qualification. The chart indicates:

- The success rate was 89% for undergraduates and 94% for postgraduates in 2016
- 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.

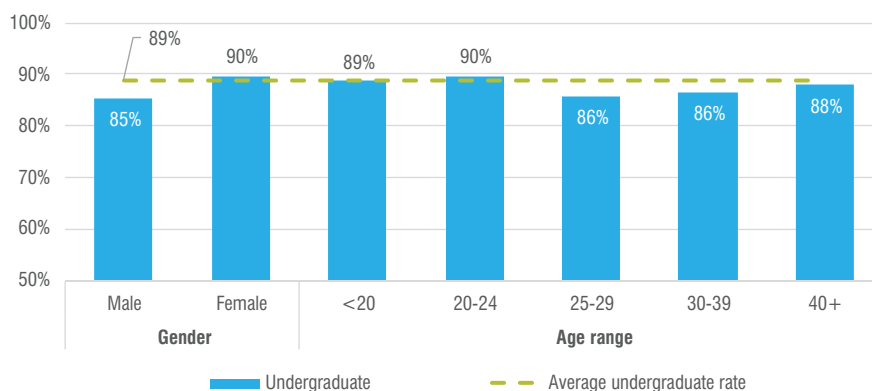
## Success rates in undergraduate and postgraduate initial teacher education by various student and study characteristics in 2016

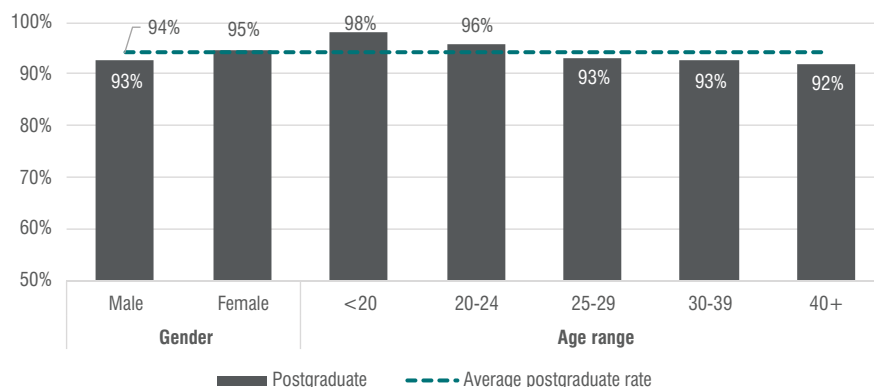
Figure 32 shows success rates by gender and age range for undergraduate and postgraduate ITE students who were enrolled in 2016. The average undergraduate and postgraduate rates are also provided. The data indicate that for both undergraduate and postgraduate students:

- Females had higher success rates than males
- Younger students had a 2% higher success rates than older students.

**Figure 32**

Success rates by gender and age range, initial teacher education, 2016





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 2016. The average undergraduate and postgraduate rates are also provided.

For undergraduates, the data indicate:

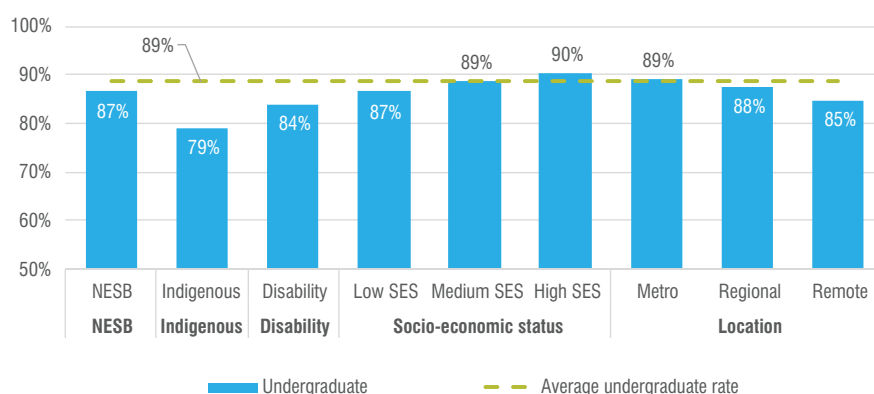
- Indigenous students had a 79% success rate, which was 10% lower than the average undergraduate rate
- Students with a disability had an 84% success rate, which was 5% lower than the average undergraduate rate.

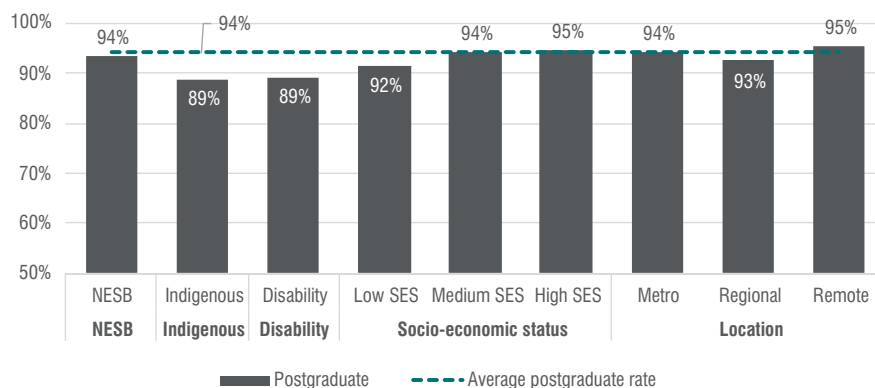
For postgraduates:

- Students with a disability had an 89% success rate, which was 5% lower than the average postgraduate rate.

**Figure 33**

Domestic students' success rates by equity status, initial teacher education, 2016





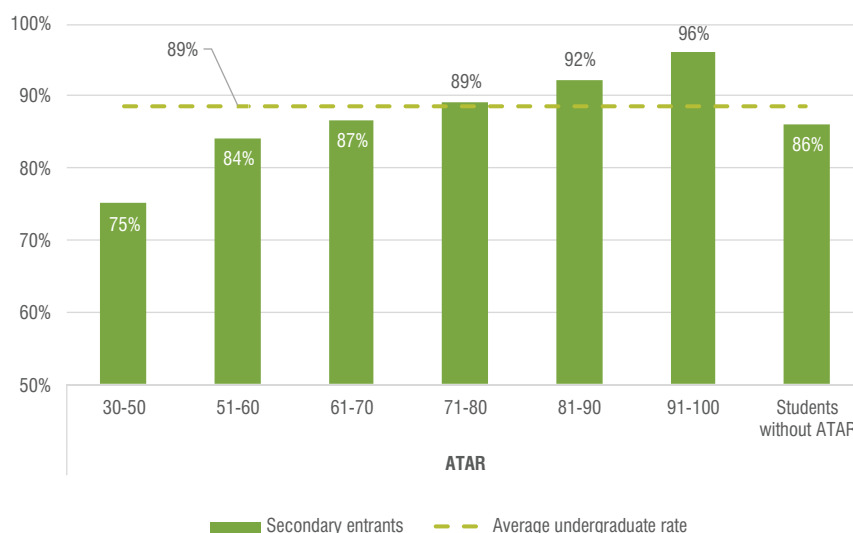
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: SES and location has been derived from the ASGS.

Success rates for 2016 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 data indicate:

- Students who were admitted on the basis of their secondary education with an ATAR between 30 – 50 had a 75% success rate, which was 14% 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 7% higher than the average undergraduate rate
- A higher ATAR was generally associated with a higher success rate.

Figure 34

Undergraduate success rates by ATAR, initial teacher education, 2016



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



Figure 35 presents 2016 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:

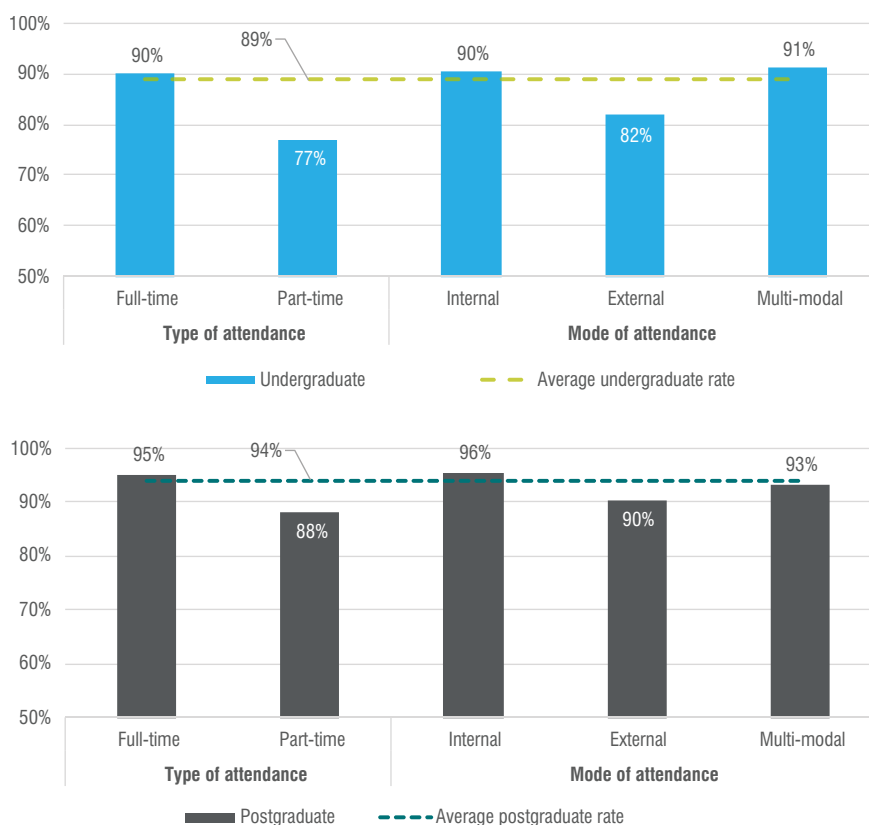
- Part-time students had a 77% success rate, which was 12% lower than the average undergraduate rate
- Students studying via an external (i.e. online) mode of attendance had an 82% success rate, which was 6% below the average undergraduate rate.

For postgraduates:

- Part-time students had an 88% success rate, which was 6% below the postgraduate average.

**Figure 35**

Success rates by type and mode of attendance, initial teacher education, 2016



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 2018* webpage.

 **Initial teacher education:**  
data report 2018

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## 4. Completion of initial teacher education

This section presents demographic data on 2016 completing ITE students and data on the types and levels of qualifications they undertook. In presenting the above data it allows for insight into the potential pipeline of graduates entering into the teaching profession.

To give insight into completion outcomes in ITE, this section provides six year completion and attrition rates of ITE students compared to students from various higher education programs cross-tabulated with demographic and other variables. The impact of multiple demographic factors on completion in ITE is also examined.

### 4.1 Key findings

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#### Completing student numbers and demographics

- A total of 17,594 students completed an ITE program in 2016, a 3% decline on the previous year. Completions in ITE represented 5% of completions across all fields of education. This figure has remained steady over the past decade
- In 2016, 76% (n=13,442) of completing ITE students were female, 76% (n=13,292) were aged between 20 and 29, 54% (n=9,199) were from medium socio-economic status backgrounds, 75% (n=12,765) were from metropolitan locations and 2% (n=258) were Indigenous
- Compared to completing students from all higher education programs, in 2016 there was a higher proportion of ITE students who were female, from medium socio-economic status backgrounds or from regional locations
- Western Australia recorded the largest (8%, n=141) within state/territory proportional increase of completing students between 2015 and 2016. New South Wales recorded the largest within state/territory decline (12%, n=754) during this time. These results relate to the permanent home address of the student, rather than the location of the higher education provider.

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## Completing student qualification levels and types

- In 2016, 62% (n=10,870) of ITE students completed an undergraduate qualification and 38% (n=6,724) completed a postgraduate qualification. There was a 2% decrease in the proportion of postgraduate ITE completions on the previous year, from 40% (n=7,217) in 2015
- Over the past decade, the proportion of completing postgraduate students has risen 6%, from 33% (n=5,534) in 2007
- There was a 4% increase in the proportion of ITE Masters completions between 2015 (18%, n=3,289) and 2016 (22%, n=3,802). Over the past decade, the proportion of ITE Masters completions has increased 18% from 3% (n=593) in 2007
- Primary qualifications represented 23% (n=4,058) of undergraduate and 10% (n=1,788) of postgraduate completions in 2016
- Secondary qualifications represented 16% (n=2,782) of undergraduate and 17% (n=3,067) of postgraduate completions in 2016
- In 2016, there was a much higher proportion of undergraduates (11%, n=1,996) who completed an early childhood qualification, compared to postgraduates (1%, n=248)
- The number of completions in early childhood qualifications has increased steadily over the past decade from 1,566 in 2007 to 2,244 in 2016
- The number of completions in secondary qualifications is similar to those in primary qualifications. In 2016, there were 5,846 completions in primary qualifications and 5,849 completions in secondary qualifications. These qualifications represented 33% each, of all ITE completions, in 2016.

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## 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 2011 was 56% (n=10,538) for undergraduates and 78% (n=6,265) for postgraduates
- The undergraduate completion rate in ITE was 3% higher than the mean rate of nine undergraduate higher education program types selected for comparison (2011 commencing cohort). Using the same comparison with postgraduate programs, the postgraduate ITE completion rate was 11% higher than the mean. As such, ITE students were more likely to complete their program. This was particularly the case for postgraduates
- Both undergraduate and postgraduate ITE courses have experienced a decline in six year completion rates between the 2006 and 2011 commencing cohorts (-6% for undergraduates and -4% for postgraduates). This decline was steeper compared to that of other higher education programs

- The following groups of ITE students had the highest six year completion rates (2011 commencing cohort):

#### Undergraduates

- Commenced through a secondary education pathway with an ATAR of 81 or higher (69%, n=1,192)
- Commenced through a secondary education pathway (60%, n=5,068)
- Studied full-time (60%, n=9,858)
- Studied via an internal (i.e. on campus) mode of attendance (59%, n=8,752).

#### Postgraduate

- Studied via a mixed (i.e. on campus and online) mode of attendance (91%, n=743)
- Aged 24 or under when commencing (88%, n=3,123)
- Studied full-time (87%, n=5,738)
- Studied via an internal (i.e. on campus) mode of attendance (84%, n=4,826)
- Female (80%, n=5,006)
- Resided in New South Wales (81%, n=2,368), Victoria (78%, n=1,832), South Australia (78%, n=392) or Queensland (78%, n=803).

- 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%:

- Resided in the Northern Territory (33%, n=62)
- Resided in Tasmania (33%, n=153)
- Studied part-time (36%, n=1,126)
- With an Indigenous background (37%, n=159)
- Studied externally (i.e. online) (41%, n=1,222)
- From a remote location (45%, n=124)
- Commenced via a mature entry pathway (45%, n=720)
- Resided in ACT (46%, n=166)
- Male (47%, n=2,049)
- Aged 25 or over when commencing (48%, n=2,244)
- Resided in Queensland (49%, n=1,647)
- Commenced via a professional qualification pathway (49%, n=21)
- Commenced through a secondary education pathway and had an ATAR between 30 and 50 (49%, n=64)
- With a disability (51%, n=450)
- With a non-English speaking background (51%, n=107).

- The following groups of postgraduate ITE students had a six year completion rate at least 5% lower than the average postgraduate ITE rate of 79%:
  - Studied part-time (55%, n=1,117)
  - Studied externally (i.e. online) (62%, n=1,286)
  - Resided in Tasmania (64%, n=173)
  - With a non-English speaking background (67%, n=120)
  - Aged 25 or over when commencing (70%, n=3,732)
  - With a disability (71%, n=227).
- 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 student groups with the lowest completion rates were (average of 2007 to 2011 commencing cohorts; completion rates and numbers provided):
  - Part-time students from a remote location (22%, n=119)
  - Part-time students with an Indigenous background (26%, n=151)
  - Part-time students with a disability (26%, n=209)
  - Students who attended externally (i.e. online) and from a remote location (30%, n=210)
  - Students who attended externally (i.e. online) and aged 19 or younger when commencing (31%, n=233)
  - Students from low SES backgrounds from a remote location (39%, n=322).
- For postgraduates, the student groups with the lowest completion rates were (average of 2007 to 2011 commencing cohorts; completion rates and numbers provided):
  - Part-time students with an Indigenous background (49%, n=46)
  - Part-time students with a disability (51%, n=230)
  - External (i.e. online) mode of attendance with an Indigenous background (52%, n=61)
  - External (i.e. online) mode of attendance with a disability (59%, n=211).

## Student and graduate satisfaction

- Both current undergraduate ITE students and students from all higher education programs had a high degree (80%) of satisfaction with the quality of their educational experience in 2016
- In 2016, 19% of current undergraduate students seriously considered an early departure. This figure was 1% higher to that of current undergraduates from all higher education programs (18%). Of those current undergraduate ITE students with early departure intentions, the most common reasons for leaving related to 'health / stress' (45%), work factors (workload difficulties = 31%, need to do paid work = 30%) and 'study / life balance' (30%)
- Recent ITE graduates from both undergraduate (78%) and postgraduate (76%) programs, had high overall levels of satisfaction with their course in 2016.

## Graduate perceptions of their course

- A higher proportion of ITE graduates (undergraduate: 85%; postgraduate: 81%) reported that their qualification prepared them for employment, compared to graduates from all higher education programs (undergraduate: 69%; postgraduate: 75%).

## 4.2 Number of completing students

A total of 17,594 students completed an ITE program in 2016 which was a decline of 3% from 2015. Across all higher education programs, the number of completing students increased by 3% between 2015 and 2016 (Table 8). There were 16,942 domestic and 603 international ITE completions in 2016 (Table 9).

**Table 8**

Total completions, initial teacher education and all higher education, 2016 and 2015

Initial teacher education	Completions
Total 2016	17,594
Total 2015	18,194
% change 2015 to 2016	-3%
All higher education	Completions
Total 2016	333,342
Total 2015	324,836
% change 2015 to 2016	3%

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

**Table 9**

Domestic and international completions in initial teacher education, 2016

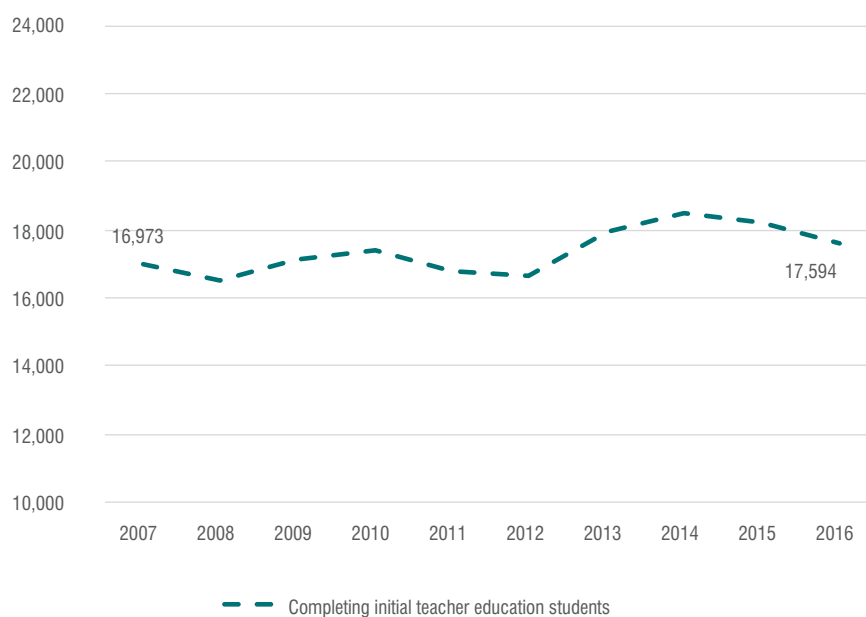
Initial teacher education	Completions
Domestic – excluding domestic students whose permanent home address is overseas	16,942
Domestic students whose permanent home address is overseas	49
International	603
<b>Total 2016</b>	<b>17,594</b>

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

Figure 36 provides the number of completing ITE students between 2007 and 2016. It shows there has been a 4% increase in the number of completions since 2007. 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 5%.

**Figure 36**

Total completions in initial teacher education, 2007–2016



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 2016. For context, this information is also provided for all higher education students. For ITE, the data show:

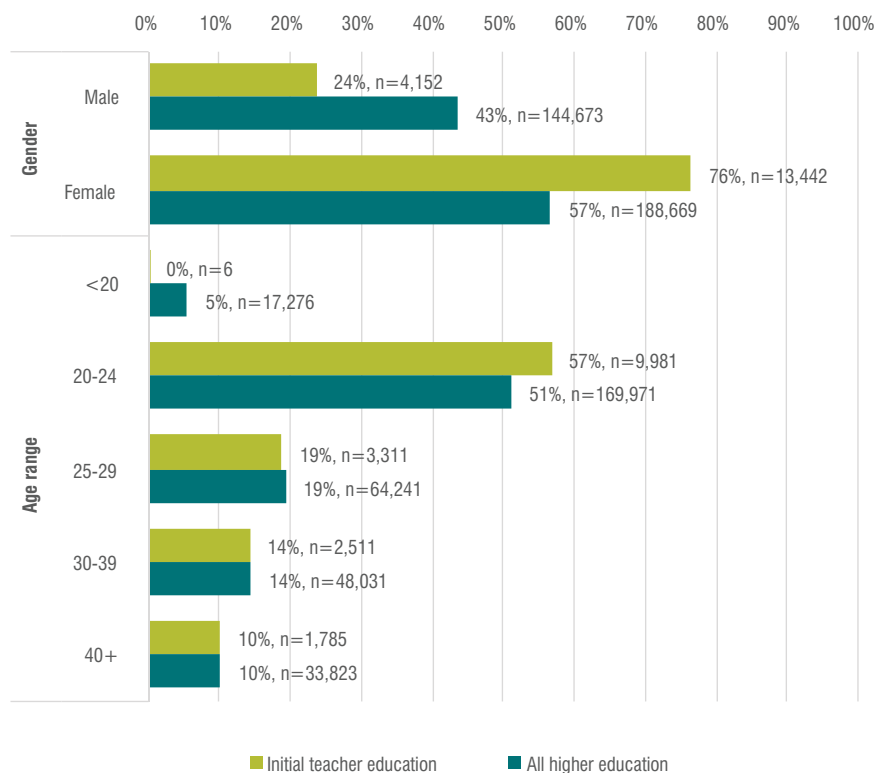
- Most completing students were female (76%, n=13,442)
- Most completing students were between the ages of 20 and 29 (76%, n=13,292).

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 20-24 (ITE = 57%, all higher education = 51%).

**Figure 37**

Total completions in initial teacher education and all higher education by gender and age range, 2016



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. The data indicate:

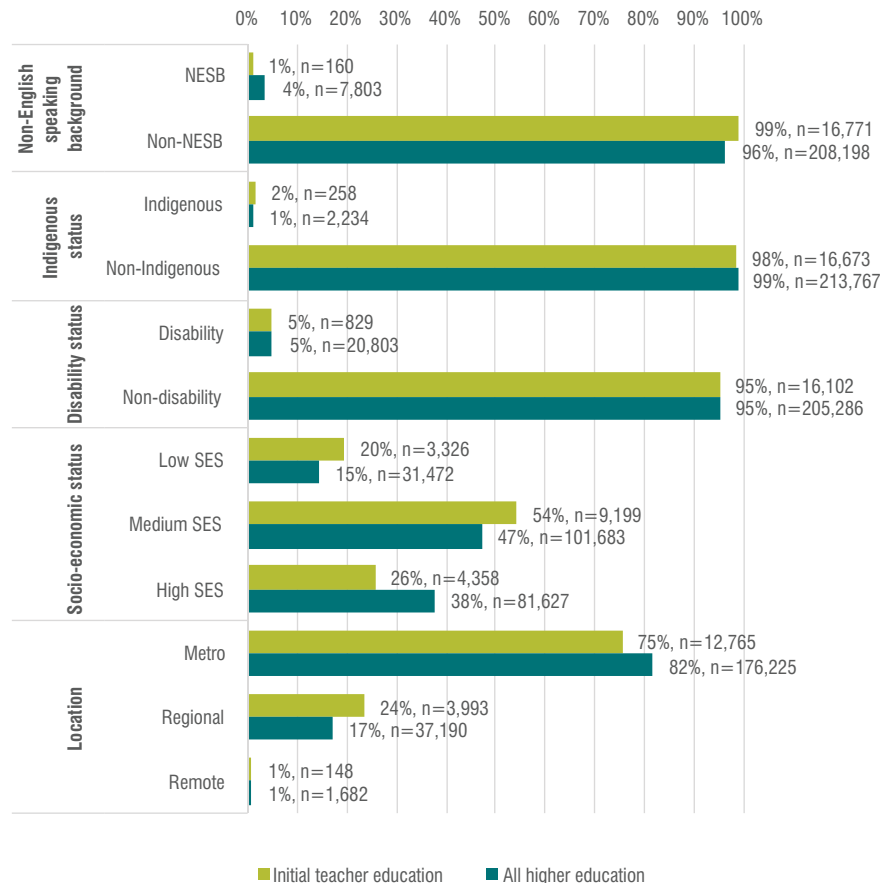
- 54% (n=9,199) of completing ITE students were from medium SES backgrounds
- 75% (n=12,765) were from metropolitan locations
- 2% (n=258) were Indigenous.

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 = 24%, all higher education = 17%)
- There was a lower proportion of ITE students from non-English speaking backgrounds (ITE = 1%, all higher education = 4%)
- There was a slightly 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, 2016



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

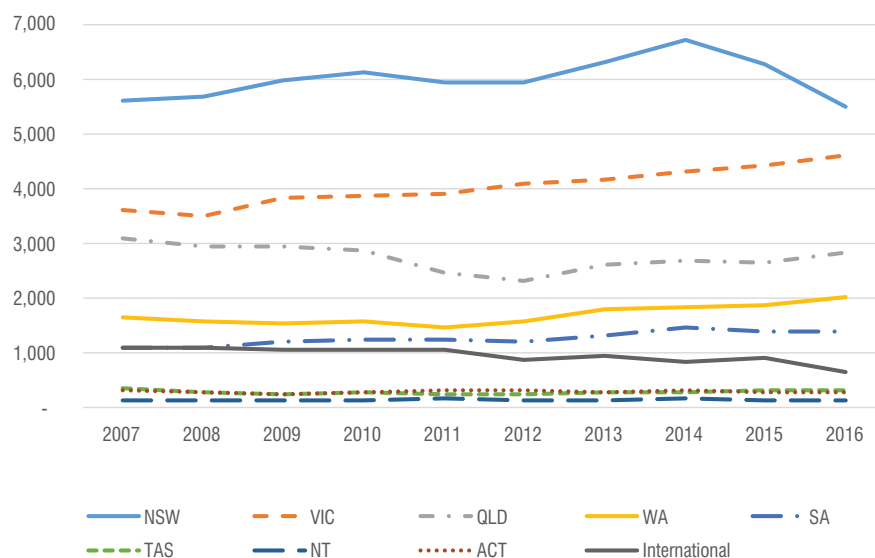
## 4.4 Completions by state/territory of home residence

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

- Western Australia recorded the largest (8%,  $n=141$ ) within state/territory proportional increase of completing students between 2015 and 2016. New South Wales recorded the largest within state territory proportional decline (12%,  $n=-754$ ) during this time
- Victoria has recorded the largest proportional increase of completing students over the past decade. However, between 2015 and 2016 Victoria experienced a 4% ( $n=-175$ ) within state increase
- Queensland and New South Wales have recorded the largest proportional decline of completing students over the past decade. In 2007, Queensland was home to 18% ( $n=3,070$ ) of the entire completing population, which has decreased to 16% ( $n=2,807$ ) in 2016. Similarly, 2007, New South Wales was home to 33% ( $n=5,594$ ) of the entire completing population, which has decreased to 31% ( $n=5,499$ ) in 2016.

**Figure 39**

Total completions in initial teacher education by home residence, 2007–2016



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

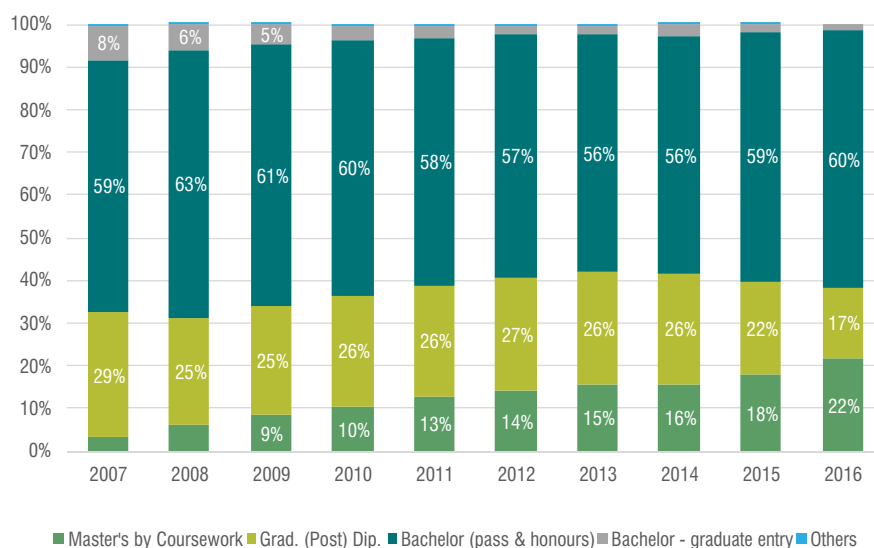
## 4.5 Completions by type and level of qualification

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

- Over the past decade, there was an increase in the proportion of Masters completions, from 3% (n=593) of total completions in 2007 to 22% (n=3,802) in 2016. There was a 4% increase on the previous year, from 18% (n=3,289) in 2015. 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=4,921) of total completions in 2007 to 17% (n=2,908) in 2016. There was a 5% decrease on the previous year, from 22% (n=3,919) in 2015. 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, 2007–2016



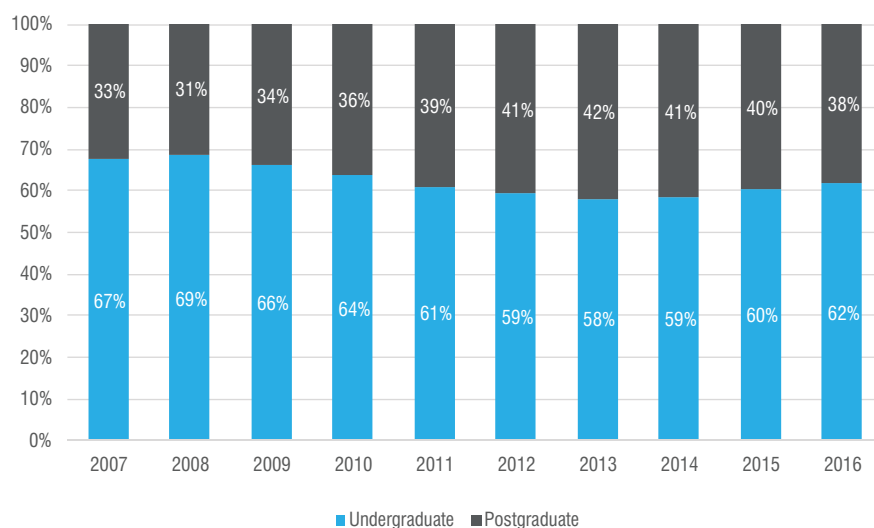
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: 'Other' refers to 'graduate certificates,' 'associate degrees,' 'advanced diplomas,' and 'diplomas.' These programs have been recorded by institutions as ITE programs (E312=22), however, they would not 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 2007 and 2016. The chart shows:

- In 2016, 62% (n=10,870) of ITE students completed an undergraduate qualification and 38% (n=6,724) completed a postgraduate qualification
- There was a slight decrease in the proportion of postgraduate completions over the previous year, from 40% (n=7,217) in 2015
- There has been an increase in the proportion of postgraduate completions over the past decade, from 33% (n=5,534) in 2007.

**Figure 41**

Total completions in initial teacher education by level of qualification, 2007–2016



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

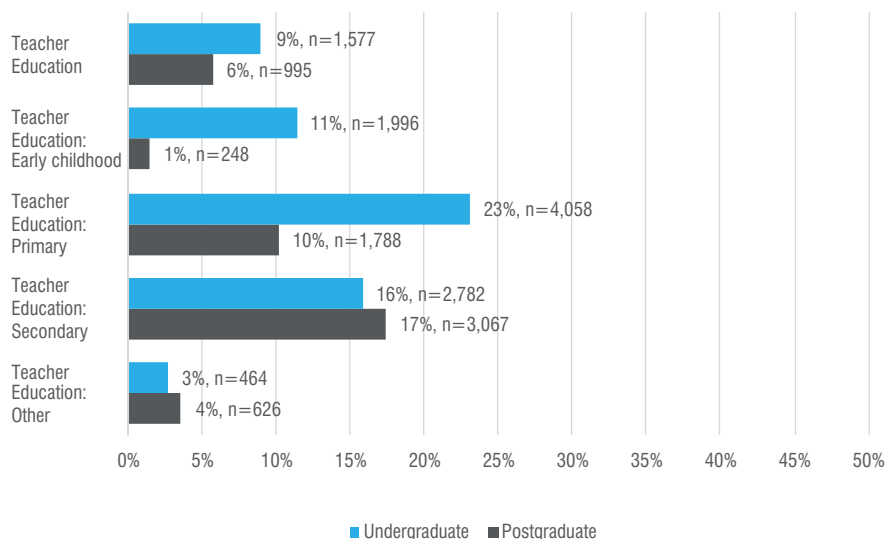
## 4.6 Completions by detailed field of education

Figure 42 provides ITE completions by level of qualification and detailed field of education.

- 23% (n=4,058) of students completed an undergraduate primary qualification and 10% (n=1,788) completed a postgraduate primary qualification
- 16% (n=2,782) of students completed an undergraduate secondary qualification and 17% (n=3,067) completed a postgraduate secondary qualification
- There was a much higher proportion of undergraduates (11%, n=1,996) who completed an early childhood qualification, compared to postgraduates (1%, n=248).

Figure 42

Completions in initial teacher education by detailed field of education, 2016



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.

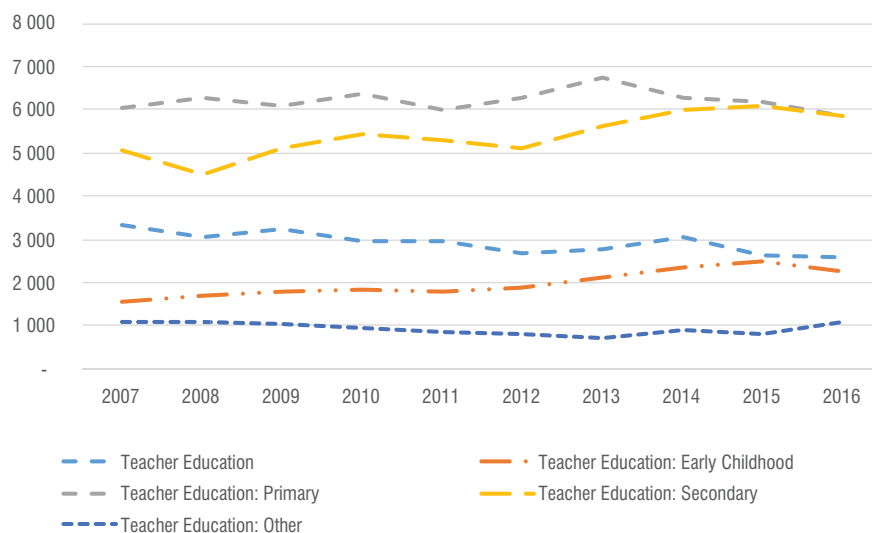
These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: 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 2007 to 2016 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 1,566 in 2007 to 2,244 in 2016
- Over the past decade, the number of completions in secondary qualifications has been nearing and has now reached the number of completions in primary qualifications. In 2016, there were 5,846 completions in primary qualifications and 5,849 completions in secondary qualifications. These qualifications each represented 33% of all ITE completions, in 2016.

Figure 43

Total completions in initial teacher education by detailed field of education, 2007–2016



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 type, and for those who changed higher education providers.

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.<sup>18</sup>

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 shows the status of the 2011 commencing undergraduate cohort, by ITE and other fields of education, up to the end of 2016. That is, it provides the six year completion and attrition rates for undergraduate students who commenced in 2011 in ITE and across a range of other higher education program types. 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=10,538), which was 3% higher than the mean completion rate of the nine undergraduate higher education program types selected for comparison
- ITE undergraduates had an attrition rate of 38% (n=7,137), which was 3% lower than the mean attrition rate of the nine undergraduate higher education program types selected for comparison.

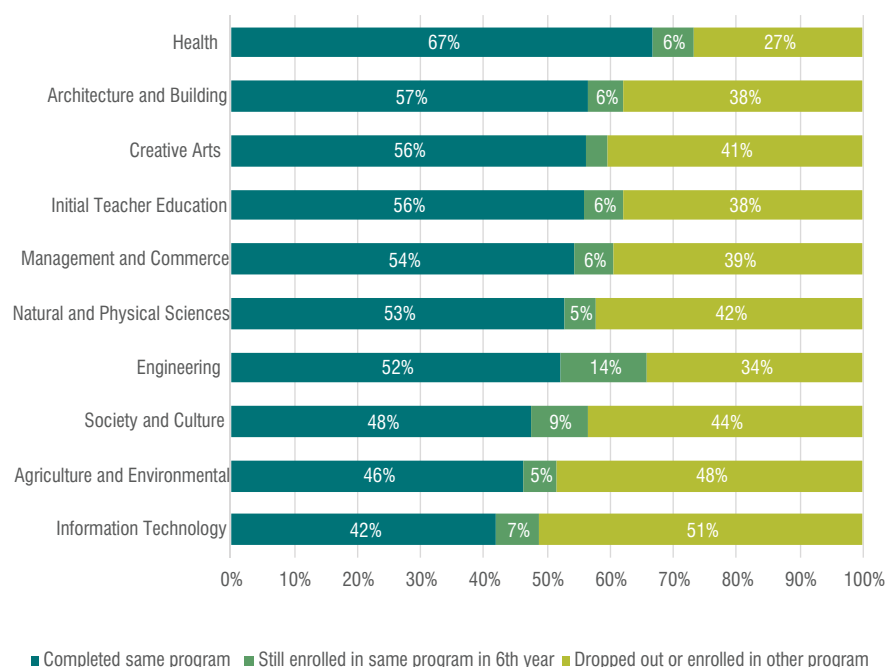
### Quick Fact

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

<sup>18</sup> 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).

**Figure 44**

Undergraduate six year completion and attrition rates, initial teacher education and other higher education programs, 2011 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. The chart shows:

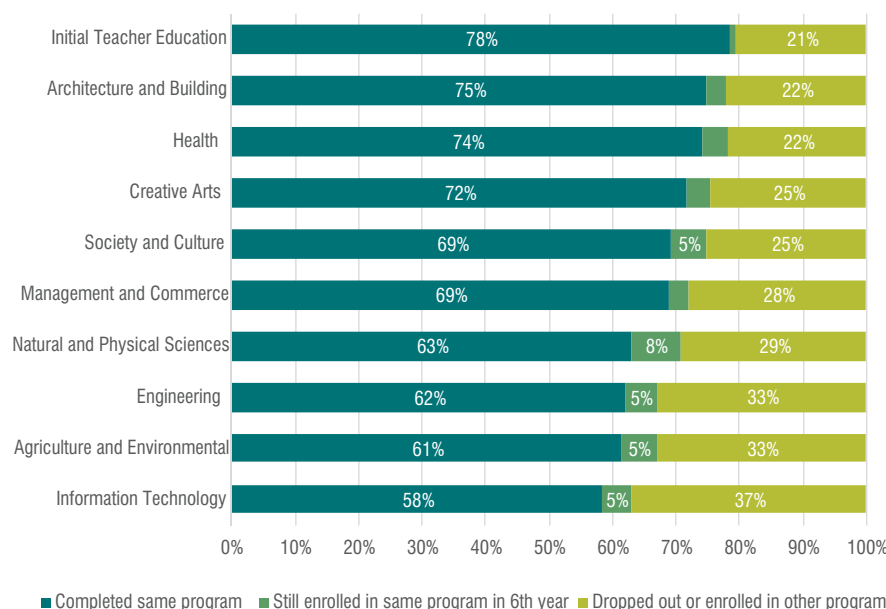
- ITE postgraduates had a completion rate of 78% (n=6,265) which was 11% higher than the mean completion rate of the nine postgraduate program types selected for comparison
- ITE postgraduates had an attrition rate of 21% (n=1,645) which was 7% lower than the mean attrition rate of the postgraduate higher 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, 2011 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.

## Time series six year completion rates for undergraduate and postgraduate initial teacher education students

Figure 46 provides the completion rates for undergraduate and postgraduate ITE students and the mean completion rate for undergraduate and postgraduate students from other higher education programs, six years after their commencement. These rates are presented for the 2006 through to the 2011 commencing cohorts. The data show:

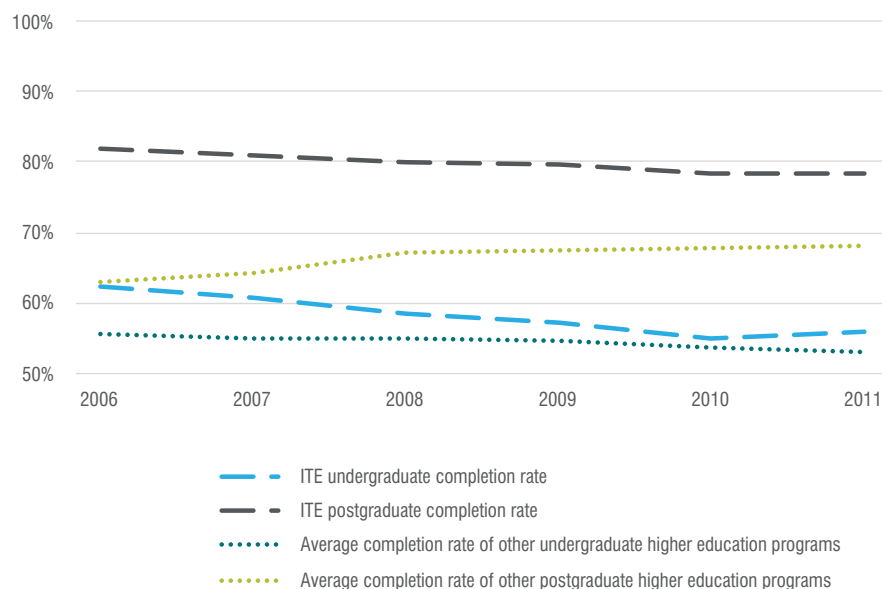
- Completion rates in postgraduate ITE programs have been, on average, about 22% higher than undergraduate programs. The difference in duration between these qualifications should be considered when interpreting the results
- The completion rate for undergraduate ITE programs has decreased by 6% between the 2006 and 2011 commencing cohorts while the average completion rate of other<sup>19</sup> undergraduate higher education programs decreased by 3% during this timeframe
- The completion rate for postgraduate ITE programs has decreased by 4% between the 2006 and 2011 commencing cohorts while the average completion rate of other higher education programs increased by 5%<sup>20</sup> during this timeframe.

<sup>19</sup> The other programs selected for analysis are those listed in Figures 46 and 47.

<sup>20</sup> This may be partially explained by one year programs being progressively phased out

**Figure 46**

Six year completion rates for undergraduates and postgraduates, initial teacher education and other higher education programs, 2006 to 2011 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 characteristics<sup>21</sup>

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 indicate 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 than average 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'.

<sup>21</sup> Please note that the ITE completion rates in this section are similar but not identical to the ITE completion rates presented in Figure 45, Figure 46 and Figure 47 above. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis in Figure 45, Figure 46 and Figure 47. This approach was not undertaken for analysis of ITE completion rates by various student demographic and study characteristics.

## Quick Link

### Find out more

More information on ITE online and students who study ITE off campus can be found in AITSL's evidence summary: *The rise of online initial teacher education: what do we know?*



**The rise of online  
initial teacher education:  
what do we know?**

Figure 47 shows the completion rate for undergraduate and postgraduate ITE students by gender and age range (2011 commencing cohort). The average undergraduate and postgraduate completion rate is also provided.

**For undergraduates:**

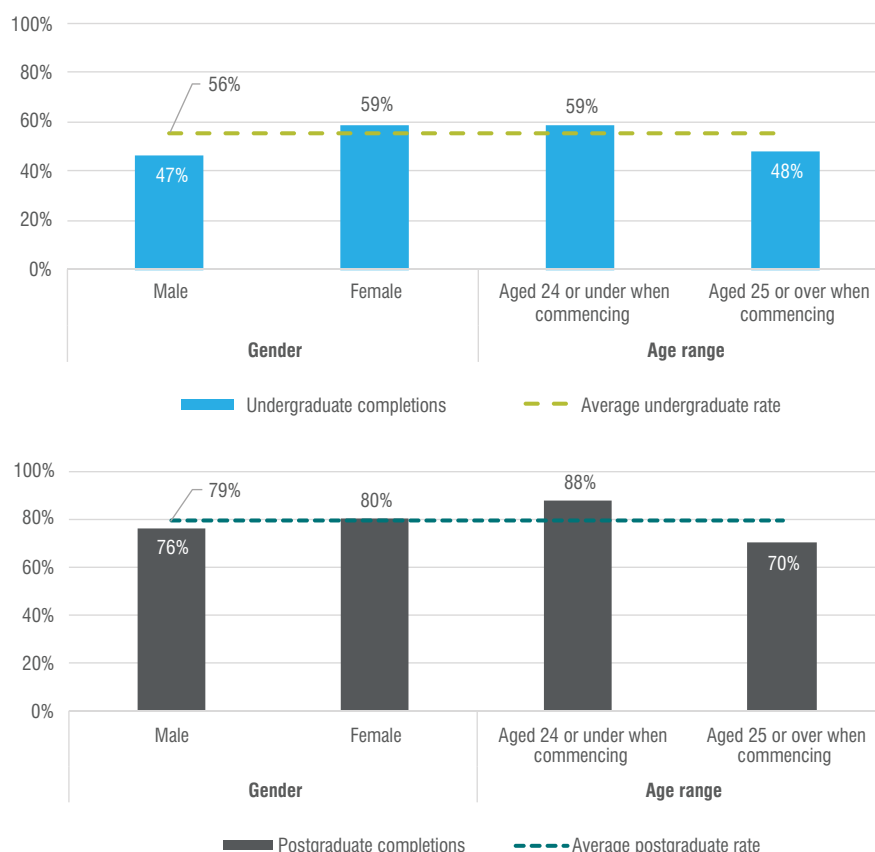
- Females (59%, n=8,935) had a 12% higher completion rate than males (47%, n=2,049)
- Students aged 24 or under when commencing (59%, n=8,740) had a 9% higher completion rate than students aged 25 or over when commencing (48%, n=2,244).

**For postgraduates:**

- Students aged 24 or under when commencing (88%, n=3,123) had an 18% higher completion rate than students aged 25 or over when commencing (70%, n=3,732).

**Figure 47**

Six year completion rates by gender and age range, all undergraduates and postgraduates, initial teacher education, 2011 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 (2011 commencing cohort) by various equity status indicators. The average domestic completion rates are provided for comparison.

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

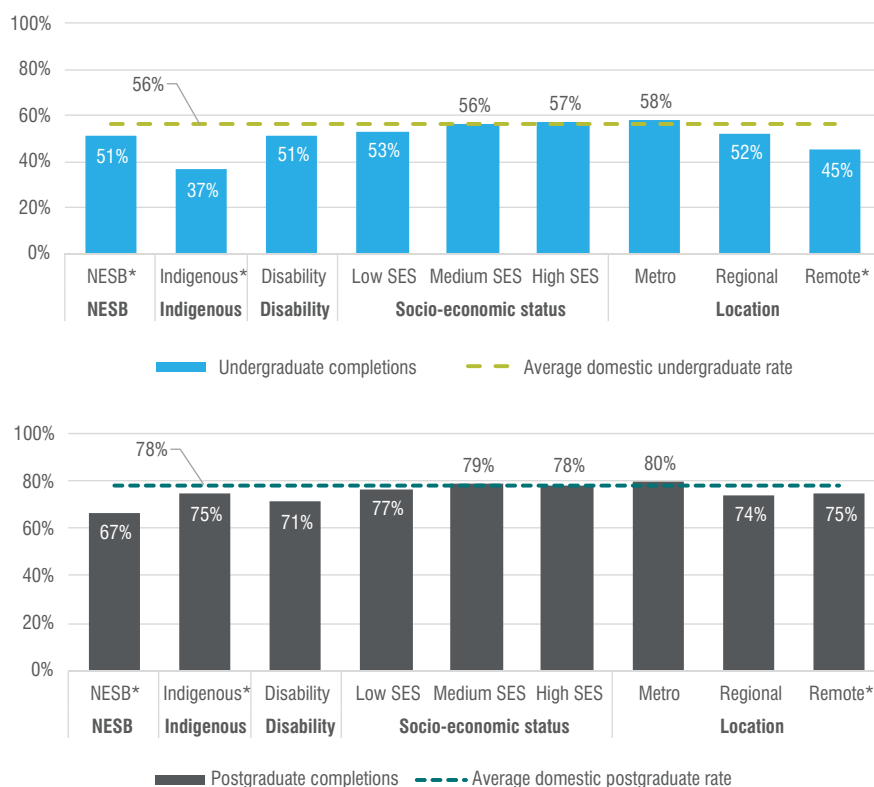
- Indigenous students had a 37% (n=159) completion rate, which was 19% lower than the average domestic undergraduate rate
- Remote students had a 45% (n=124) completion rate, which was 11% lower than the average domestic undergraduate rate.

The following groups for postgraduates had a completion rate at least 5% lower than the domestic average:

- Non-English speaking students had a 67% (n=120) completion rate, which was 12% lower than the average domestic postgraduate rate
- Students with a disability had a 71% (n=227) completion rate, which was 7% lower than the average domestic postgraduate rate.

**Figure 48**

Six year completion rates by equity status, domestic undergraduates and postgraduates, initial teacher education, 2011 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 (2011 commencing cohort) are shown in Figure 49. The average undergraduate and postgraduate completion rates are provided for context.

#### For undergraduates:

- Northern Territory had a 33% (n=62) completion rate which was 23% lower than the average undergraduate rate
- Tasmania had a 33% (n=153) completion rate which was 23% lower than the average undergraduate rate
- Queensland had a 49% (n=1,647) completion rate which was 7% lower than the average undergraduate rate
- ACT had a 46% (n=166) completion rate which was 9% lower than the average undergraduate rate.

#### For postgraduates:

- Tasmania had a 64%(n=173) completion rate which was 15% lower than the average postgraduate rate
- Northern Territory had a 74% (n=64) completion rate which was 6% lower than the average postgraduate rate.

**Figure 49**

Six year completion rates by state of permanent home address, initial teacher education, 2011 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.

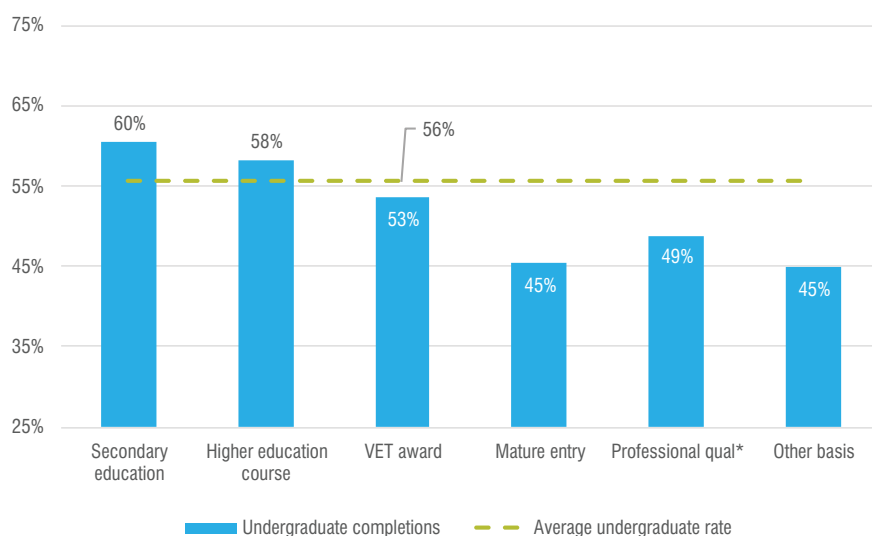
Figure 50 presents undergraduate ITE completion rates by basis of admission (2011 commencing cohort) alongside the average undergraduate completion rate. The data shows:

- Students who entered via a secondary education pathway had the highest completion rate (60%, n=5,068)
- Students who entered through a mature entry pathway (45%, n=720) or 'other basis' (45%, n=707) had the lowest completion rates, 11% lower than the undergraduate average
- Students who entered on the basis of a professional qualification had a 49% (n=21) 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, 2011 commencing cohort



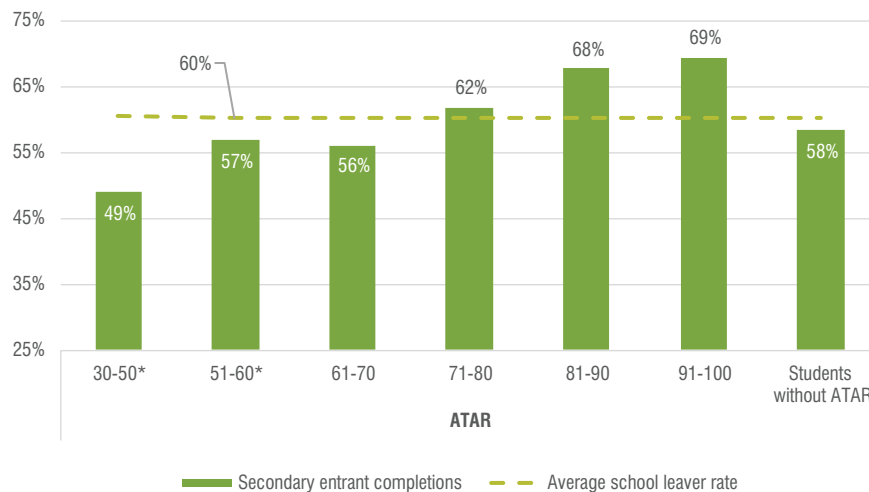
Source: Customised data provided by the Department of Education Research and Economics Group.  
 Note: \*Completion rates for students entering via a professional qualification pathway are likely to fluctuate from year-to-year due to the small numbers of students in each cohort. This should be considered 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 completion rate for secondary education pathway is also provided. It shows:

- Students with an ATAR of 81 or higher had a 68% (n=1,192) completion rate, which was 8% higher than the average undergraduate secondary education entry pathway rate
- Students with an ATAR 50 or less (49%, n=64) had a completion rate 12% lower than the average undergraduate secondary education entry pathway rate
- 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, 2011 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 (2011 commencing cohort), as well as the average undergraduate and postgraduate completion rates for context.

#### For undergraduates:

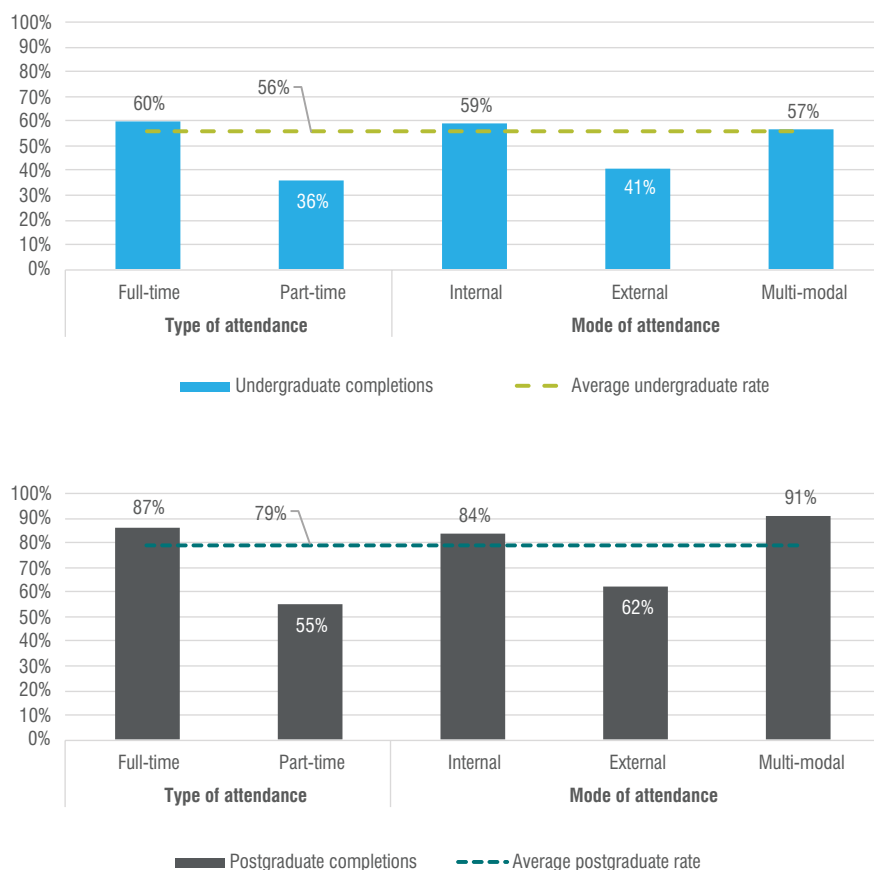
- Part-time students had a completion rate of 36% (n=1,126), which was 24% below the full-time rate and 20% below the average undergraduate rate
- Students studying through an internal (i.e. on campus) mode of attendance had a 59% (n=8,752) completion rate, which was 4% higher than the undergraduate average
- Students studying externally had a 41% (n=1,222) completion rate, which was 18% lower than the internal rate and 15% below the undergraduate average.

#### For postgraduates:

- Part-time students had a completion rate of 55% (n=1,117), which was 32% below the full-time rate and 24% below the average postgraduate rate
- Multi-modal students (91%, n=743) and students studying internally (84%, n=4,826) had a higher than average completion rate
- Students studying externally had a 62% completion rate which was 29% lower than the multi-modal rate and 17% below the average postgraduate rate.

**Figure 52**

Six year completion rates by type and mode of attendance, initial teacher education, 2011 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 for completion rates when there may be multiple factors impacting the likelihood of a student completing their course.



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 2007 through to 2011). 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.

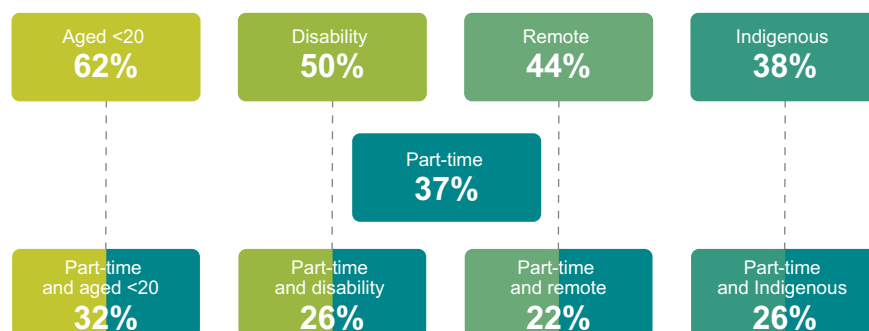
Figure 53 shows the six year completion rates for part-time ITE undergraduates along with other demographic characteristics that were found to negatively impact the likelihood of completion (average of the 2007 to 2011 commencing cohorts). While there were many demographic and study characteristics that 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.

#### Figure 53 demonstrates:

- Part-time students from a remote location had a completion rate of 22% (n=119), which was 15% lower than the rate for all part-time students (37%, n=6,848) and 23% lower than the rate for all remote students (44%, n=745)
- Part-time students with a disability had a completion rate of 26% (n=209), which was 11% lower than the rate for all part-time students (37%, n=6,848) and 24% lower than the rate for all students with a disability (50%, n=1,929).

#### Figure 53

Six year completion rates by part-time and: aged 19 or younger; disability status; remote; Indigenous, initial teacher education. Average of 2007 to 2011 commencing cohorts



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

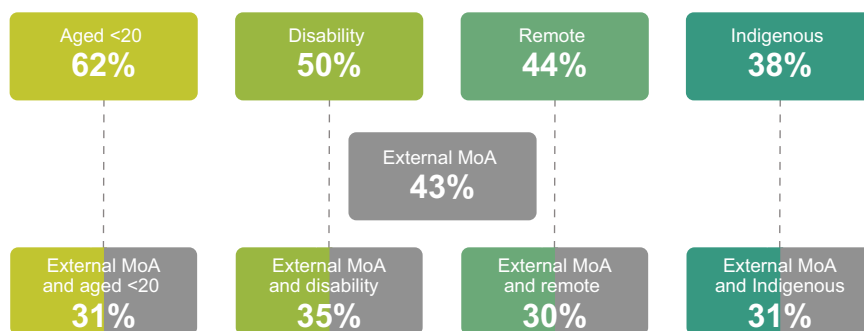
Figure 54 shows the completion rates for undergraduate ITE students who attended externally (i.e. online) along with other characteristics that were found to negatively impact the likelihood of completion. While there were many characteristics that were analysed Figure 54 shows only those additional 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.

**Figure 54 demonstrates:**

- Students attending via an external (i.e. online) mode of attendance and who were aged 19 or younger had a completion rate of 31% (n=233), which was 13% lower than the rate for all external students (43%, n=6,751) and 31% lower than the rate for all students aged 19 or younger (62%, n=34,915)
- Students attending via an external (i.e. online) mode of attendance and from a remote location had a completion rate of 30% (n=210), which was 14% lower than the rate for all external students (43%, n=6,751) and 15% lower than the rate for all remote students (44%, n=745).

**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 2007 to 2011 commencing cohorts



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

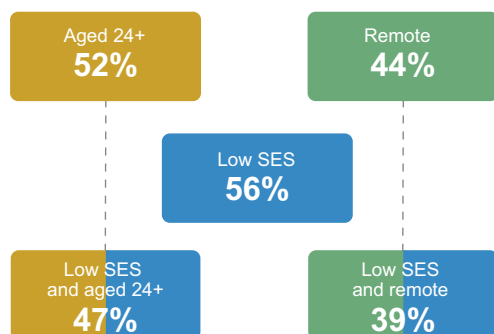
Figure 55 shows the completion rates for low SES undergraduate ITE students along with other demographic characteristics that were found to negatively impact the likelihood of completion. Again, many characteristics were analysed; however Figure 55 shows only those additional factors that were at least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

**Figure 55 demonstrates:**

- Students from low SES backgrounds who were from a remote location had a completion rate of 39% (n=322), which was 16% lower than the rate for all students from low SES backgrounds (55%, n=13,537) and 5% lower than the rate for all students from remote backgrounds (44%, n=745)
- Students from low SES backgrounds aged 25-29 had a completion rate of 47% (n=1,177), which was 8% lower than the rate for all students from low SES backgrounds (55%, n=13,537) and 5% lower than the rate for all students aged 25-29 (52%, n=5,348).

**Figure 55**

Six year completion rates by low SES and: aged 25-29 years; remote, initial teacher education, average of 2007-2011 commencing cohorts



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 two additional factors that were associated with a completion rate at least 5% lower than the part-time rate and the additional factor itself.

- Part-time Indigenous students, had a completion rate of 49% (n=46<sup>22</sup>). This was 9% lower than the rate for all part-time students (58%, n=6,126) and 19% lower than the rate for all Indigenous students (69%, n=195)
- Part-time students with a disability, had a completion rate of 51% (n=230). This was 8%<sup>23</sup> lower than the rate for all part-time students (58%, n=6,126) and 19% lower than the rate for all students with a disability (71%, n=1,060).

<sup>22</sup> The small numbers of part-time Indigenous students should be considered in any further analysis.

<sup>23</sup> This percentage was rounded to the nearest whole number.

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.

- External students with an Indigenous background, had a completion rate of 52% (n=61<sup>24</sup>). This was 14% lower than the rate for all external students (65%, n=6,844) and 17% lower than the rate for all Indigenous students (69%, n=195)
- External students with a disability, had a completion rate of 59% (n=211). This was 7%<sup>25</sup> lower than the rate for all external students (65%, n=6,844) and 12% lower than the rate for all students with a disability (71%, n=1,060).

For low SES postgraduates, it found 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.

## 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 comprise 46 individual survey items which can be found at Appendix 4.

<sup>24</sup> The small numbers of Indigenous external attendance students should be considered in any further analysis.

<sup>25</sup> 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?*



Figure 56 shows the percentage of students who were satisfied across the five SES domains and the overarching 'quality of educational experience' measure. 2016 data are shown for ITE undergraduate students and students from all undergraduate higher education courses. Ninety five percent 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:

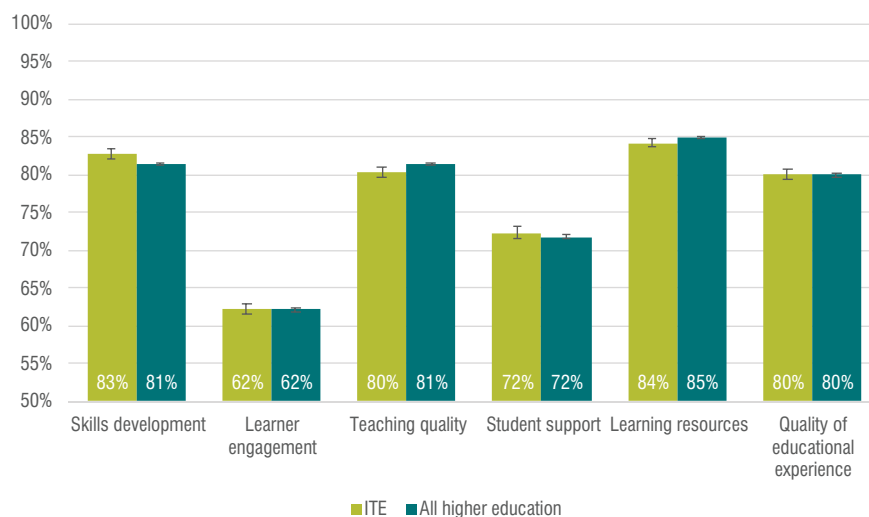
- There was a high degree of satisfaction with the learning resources provided (84%<sup>26</sup>), the skills development experienced (83%) and the level of teaching quality (80%), while there was moderate satisfaction in relation to learner engagement (62%) and student support (72%).

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 skills development was rated slightly (but statistically significantly) higher by students from ITE programs, and teaching quality was rated slightly (but statistically significantly) higher by students from all higher education programs.

**Figure 56**

Overall satisfaction with the higher education experience, undergraduates, initial teacher education and all higher education, 2016



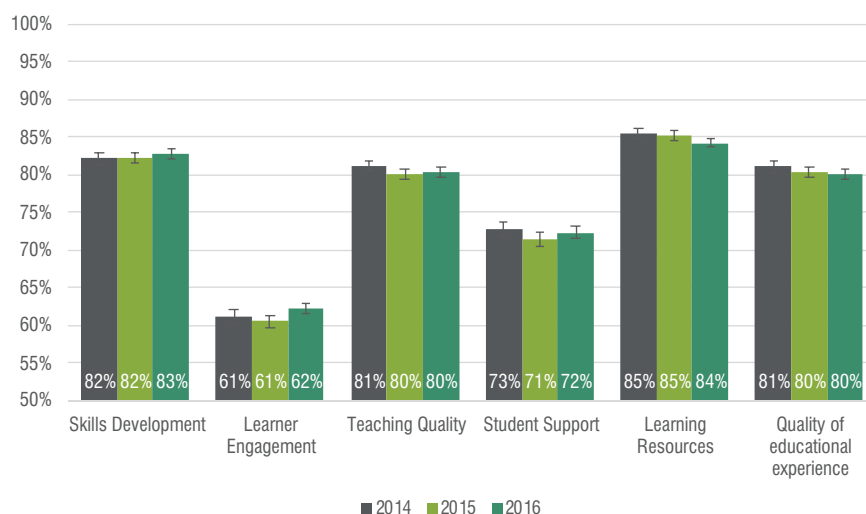
Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

<sup>26</sup> Number of responses per domain are not shown because they are comprised of multiple questionnaire items

Figure 57 provides the percentage of ITE undergraduates who were satisfied across the five SES domains over time. The data shows that between 2014 and 2016 there have been no statistically significant changes in undergraduate satisfaction across the five SES domains.

**Figure 57**

Overall satisfaction with the higher education experience, undergraduates, initial teacher education, 2014 - 2016



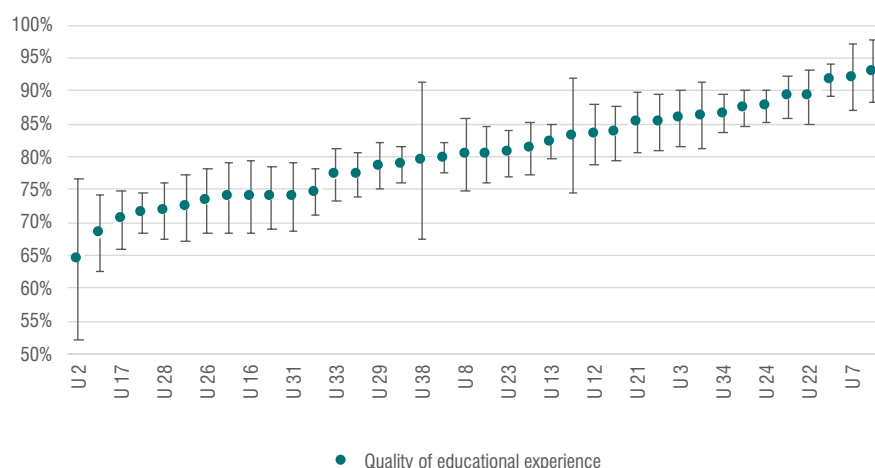
Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Figure 58 presents the percentage of undergraduate ITE students who were satisfied with the quality of their educational experience from different ITE providers in 2016. Provider names have been replaced with randomly assigned numerical identifiers. Ninety five percent 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 indicate:

- There was a notable 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, 2016



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

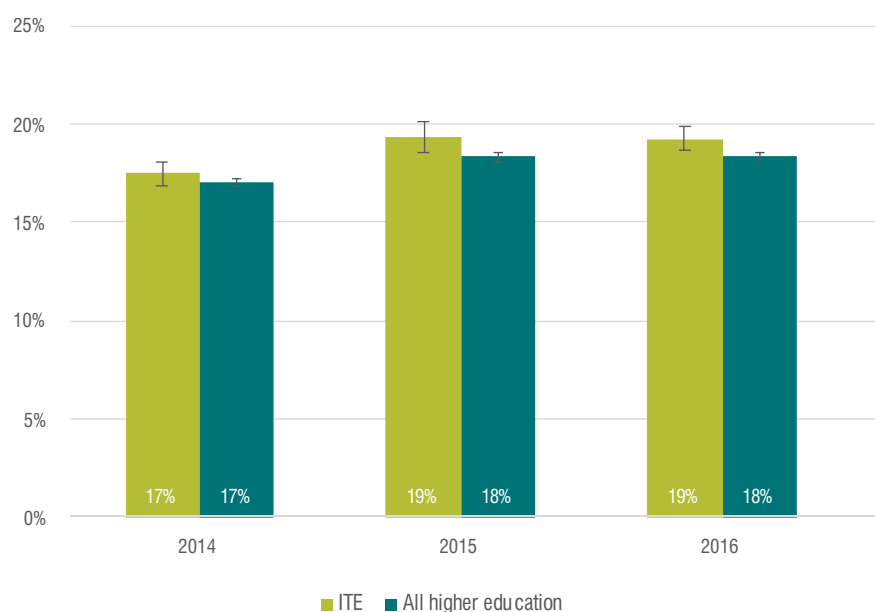
## Students considering early departure

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 2014 and 2016. 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 2014 and 2016, at about 19%
- There were no substantial differences in departure intentions between ITE students and students from all higher education programs.

**Figure 59**

Undergraduates considering early departure, initial teacher education and all fields of education, 2014 - 2016



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

Students who indicated they had seriously considered leaving in 2016 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 do not add up to 100%.

- The most common reasons for leaving relate to everyday / situational circumstances, such as 'health / stress' (45%, n=1,048), work factors (workload difficulties = 31%, n=705, need to do paid work = 30%, n=690) and 'study / life balance' (30%, n=693). This may highlight the importance of student support in maximising ITE students' higher education experience.

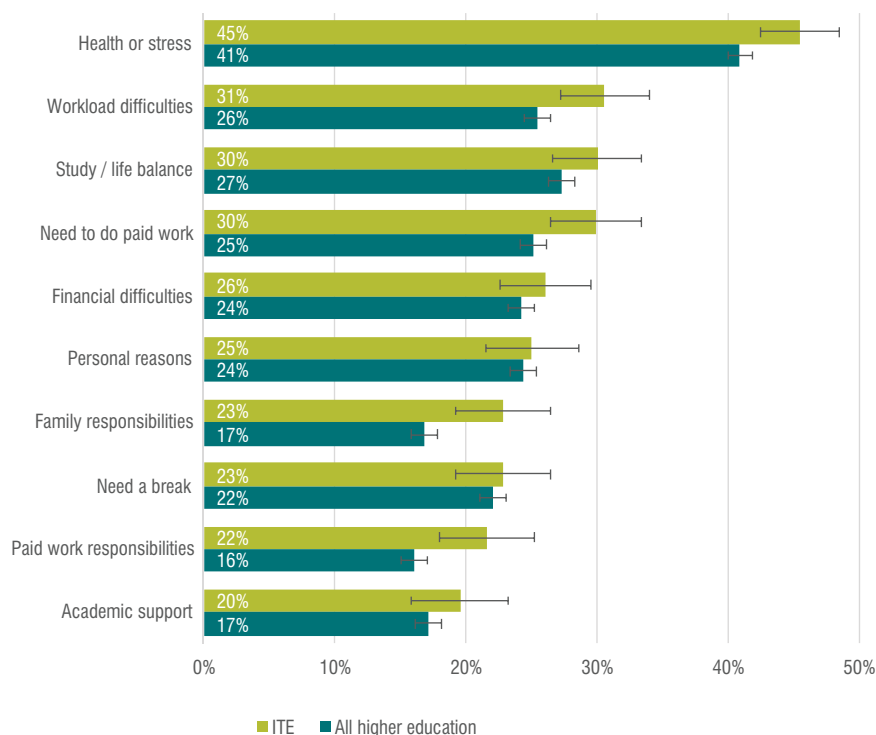
When compared to responses from students across all higher education courses, Figure 60 shows:

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



**Figure 60**

Selected reasons for considering early departure, undergraduates, initial teacher education and all higher education, 2016



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. There are several differences in methodology between the GOS and AGS and therefore comparisons between 2016 and all prior years should be undertaken with caution. Smaller response rates may also impact on the comparability of data.

Figure 61 shows the percentage of graduates who were satisfied across the three CEQ focus areas in 2016, 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:

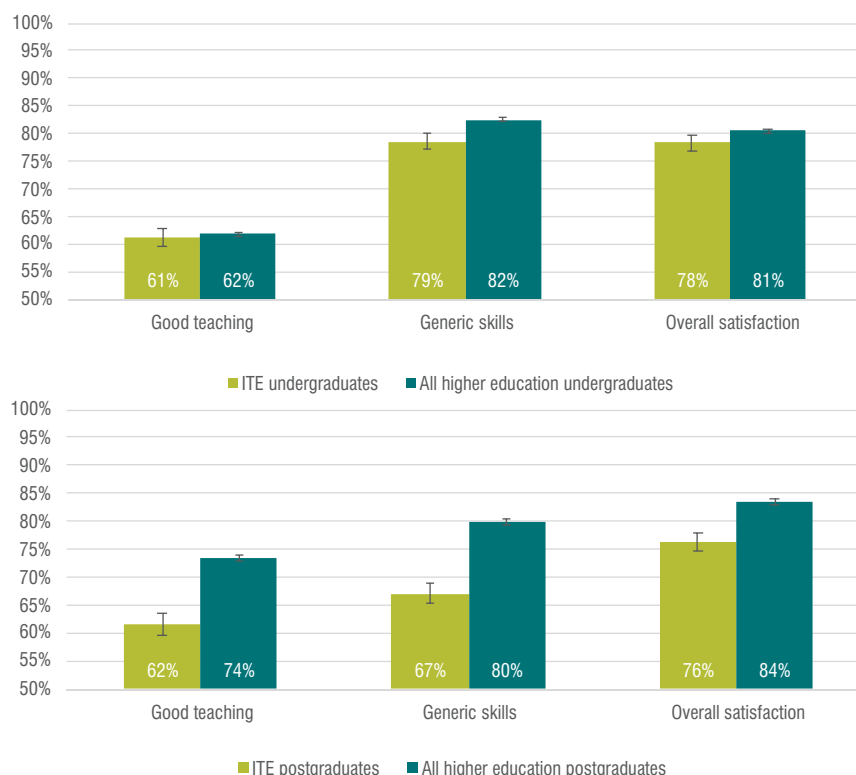
- ITE graduates had high overall levels of satisfaction with their course (78%<sup>27</sup>) and agreed their course had improved their generic skills (79%). There was moderate agreement in relation to teaching quality (61%)
- Compared to graduates from all higher education courses, ITE graduates had similar levels of agreement about the extent to which they experienced good teaching. They also had similar levels of overall satisfaction. ITE graduates had significantly lower levels of agreement about the extent to which their course had improved their generic skills.

#### 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 (67%) and their overall satisfaction (76%). They had similar levels of agreement about the quality of teaching they experienced in their course (62%)
- Compared to graduates from all higher education courses, ITE graduates had significantly lower levels of agreement across all three CEQ focus areas.

**Figure 61**

Graduate course satisfaction, initial teacher education and all higher education, 2016



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

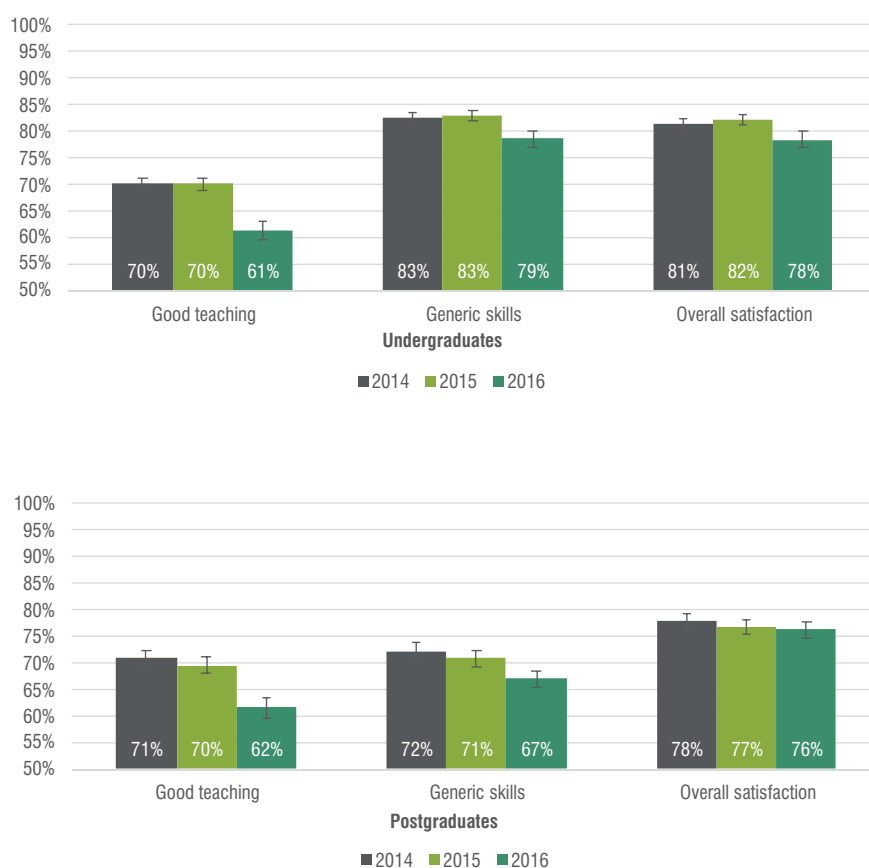
<sup>27</sup> Number of responses per focus area are not shown because they are comprised of multiple questionnaire items.

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 2014 and 2016:

- There have been significant decreases in the proportion of undergraduates and postgraduates who agreed they had experienced good teaching in their course and had improved their generic skills
- There have been significant decreases in undergraduates' overall satisfaction with their course
- There have been no significant changes in postgraduates' overall satisfaction with their course.

**Figure 62**

Graduate course satisfaction, initial teacher education, 2014 - 2016



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 2018* webpage.

 **Initial teacher education:**  
data report 2018

## Graduate perceptions of foundation skills, adaptive skills and team work skills

Figure 63 shows the extent to which recently employed graduates reported that their qualification provided them with the required foundation, adaptive and teamwork skills required for employment. The chart shows separate rates for graduates who completed undergraduate and postgraduate qualifications.

### For undergraduates:

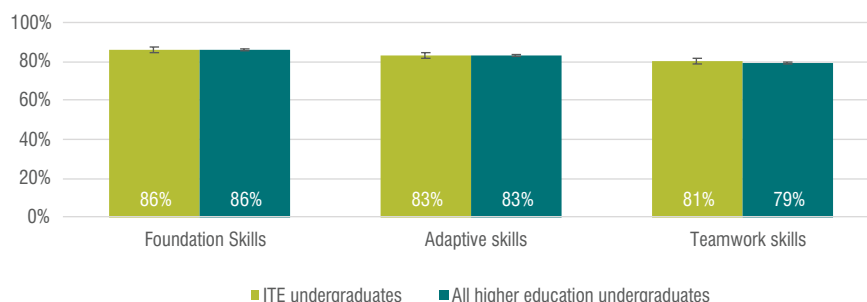
- The extent to which ITE graduates reported that their qualification provided the foundation (86%, n=2,908), adaptive (83%, n=2,890) and teamwork skills (81%, n=2,913) was similar to all higher education graduates (foundation, 86%, n=35,271; adaptive, 83%, n=35,210; teamwork, 79%, n=36,243).

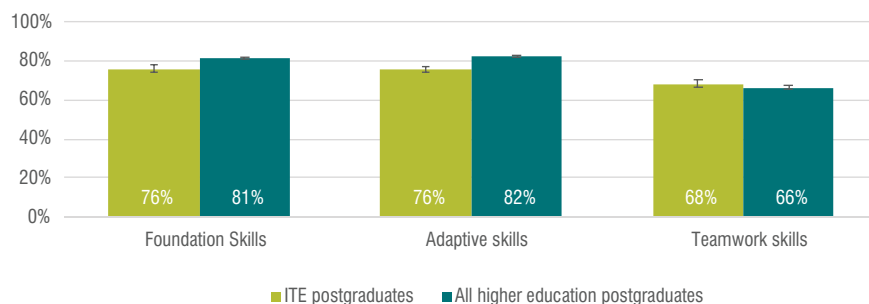
### For postgraduates:

- A lower proportion of ITE graduates reported that their qualification equipped them with foundation skills (76%, n=2,061) compared with all higher education graduates (81%, n=17,692)
- A lower proportion of ITE graduates reported that their qualification equipped them with adaptive skills (76%, n=2,066) compared with all higher education graduates (82%, n=17,675)
- A similar proportion of ITE graduates (68%, 2,069) and all higher education graduates (66%, n=17,588) reported that their qualification equipped them with teamwork skills.

**Figure 63**

Graduate perceptions of foundation skills, adaptive skills and team work skills, initial teacher education, 2016.





Source: Customised data from the Graduate Outcomes Survey provided by the Social Research Centre.

## Graduate perceptions of employment readiness

Figure 64 shows the extent to which recently employed ITE graduates reported that their qualification prepared them for employment. The chart shows separate rates for graduates who completed undergraduate and postgraduate qualifications.

### For undergraduates:

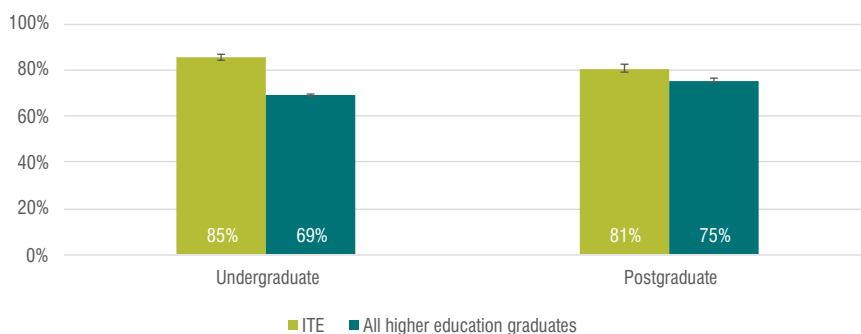
- A significantly higher proportion of ITE graduates (85%, n=2,892) reported that their qualification prepared them for employment, compared with graduates from all higher education programs (69%, n=37,185).

### For postgraduates:

- A significantly higher proportion of ITE graduates (81%, n=2,104) reported that their qualification prepared them for employment, compared with graduates from all higher education programs (75%, n=18,154).

**Figure 64**

Graduate perceptions of employment readiness, initial teacher education and all higher education, 2016.



Source: Customised data from the Graduate Outcomes Survey provided by the Social Research Centre.

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## 5. Early career teaching

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

Data on employment outcomes are from the Australian Graduate Survey (AGS) and the Graduate Outcomes Survey (GOS)<sup>28</sup> 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 2018* are data on longitudinal employment outcomes, graduate readiness for employment and employer satisfaction with graduates. The data will allow us to gain a more in-depth understanding of ITE graduate employment from various perspectives. However, the AITSL Stakeholder Survey, will take place in the latter part of the year and therefore no new data surrounding 'Induction of early career teachers' and 'Career intentions of early career teachers' is available.

### 5.1 Key findings

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#### Employment outcomes of recent graduates

- Recent ITE graduates from undergraduate programs had a 95% overall employment rate and an 80% full-time employment rate. This was significantly higher than the overall (86%) and full-time (71%) employment rates for recent graduates from all undergraduate programs in 2016
- Recent ITE graduates from postgraduate programs had a 91% overall employment rate and a 74% full-time employment rate. This was similar to the overall employment rate (92%) but significantly lower than the full time employment rate (80%) for recent graduates from all postgraduate programs in 2016
- Three years after graduation, undergraduates from both ITE and all higher education programs had an overall employment rate of 92%. The three year full-time employment rate for ITE undergraduates was 90% compared to all higher education undergraduates, 88%

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<sup>28</sup> Please refer to Appendix 3 for more information about the Australian Graduate Survey and Graduate Outcomes Survey.

- Three years after graduation, postgraduates from ITE programs had an overall employment rate of 91% compared to postgraduates from all higher education programs 94%. The three year full time employment rate for postgraduates from ITE programs was 90% compared to postgraduates from all higher education programs, 92%
- For undergraduates, the full-time employment rate was significantly higher three years post-graduation (90%) compared to within one year of graduation (70%)
- For postgraduates, the full-time employment rate was significantly higher three years post-graduation (90%) compared to within one year of graduation (63%)
- 57% of recent ITE graduates from undergraduate programs were working full-time in schools in 2016. This was higher than the proportion of recent ITE graduates from postgraduate programs working full time in schools, at 46%
- Of recent ITE graduates from undergraduate programs, 60% of secondary graduates, 60% of primary graduates and 48% of early childhood graduates were working full-time in schools in 2016
- Of recent ITE graduates from postgraduate programs, 50% of secondary graduates, 42% of primary graduates and 34% of early childhood graduates were working full-time in schools in 2016
- Of recent ITE graduates working part-time in schools, 53% of undergraduates and 57% of postgraduates were seeking full-time employment in 2016
- 72% of recent ITE undergraduates working in schools were employed in the public sector while 28% were employed in the private sector in 2016
- 69% of recent ITE postgraduates working in schools were employed in the public sector while 31% were employed in the private sector in 2016<sup>29</sup>.

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## Employer perceptions of graduate readiness for employment

- 89% percent of employers of recent ITE graduates from undergraduate programs were satisfied with their performance compared to 83% of employers of recent graduates from all undergraduate programs
- 85% of employers of recent ITE graduates from postgraduate programs were satisfied with their performance compared to 85% of employers of recent graduates from all postgraduate programs
- 96% of employers of recent ITE graduates from undergraduate programs reported that the graduate's qualification prepared them for employment compared to 91% of employers of recent graduates from all undergraduate programs
- 91% of employers of recent ITE graduates from postgraduate programs reported that the graduate's qualification prepared them for employment compared to 93% of employers of recent graduates from all postgraduate programs.

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<sup>29</sup> Self-reported by the respondent to a general public/private sector questions.

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## 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
- 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.

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## 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 for data up to and including 2015. From 2016 onwards the full suite of QILT surveys which replaced the suite of AGS surveys were used in the reporting of employment outcomes<sup>30</sup>. Two QILT surveys – the Graduate Outcomes Survey (GOS) and Employer Satisfaction Survey (ESS) – collect data on employment outcomes of recent graduates<sup>31</sup>. The Graduate Outcomes Survey – Longitudinal (GOS-L) was introduced in 2016 and collects data on employment outcomes three years after graduation. Therefore, the only data currently available is from the 2013 cohort.

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 this report onwards.

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### Overall and full-time employment rates

Figure 65 shows the 2016 overall and full-time employment rates for ITE graduates and graduates from all higher education programs. The chart presents 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.

#### For undergraduates:

- Recent ITE graduates had an overall employment rate of 95% (n=3,215), which was significantly higher than the overall rate for recent graduates from all higher education programs (86%, n=40,443)
- Recent ITE graduates had a full-time employment rate of 80% (n=2,249) which was significantly higher than the full-time rate for recent graduates from all higher education programs (71%, n=25,035).

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30 There are several differences in methodology between the GOS and AGS and therefore comparisons between 2016 and all prior years should be undertaken with caution. Smaller response rates may also impact on the comparability of data.

31 Employment outcomes for 'recent' graduates includes those who graduated within 12 months of responding to the graduate outcomes survey. 'Recent' is used to differentiate between longitudinal employment outcomes (3 years after graduation) presented in this report for the first time.

### For postgraduates:

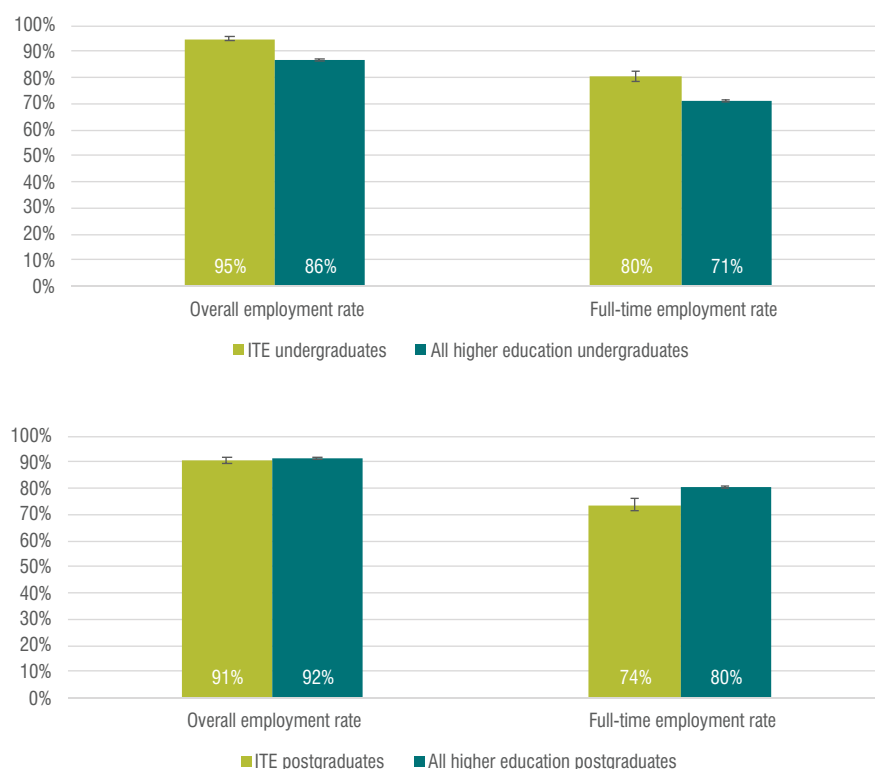
- Recent ITE graduates had an employment rate of 91% (n=2,285), which was slightly lower than the rate for recent graduates from all higher education programs (92%, n=21,617). This difference may not be statistically significantly different
- Recent ITE graduates had a full-time employment rate of 74% (n=1,440) which was significantly lower than the full-time rate for recent graduates from all higher education programs (80%, n=15,876).

### 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.

**Figure 65**

Recent graduate overall and full-time employment rates, initial teacher education and all higher education, 2016



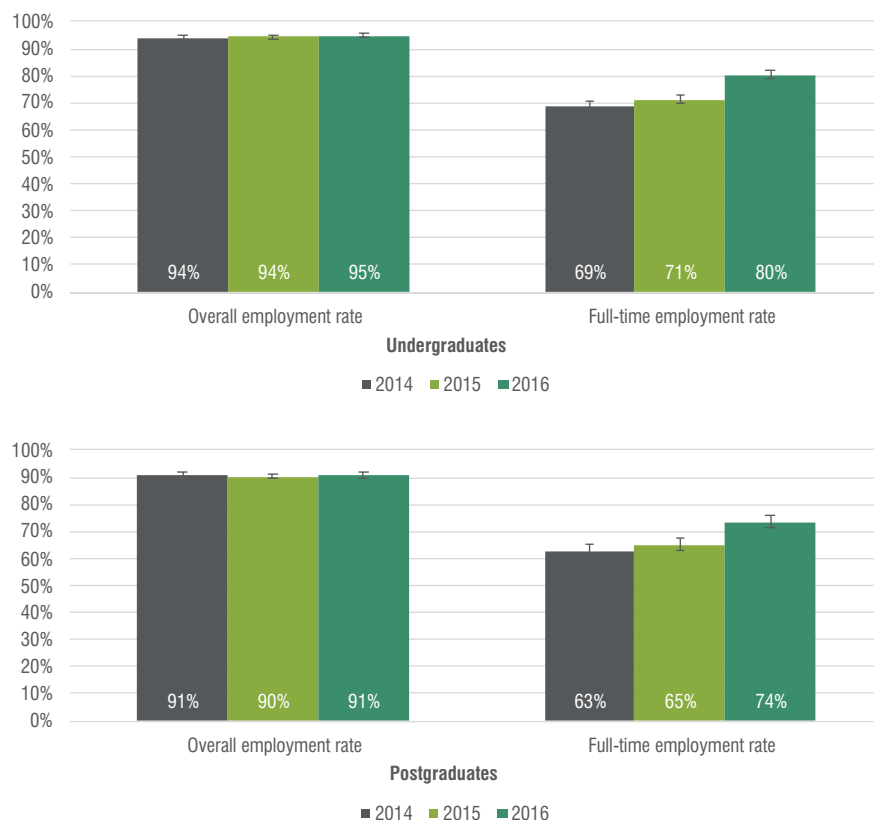
Source: Customised data from the GOS provided by the Social Research Centre.

Figure 66 shows overall and full-time employment rates for ITE graduates between 2014 and 2016. The chart provides rates for undergraduates and postgraduates and includes 95% confidence intervals. Figure 66 indicates:

- There was little movement in the overall employment rate for recent ITE undergraduates and postgraduates between 2014 and 2016
- There have been significant increases in full-time employment rates for recent ITE undergraduates and postgraduates between 2014 and 2016. These increases may be attributed to the methodological changes to the survey that were implemented between the 2015 and 2016 collection years.

**Figure 66**

Recent graduate overall and full-time employment rates, initial teacher education, 2014 - 2016



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

## Employment status of 2013 ITE graduates– three years post-graduation

Figure 67 shows the longitudinal overall and full-time employment rates for both ITE graduates and graduates from all higher education programs. These are longer-term employment outcomes taken three years after graduation.

### For undergraduates:

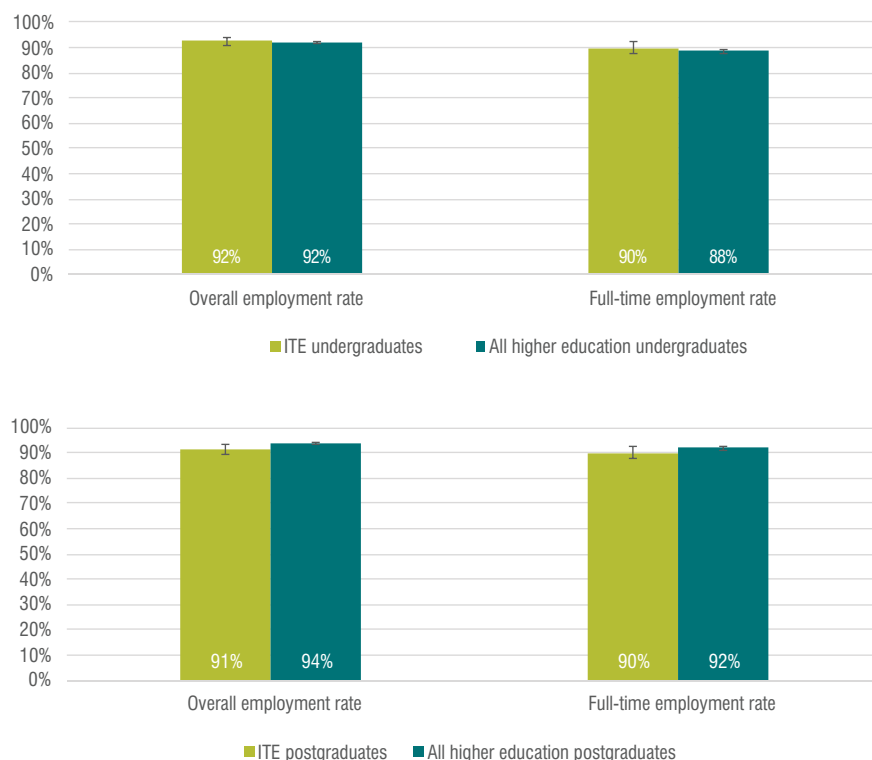
- Both ITE graduates (n=899) and graduates from all higher education programs (n=13,430) had an overall employment rate of 92%, three years after graduation
- The full time employment rate three years after graduation for ITE graduates was 90% (n=707) compared to graduates from all higher education programs, 88% (n=10,580).

#### For postgraduates:

- Recent ITE graduates had an overall employment rate of 91% (n=866), which was slightly lower than the overall rate for recent graduates from all higher education programs (94%, n=6,129)
- Recent ITE graduates had a full-time employment rate of 90% (n=668), which was not significantly different from the three year full-time rate for recent graduates from all higher education programs (92%, n=4,940).

**Figure 67**

Overall and full-time employment rates for 2013 graduates three years post-graduation, initial teacher education and all higher education, 2016



Source: Customised data from the GOS-L provided by the Social Research Centre.

Figure 68 shows the full-time employment outcomes for 2013 ITE graduates, both within one year of graduation and three years post-graduation.

#### For undergraduates:

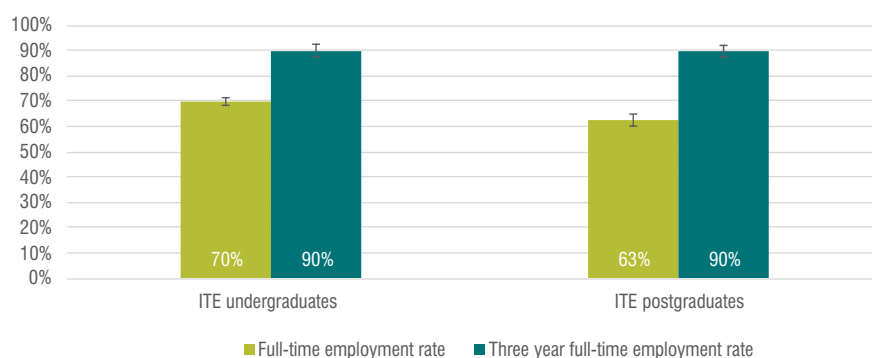
- The full-time employment rate was significantly higher three years post-graduation (90%, n=707) compared to within one year of graduation (70%, n=2,849).

#### For postgraduates:

- The full-time employment rate was significantly higher three years post-graduation (90%, n=668) compared to within one year of graduation (63%, n=1,840).

**Figure 68**

Full-time employment rates for 2013 ITE graduates, within one year of graduation, compared to three years post-graduation, 2016



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

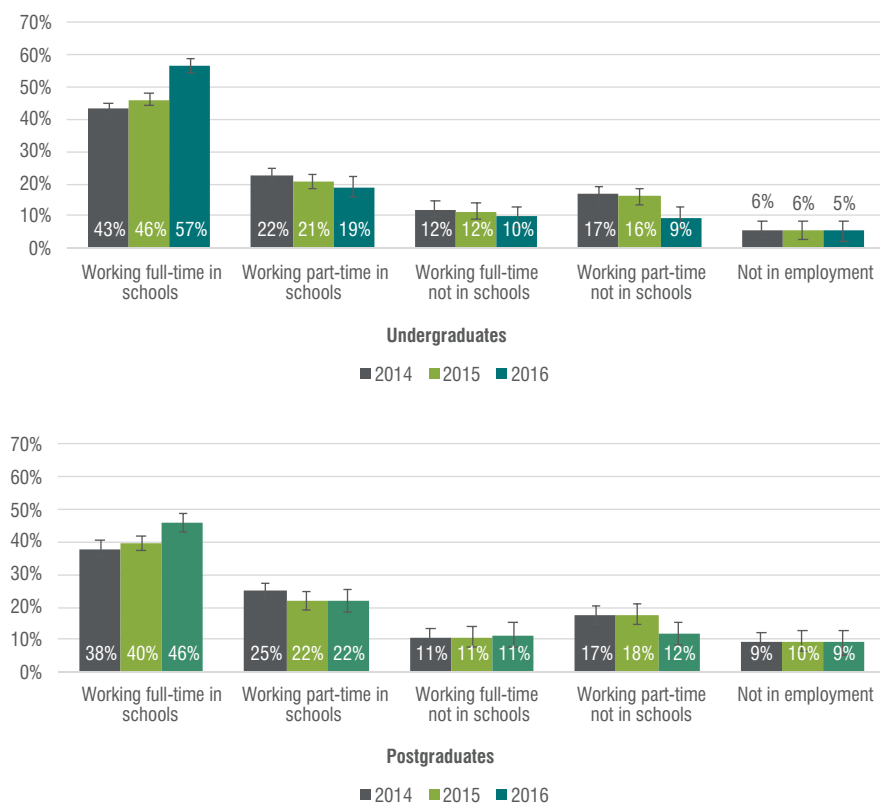
## Employment status of ITE graduates in schools – within one year of graduation

Figure 69 provides a detailed breakdown of the overall employment rate for ITE graduates, about four months after their graduation (2014 – 2016). 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 percent confidence intervals are included to demonstrate the precision of the survey results. Figure 69 shows:

- The proportion of recent ITE graduates working full-time in schools was 57% (n=1,919) for undergraduates and 46% (n=1,151) for postgraduates in 2016
- The proportion of recent undergraduate ITE graduates employed full-time in schools was significantly higher compared to recent postgraduate ITE graduates between 2014 and 2016. Again, these time series changes may be a result of the methodological developments to the survey
- The proportion of recent ITE graduates working part-time in schools dropped slightly for both undergraduates and postgraduates between 2014 and 2016.

Figure 69

Employment status of recent initial teacher education graduates,  
2014 - 2016



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

Figure 70 shows a detailed breakdown of the overall employment rate for recent ITE graduates in 2016, 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 percent confidence intervals have been included in the chart. For undergraduates, Figure 70 indicates:

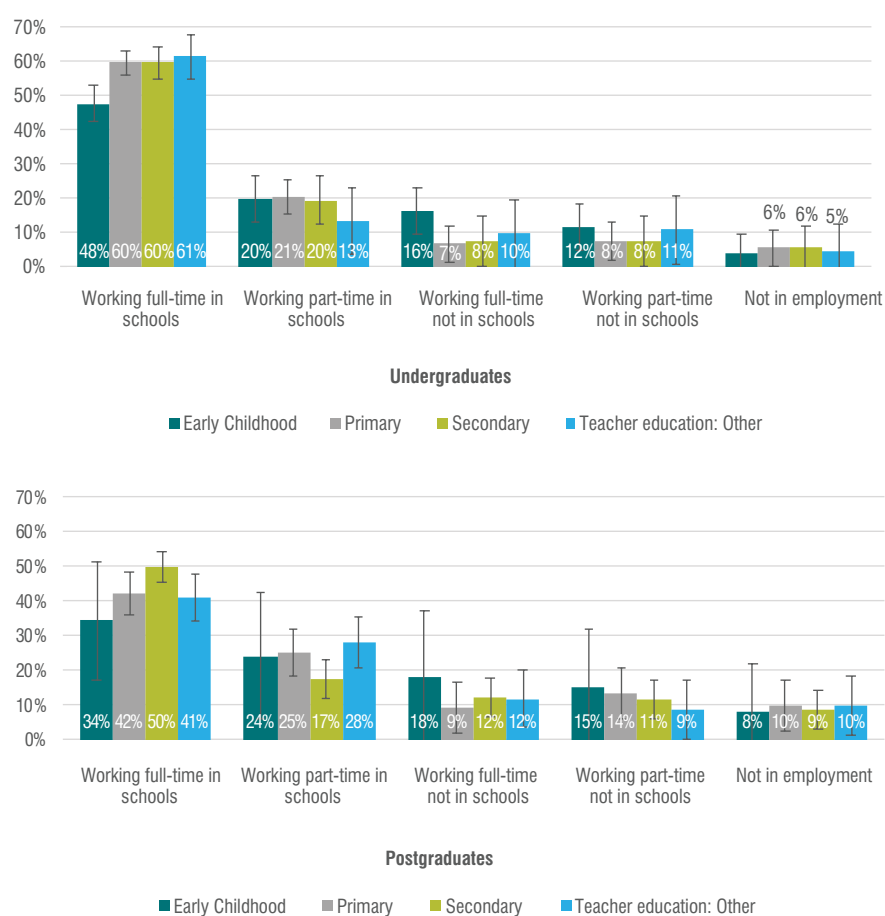
- 60% (n=381) of secondary graduates and 60% (n=726) of primary graduates were working full-time in schools about four months after graduation. This was significantly higher than the proportion of recent early childhood graduates (48%, n=333). For early childhood graduates, the lower full-time in-school 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:

- 50% (n=544) of secondary graduates were working full-time in schools about four months after graduation. This was not significantly higher than the proportion of recent primary (42%, n=264) and early childhood (34%, n=30<sup>32</sup>) graduates. Again, early childhood postgraduates may have sought employment outside of the schooling system

Figure 70

Employment status of recent initial teacher education graduates by detailed field of education, 2016



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

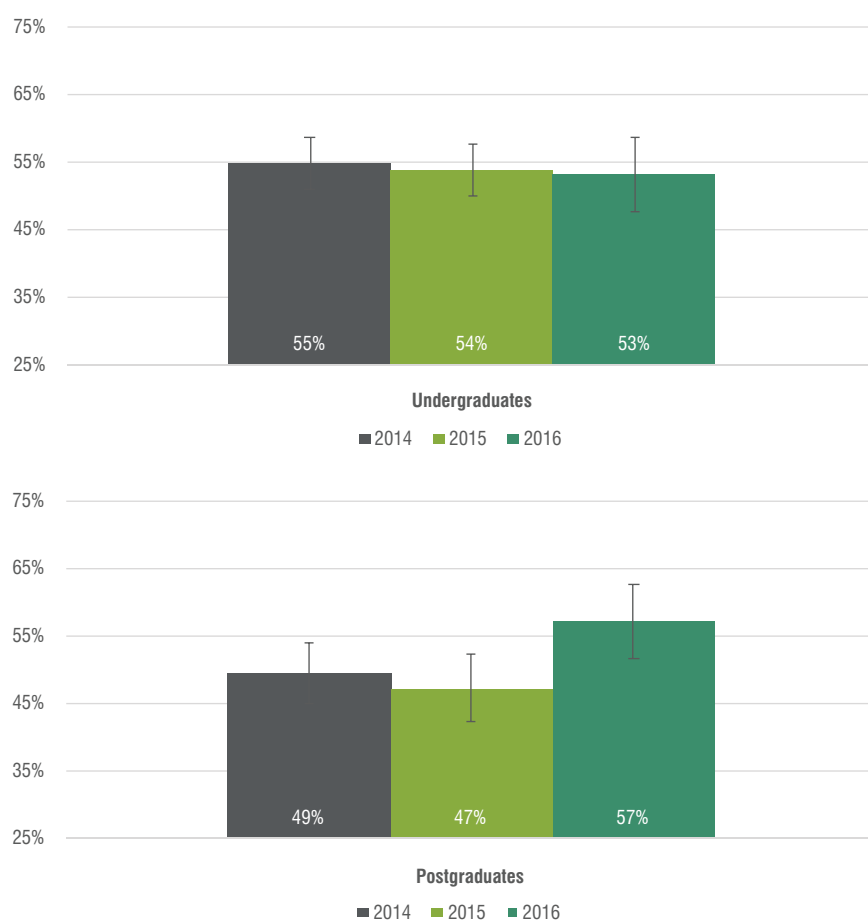
Figure 71 shows the percentage of ITE graduates who were working part-time in schools and seeking full-time employment about four months after graduation between 2014 and 2016. Results are provided for undergraduates and postgraduates and 95% confidence intervals are included. Figure 71 shows:

32 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].

- The proportion of recent ITE graduates who were working part-time in schools and seeking full-time employment was 53% (n=343) for undergraduates and 57% (n=311) for postgraduates in 2016. These figures have remained steady between 2014 and 2016 (despite an increase in the postgraduate figures, the differences were not significant).

**Figure 71**

Proportion of recent initial teacher education graduates employed part-time in schools and seeking full-time employment, 2014 - 2016



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



Figure 72 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 2016. Results are provided for undergraduates and postgraduates by detailed field of education and 95% confidence intervals are included. For undergraduates, Figure 72 shows:

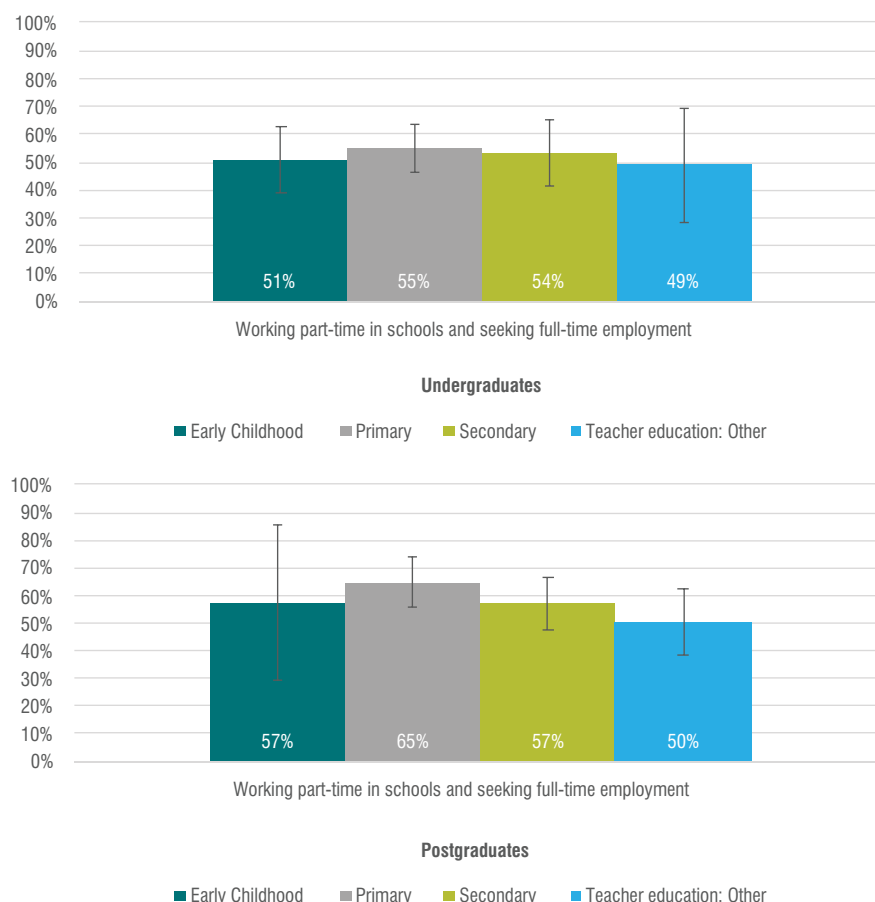
- 54% (n=67) of recent secondary, 55% (n=137) of recent primary and 51% (n=71) of recent early childhood graduates working part-time in schools were seeking full-time employment in 2016. These differences may not be significantly different.

For postgraduates:

- 65% (n=101) of recent primary, 57% (n=108) of recent secondary and 57% of recent early childhood (n=12<sup>33</sup>) graduates were working part-time in schools and seeking full-time employment in 2016. The wide confidence intervals in the chart suggest these differences may not have been significantly different.

**Figure 72**

Proportion of recent initial teacher education graduates employed part-time in schools and seeking full-time employment by detailed field of education, 2016



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

<sup>33</sup> 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].

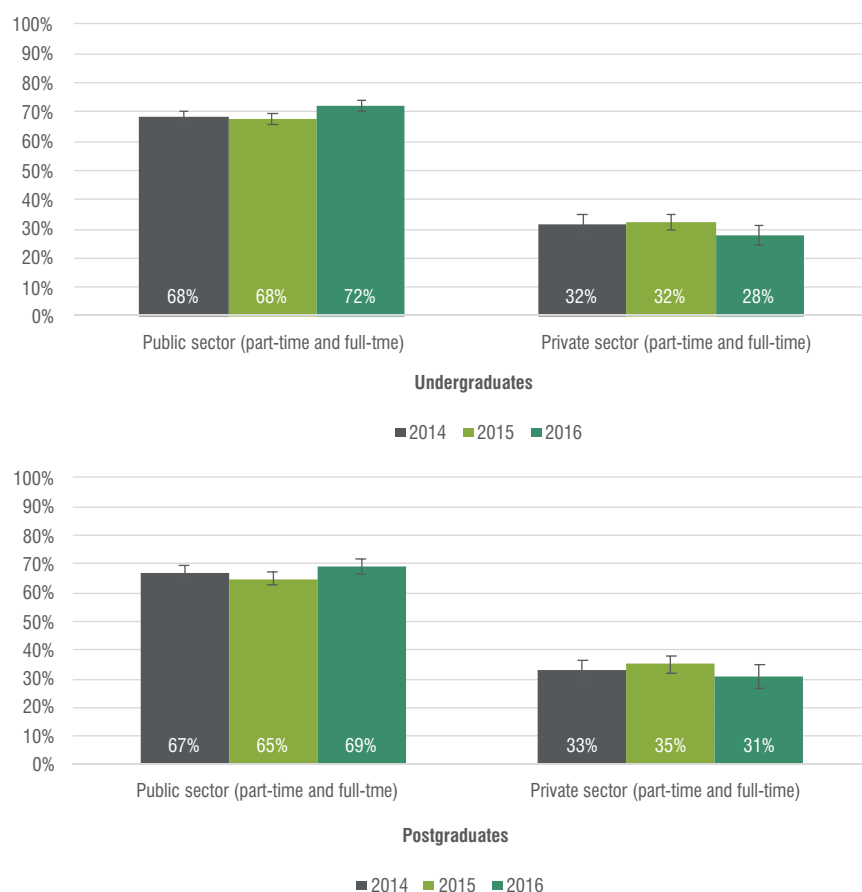
Figure 73 shows the percentage of recent ITE graduates working in the public sector (i.e. government schools) and the private sector (i.e. Catholic and Independent schools). Results are shown for undergraduates and postgraduates between 2014 and 2016 along with 95% confidence intervals.

Figure 73 indicates:

- The proportion of recent ITE graduates working in the public sector was 72% (n=1,773) for undergraduates and 69% (n=1,122) for postgraduates in 2016
- The proportion of recent ITE graduates by public or private sector has remained relatively consistent for both undergraduates and postgraduates between 2014 and 2016.

### Figure 73

Proportion of recent initial teacher education graduates employed in public or private sector schools, 2014 - 2016



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

Figure 74 shows the proportion of recent ITE graduates by public or private sector and detailed field of education for 2016. 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 74 indicates:

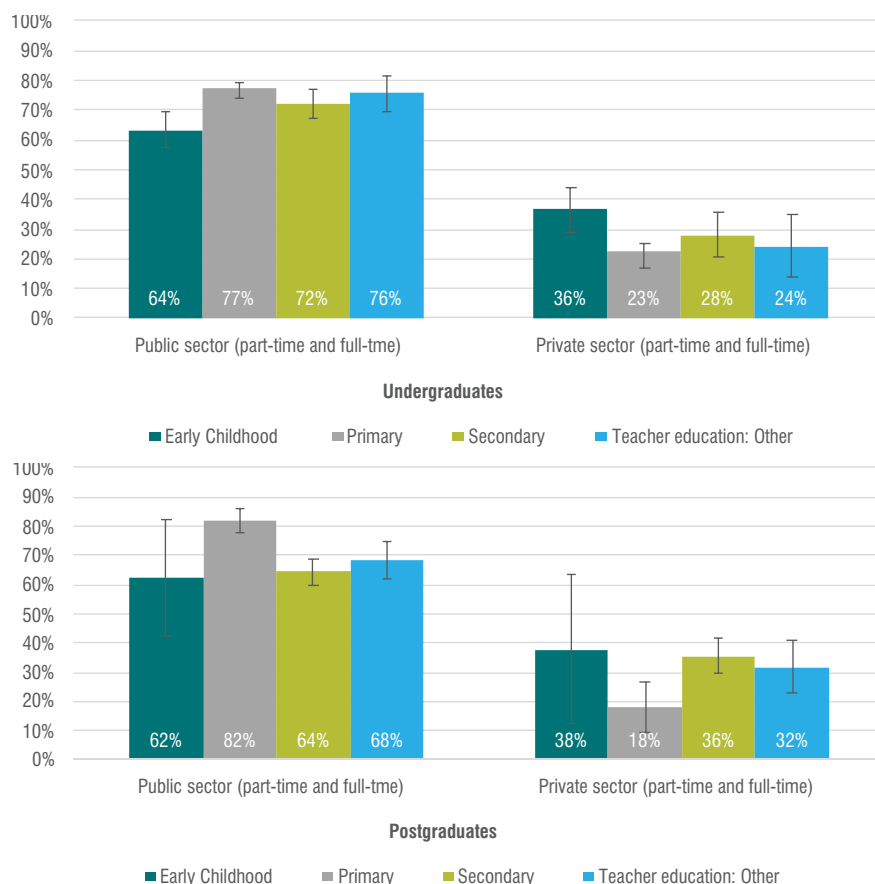
- 77% (n=742) of primary graduates were working in the public sector about four months after graduation
- 72% of recent secondary graduates (n=354) were working in the public sector about four months after graduation
- In comparison, considerably fewer early childhood graduates (63%, n= 261) were working in the public sector about four months after graduation.

The data were similar for postgraduates:

- 82% (n=334) of primary graduates were working in the public sector about four months after graduation. This was significantly higher than recent secondary (64%, n=455) graduates, and marginally higher than early childhood (62%, n=23<sup>34</sup>) graduates.

**Figure 74**

Proportion of recent initial teacher education graduates employed in public or private sector schools and detailed field of education, 2016



Source: Customised data from the Graduate Outcomes Survey 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 in the public sector (part-time and full-time) 95% CI [30, 66.1).

## 5.3 Employer perceptions of graduate readiness

The Employer Satisfaction Survey (ESS) collects data on employer perceptions of graduate readiness for employment. As part of the ESS, employers of recent graduates are asked to indicate the extent to which the graduate's recent qualification prepared them for their job. 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 may be significantly different.

Figure 75 shows overall employer satisfaction with graduates. The chart shows separate rates for graduates who completed undergraduate and postgraduate qualifications.

### For undergraduates:

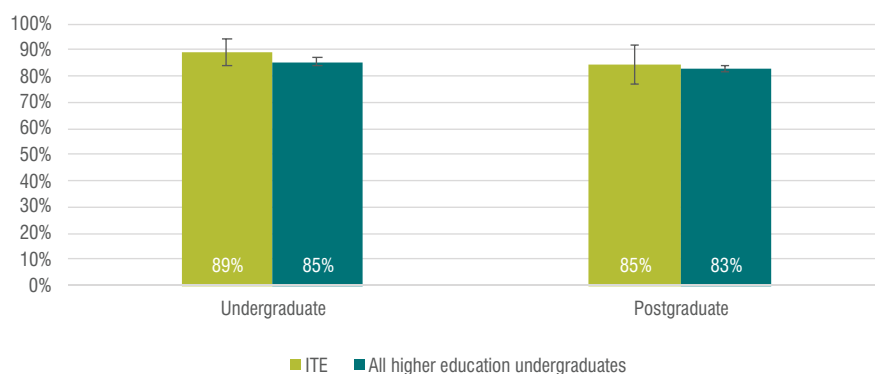
- 89% (n=138) of recent ITE graduate employers were satisfied with their performance compared to 85% (n=1,409) of all higher education graduate employers. Note, the wide confidence intervals indicate this difference may not be significant.

### For postgraduates:

- 85% (n=91) of recent ITE graduate employers were satisfied with their performance compared to 83% (n=1,336) of all higher education graduate employers. Again, the wide confidence intervals indicate this difference may not be significant.

**Figure 75**

Employers' overall satisfaction with graduates, 2016



Source: Customised data from the Employer Satisfaction Survey provided by the Social Research Centre.

Figure 76 shows employer perceptions of the extent to which the graduate's qualification prepared them for employment.

#### For undergraduates:

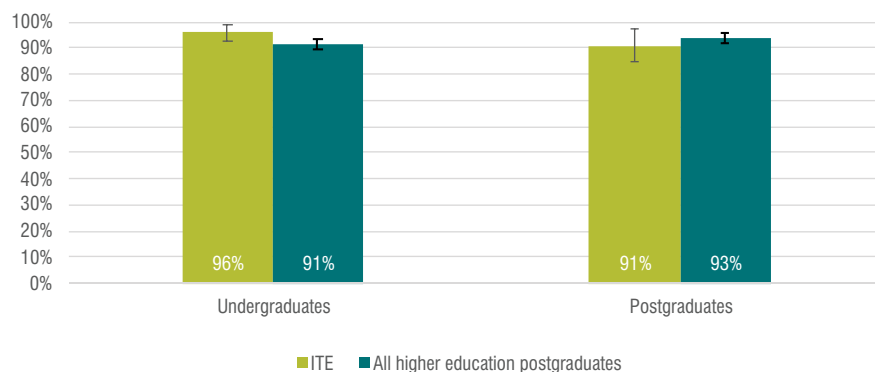
- 96% (n=138) of recent ITE graduate employers reported that the graduate's qualification prepared them for employment, compared to 91% (n=1,330) of all higher education graduate employers. Note, the slight overlap between the confidence intervals indicates this difference may not be significant.

#### For postgraduates:

- 91% (n=87) of recent ITE graduate employers reported that the graduate's qualification prepared them for employment, compared to 93% (n=1,254) of all higher education graduate employers. Again, the overlap between confidence intervals indicates this difference may not be significant.

**Figure 76**

Employer perceptions of graduate preparedness for employment, 2016



Source: Customised data from the Employer Satisfaction Survey provided by the Social Research Centre

## 5.4 Induction of early career teachers

Australian and international literature about the benefits of induction for beginning teachers is extensive.<sup>35</sup> 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<sup>36</sup> 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.

<sup>35</sup> See e.g. Kearney, S 2014, 'Understanding beginning teacher induction: A contextualised examination of best practice' Cogent Education, vol. 1,

<sup>36</sup> The AITSL Stakeholder Survey is conducted bi-annually and will be repeated in the second half of 2018. As such this section reports the findings from the previous survey – 2016. These data have been reported previously, in the 2017 ITE Data Report. The results of the 2018 AITSL Stakeholder Survey will be reported in the 2019 ITE Data Report.

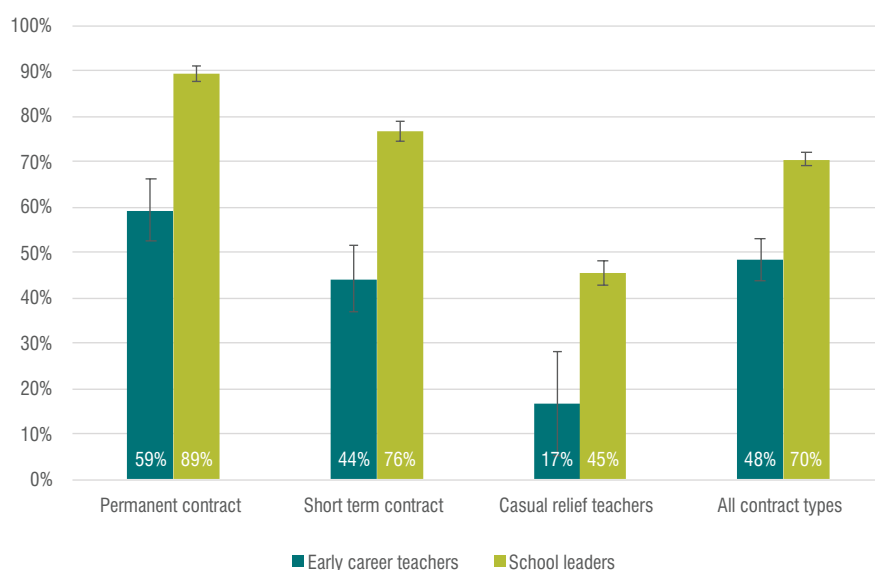
## Provision of formal induction by contract type

The survey asked school leaders<sup>37</sup> about the provision of formal induction for early career teachers<sup>38</sup> 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 77 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 77**

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



Source: AITSL 2016 Stakeholder Survey.

<sup>37</sup> Includes school principals, deputy/assistant principals and other school leaders.

<sup>38</sup> The 2016 AITSL Stakeholder Survey defined an early career teacher as a teacher with up to five years' teaching experience.

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## 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:

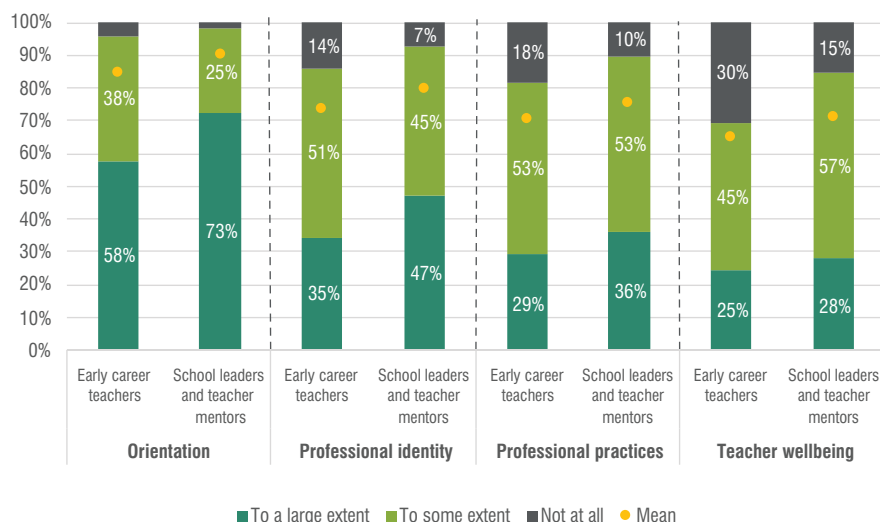
- **Orientation**, including familiarisation with the school's formal requirements (e.g. policies, procedures), and informal ways of operating (e.g. cultural, interpersonal and administrative)
- **Teacher wellbeing**, including teacher resilience, emotional wellbeing and connections with other professionals
- **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 78 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 78**

Focus of school induction processes, early career teachers compared to school leaders and teacher mentors, 2016<sup>39</sup>



Source: AITSL 2016 Stakeholder Survey.

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 79) show:

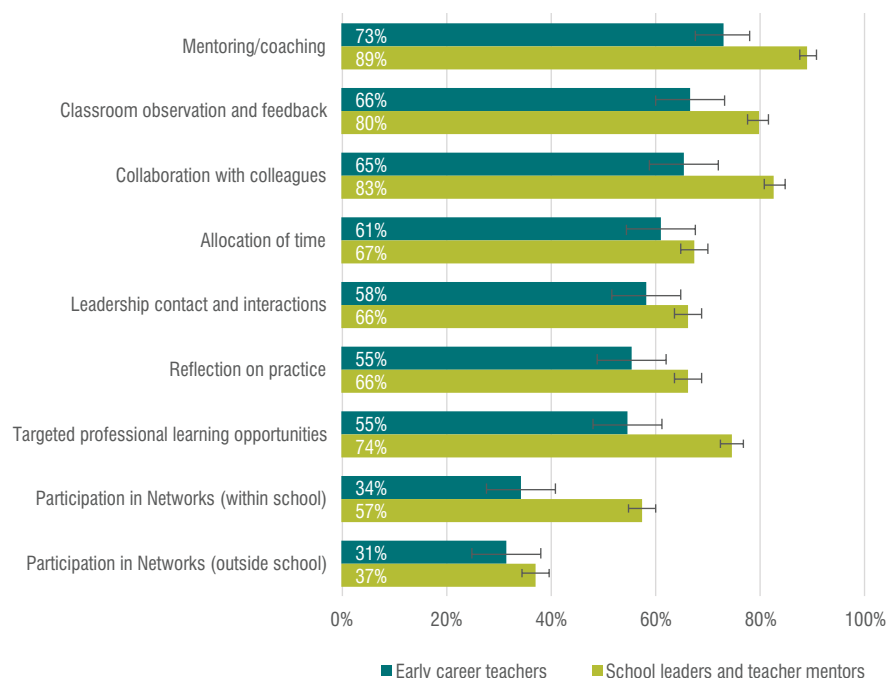
- Mentoring/coaching was the most common induction strategy, according to early career teachers (73%, n=610) and school leaders and teacher mentors (89%, n=1,266)
- Participation in out of school networks was the least common induction strategy, according to early career teachers (31%, n=69) and school leaders and teacher mentors (37%, n=525)
- School 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 and participation in in-school networks.

<sup>39</sup> 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 ( $\bar{x}$ =2.54, SD=0.6), professional identity ( $\bar{x}$ =2.20, SD=0.7), professional practices ( $\bar{x}$ =2.11, SD=0.7), teacher wellbeing ( $\bar{x}$ =1.94, SD = 0.7); and school leaders and teacher mentors - orientation ( $\bar{x}$ =2.71, SD = 0.5), professional identity ( $\bar{x}$ =2.40, SD = 0.6), professional practices ( $\bar{x}$ =2.26, SD = 0.6), teacher wellbeing ( $\bar{x}$ =2.13, SD = 0.6).



Figure 79

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



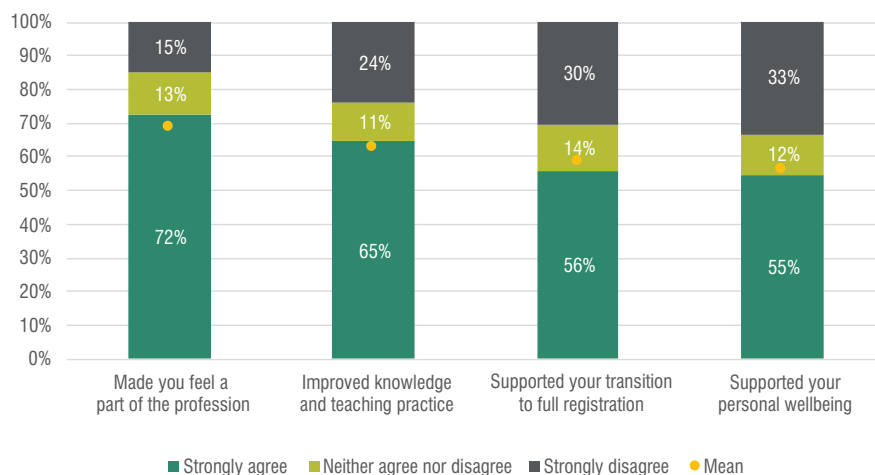
Source: AITSL 2016 Stakeholder Survey.

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 80) 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 80**

Extent to which induction experience supported transition into school, early career teachers, 2015<sup>40</sup>



Source: AITSL 2016 Stakeholder Survey.

## Quick Link

### Find out more

More information on teacher induction can be found in AITSL's Spotlight Induction Report.

**Spotlight:**  
Induction Report

## 5.5 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.

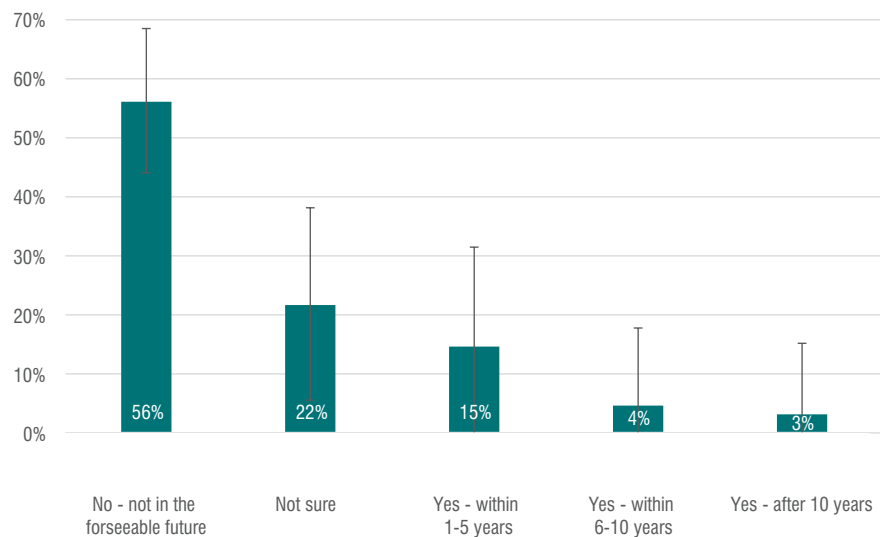
Figure 81 presents these results along with 95% confidence intervals. Note the wide confidence intervals which indicate a high degree of variability in the survey estimates. The data from Figure 81 indicates:

- 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.

<sup>40</sup> 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 ( $\bar{x}$ =6.80, SD=2.4), improved knowledge and teaching practice ( $\bar{x}$ =6.30, SD=2.5), supported your transition to full registration ( $\bar{x}$ =5.87, SD=2.5), supported your personal wellbeing ( $\bar{x}$ =5.61, SD = 2.6)

**Figure 81**

Likelihood of early career teachers leaving classroom teaching, 2016



Source: AITSL 2016 Stakeholder Survey.

## 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 2018*.



**Initial teacher education:**  
data report 2018

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## 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 (Quality Indicators of Learning and Teaching)
- Graduate Outcome Survey (Quality Indicators of Learning and Teaching)
- Graduate Destination Survey
- Student Experience Survey.

An explanation of the data presented in each summary report, by data source, are provided below.

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

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#### Higher Education Student Data Collection

Data from the Higher Education Student Data Collection (HESDC) are 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<sup>41</sup>. The HESDC data presented in this section is from 2016 and includes data on:

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<sup>41</sup> The HESDC data presented in this report does not reflect revisions made after data is signed off by higher education providers.

- ITE programs
- Commencing ITE student demographic, entry and study characteristics
- Completing student demographic and study characteristics
- Time-series commencement and completion data for 2006 to 2016
- Undergraduate and postgraduate longitudinal completion and attrition rate averages<sup>42</sup> at each provider as well as the national average for ITE.

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.

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

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

<sup>42</sup> Averages were calculated for the 2006, 2007, 2008, 2009, 2010 and 2011 commencing ITE cohorts at each provider, six years after their commencement (i.e. up to end 2011, 2012, 2013, 2014, 2015 and 2016 respectively).

- 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.<sup>43</sup>

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 2006 and 2011). 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.

<sup>43</sup> 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).

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.

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## Student Experience Survey

Data from the Student Experience Survey (SES)<sup>44</sup> are 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 2014, 2015 and 2016 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.

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<sup>44</sup> The QILT measure of student engagement is designed for internal students. When analysing these data, QILT excludes external students for their reporting purposes. However, the SES data reported here includes all modes of attendance – internal, external and multimodal. As such, Universities with higher proportions of external students may score lower on the QILT engagement measure in the analyses presented here, compared with those reported on the QILT website.

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## Course Experience Questionnaire

Data from the Course Experience Questionnaire (CEQ) are 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 in conjunction with the Graduates Outcome Survey (GOS). The data represent responses from graduates of undergraduate and postgraduate 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 up to 2015. From 2016, 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. As the CEQ was administered in conjunction with the Graduate Outcomes Survey (GOS), changes in the sampling methodology between the Graduate Outcomes Survey and the previous Graduate Destination Survey also have an impact on the CEQ. The following variances are important to note:

- The GOS is sampled and collected by a central agency whilst for the GDS, each higher education institution was responsible for their own sampling and collection of data
- GOS data collection was restricted to online methods only, while in the GDS other methods of data collection such as, paper distribution and collecting data as part of the graduation ceremony, were incorporated
- The collection period for GOS ranged between 4-8 weeks as opposed to 3-10 months for the GDS
- The scores are a combination of undergraduate and postgraduate outcomes as opposed to undergraduate only as in the 2016 ITE data report
- The scores are a combination of undergraduate and postgraduate outcomes as opposed to undergraduate only as in the 2016 ITE data report.

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 2014, 2015 and 2016 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.



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## Graduate Destination Survey/Graduate Outcomes Survey

Combined data from the Graduate Destination Survey (GDS)/Graduate Outcome Survey (GOS) are presented on the third page of each individual provider report. The GDS/GOS collect information about graduate employment outcomes, continuing study and work-seeking status. The data represent employment outcomes for graduates from both undergraduate and postgraduate programs. ITE students were identified in the GDS and GOS in the same method outlined above under 'Course Experience Questionnaire'. Changes in the sampling and collection methodologies as outlined above also apply to the GDS/GOS

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 2014, 2015 and 2016 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.

### Four key points should be considered when interpreting the data from the SES, CEQ and GDS/GOS:

1. Care should be taken when interpreting the results of the SES, CEQ and GDS/GOS. 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' for years up to 2015 because the survey did 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. However from 2016 data from HEIMS element E312=22 was used to identify ITE courses, capturing all ITE respondents.

3. Graduate outcomes and course experience data will, for the most part, have lower response rates in 2016 due to the sampling variances between the Graduate Destination Survey and Graduate Outcomes Survey. Therefore, care should be taken when interpreting differences in graduate satisfaction and employment outcomes when compared to the 2017 ITE data report.
4. There may be a relationship between lower scores in the SES, CEQ and GDS/GOS 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	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 New South Wales
Deakin University	The University of Newcastle
Eastern College Australia	The University of Notre Dame Australia
Edith Cowan University	The University of Queensland
Excelsia College	The University of Sydney
Federation University Australia	The University of Western Australia
Flinders University	University of Canberra
Griffith University	University of South Australia
Holmesglen Institute	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

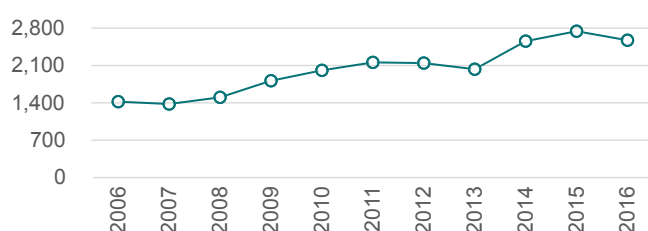
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>2560</b>	<b>100%</b>
Student type	Domestic	2485	97%
	International	75	3%
Gender	Male	701	27%
	Female	1859	73%
Age	<20	1403	55%
	20-24	721	28%
	25-29	193	8%
	30-39	141	6%
	40+	102	4%
State/territory of permanent home address*	NSW	1052	41%
	VIC	922	36%
	QLD	407	16%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	93	4%
	International	77	3%
Equity status (domestic onshore students only)	NESB	41	2%
	Indigenous	71	3%
	Disability	94	4%
	Low SES*	330	13%
	Medium SES*	1347	54%
	High SES*	801	32%
	Metro*	2242	90%
	Regional*	233	9%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Australian Catholic University has informed us that there are some minor discrepancies in the HESDC data reported here and the actual figures. The gender of one completing student has been misclassified. One commencing student has had their equity status, of not being NESB misreported. The number of students entering an ITE program without an ATAR was 282 in 2016.

\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>2560</b>	<b>100%</b>
Basis of admission	Secondary education	932	36%
	Higher education course	928	36%
	VET/TAFE	243	9%
	Mature entry	np	np
	Professional qualification	< 5	np
	Other basis	429	17%
ATAR (domestic secondary education basis of admission entrants only)	30-50	44	5%
	51-55	59	6%
	56-60	114	12%
	61-65	134	15%
	66-70	101	11%
	71-75	80	9%
	76-80	45	5%
	81-85	43	5%
	86-90	20	2%
	91-95	np	np
	96-100	< 5	np
	Students without ATAR	273	30%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	525	21%
	Primary	985	38%
	Secondary	1050	41%
	Other	0	0%
Mode of attendance	Internal	2296	90%
	External	225	9%
	Multi-modal	39	2%
Type of attendance	Full-time	2323	91%
	Part-time	237	9%
Course level	Postgraduate	579	23%
	Undergraduate	1981	77%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	7	32%
	Undergraduate	15	68%
	Total	22	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

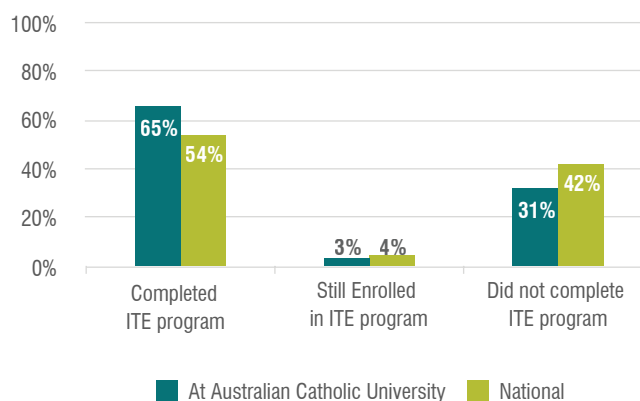
2016 completing students

		Number	%
<b>Total completing students</b>		<b>1195</b>	<b>100%</b>
Gender	Male	229	19%
	Female	966	81%
Age	<20	0	0%
	20-24	885	74%
	25-29	163	14%
	30-39	80	7%
	40+	67	6%
State/territory of permanent home address*	NSW	553	46%
	VIC	372	31%
	QLD	190	16%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	51	4%
Equity status (domestic onshore students only)	International	np	np
	NESB	7	1%
	Indigenous	25	2%
	Disability	73	6%
	Low SES*	130	11%
	Medium SES*	634	54%
	High SES*	401	34%
	Metro*	1059	91%
	Regional*	107	9%
Detailed field of teacher education	Remote*	< 5	np
	Not specified	0	0%
	Early Childhood	284	24%
	Primary	480	40%
	Secondary	431	36%
Course level	Other	0	0%
	Postgraduate	343	29%
	Undergraduate	852	71%

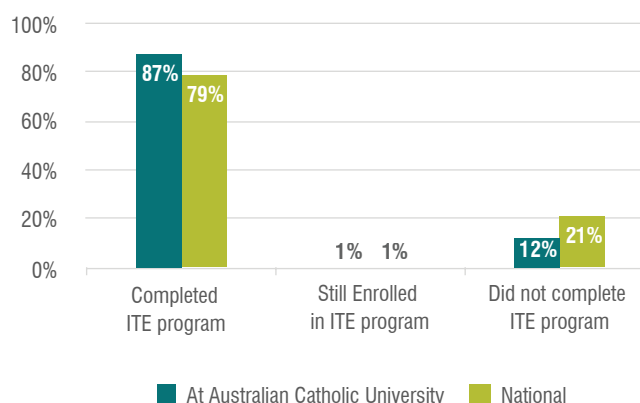
#### Average cohort completion rates after six years

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

##### Undergraduate

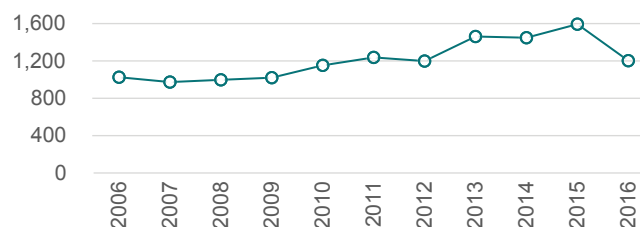


##### Postgraduate



#### Time series

Number of completions



\*Australian Catholic University has informed us that there are some minor discrepancies in the HESDC data reported here and the actual figures. The gender of one completing student has been misclassified. One commencing student has had their equity status, of not being NESB misreported. The number of students entering an ITE program without an ATAR was 282 in 2016.

\*Students with unknown addresses were excluded from the results.

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

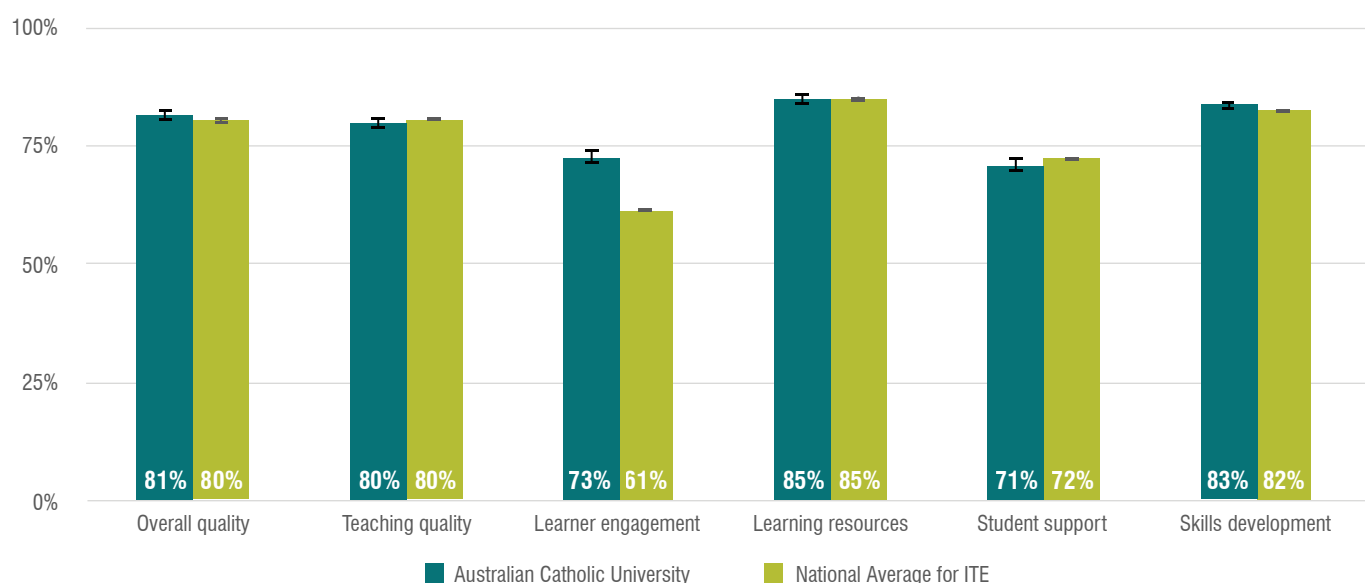
## Initial teacher education

### Student experience and graduate outcomes

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

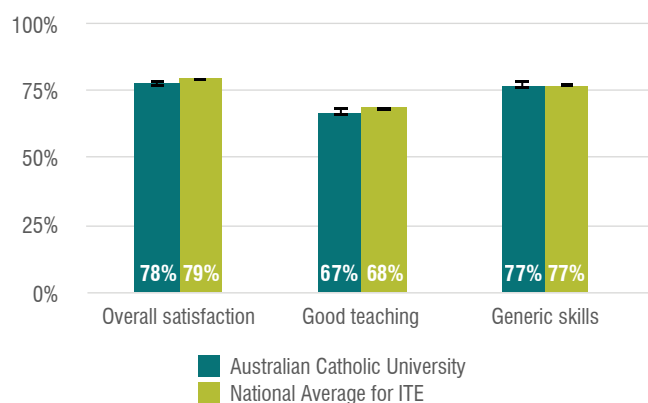
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



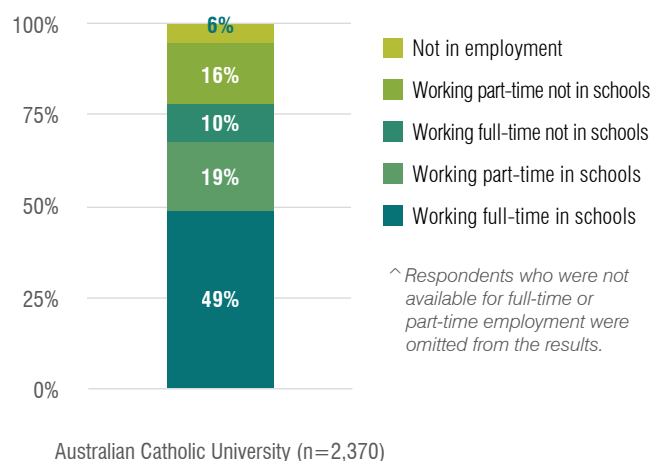
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



Australian Catholic University has informed us that there are some minor discrepancies in the HESDC data reported here and the actual figures. The gender of one completing student has been misclassified. One commencing student has had their equity status, of not being NESB misreported. The number of students entering an ITE program without an ATAR was 282 in 2016.

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

## Initial teacher education

### Program and commencement data

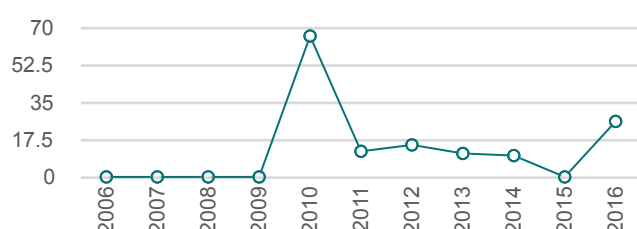
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>26</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	7	27%
	Female	19	73%
Age	<20	< 5	np
	20-24	< 5	np
	25-29	6	23%
	30-39	9	35%
	40+	5	19%
State/territory of permanent home address*	NSW	14	54%
	VIC	< 5	np
	QLD	6	23%
	WA	< 5	np
	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*	6	25%
	Medium SES*	12	50%
	High SES*	6	25%
	Metro*	16	67%
	Regional*	8	33%
	Remote*	0	0%

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>26</b>	<b>100%</b>
Basis of admission	Secondary education	< 5	np
	Higher education course	18	100%
	VET/TAFE	< 5	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	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	19	73%
	Secondary	7	27%
	Other	0	0%
Mode of attendance	Internal	7	27%
	External	5	19%
	Multi-modal	14	54%
Type of attendance	Full-time	18	69%
	Part-time	8	31%
Course level	Postgraduate	17	65%
	Undergraduate	9	35%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	50%
	Undergraduate	2	50%
	Total	4	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

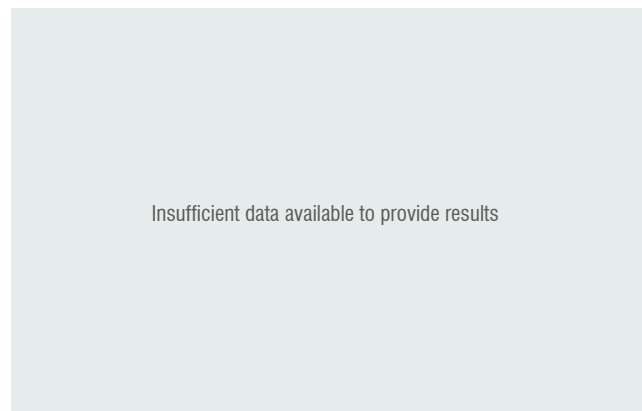
2016 completing students

		Number	%
<b>Total completing students</b>		<b>&lt; 5</b>	<b>np</b>
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	0	0%
	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	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	0	0%
	Medium SES*	0	0%
	High SES*	0	0%
	Metro*	0	0%
	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%

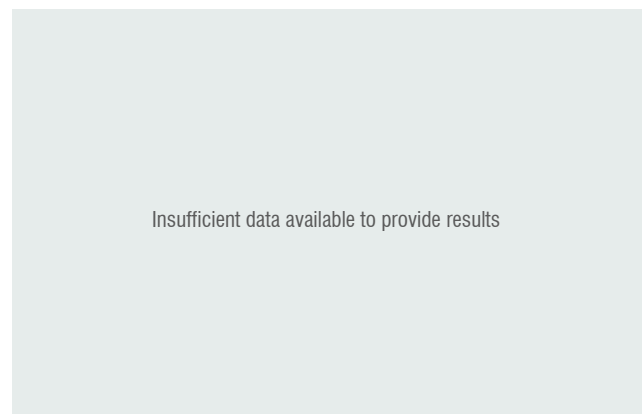
#### Average cohort completion rates after six years

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

##### Undergraduate

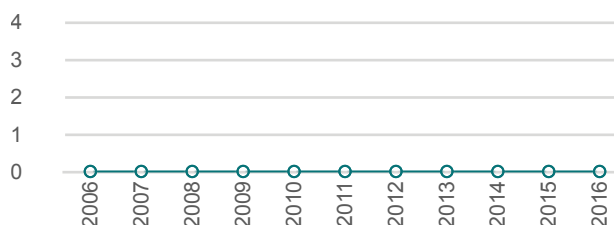


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

## Initial teacher education

### Student experience and graduate outcomes

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

### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*

Not available due to insufficient data

### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*

Not available due to insufficient data

### Graduate employment outcomes

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

Not available due to insufficient data

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



## Initial teacher education

### Program and commencement data

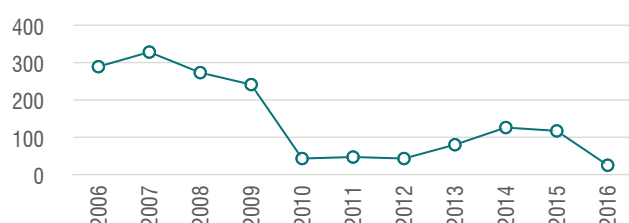
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>27</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	9	33%
	Female	18	67%
Age	<20	8	30%
	20-24	15	56%
	25-29	< 5	np
	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	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	np
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	7	29%
	High SES*	14	58%
	Metro*	24	100%
	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>27</b>	<b>100%</b>
Basis of admission	Secondary education	< 5	np
	Higher education course	22	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	np
	51-55	< 5	np
	56-60	0	np
	61-65	0	np
	66-70	0	np
	71-75	0	np
	76-80	0	np
	81-85	0	np
	86-90	0	np
	91-95	0	np
	96-100	0	np
	Students without ATAR	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	27	100%
	Other	0	0%
Mode of attendance	Internal	27	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	np	np
	Part-time	< 5	np
Course level	Postgraduate	0	0%
	Undergraduate	27	100%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

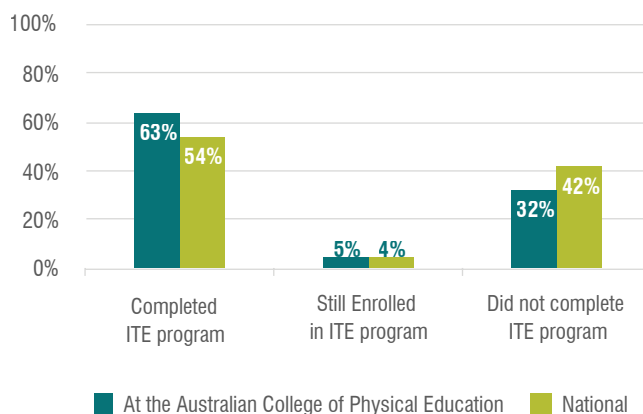
2016 completing students

		Number	%
<b>Total completing students</b>		<b>50</b>	<b>100%</b>
Gender	Male	21	42%
	Female	29	58%
Age	<20	0	0%
	20-24	34	68%
	25-29	10	20%
	30-39	np	np
	40+	< 5	np
State/territory of permanent home address*	NSW	50	100%
	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	< 5	np
	Low SES*	6	12%
	Medium SES*	27	54%
	High SES*	17	34%
	Metro*	46	92%
	Regional*	< 5	np
Detailed field of teacher education	Remote*	0	0%
	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	50	100%
Course level	Other	0	0%
	Postgraduate	23	46%
	Undergraduate	27	54%

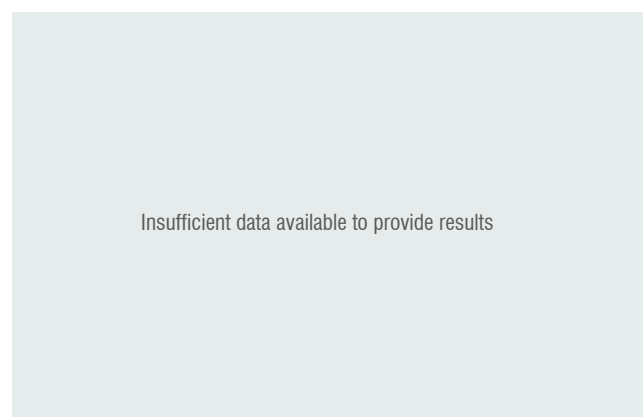
#### Average cohort completion rates after six years

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

##### Undergraduate

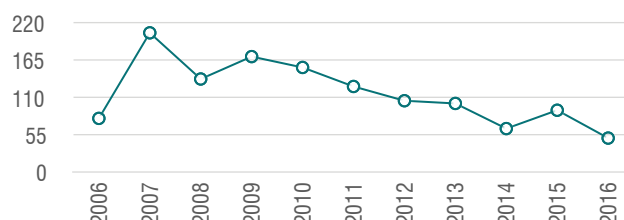


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

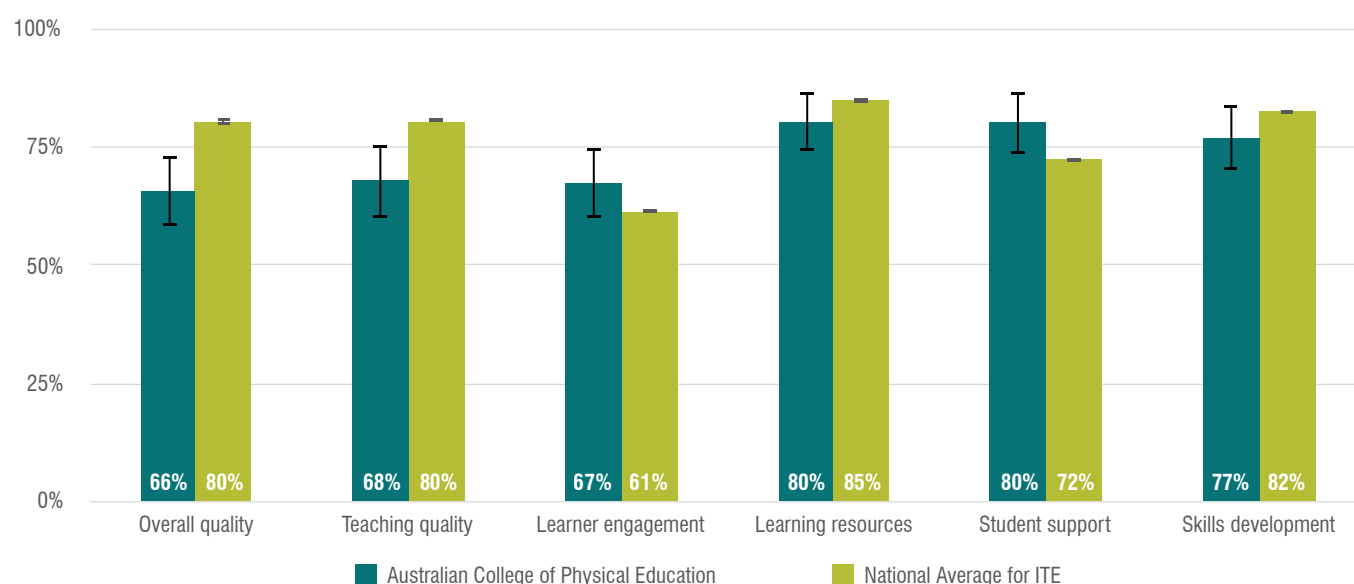
## Initial teacher education

### Student experience and graduate outcomes

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

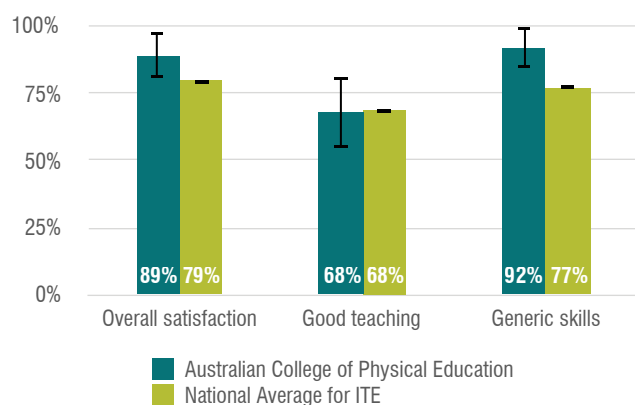
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



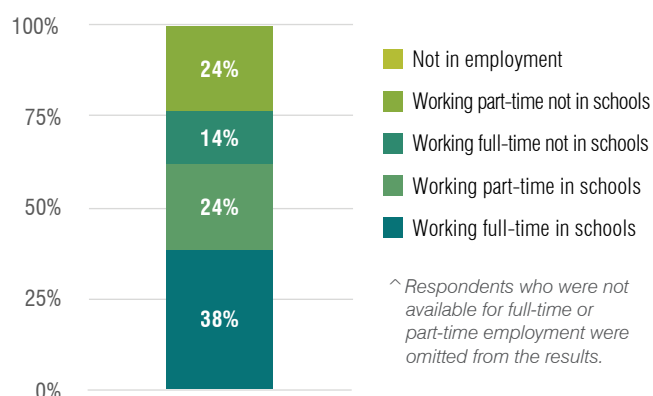
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

Australian College of Physical Education (n=42)

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

## Initial teacher education

### Program and commencement data

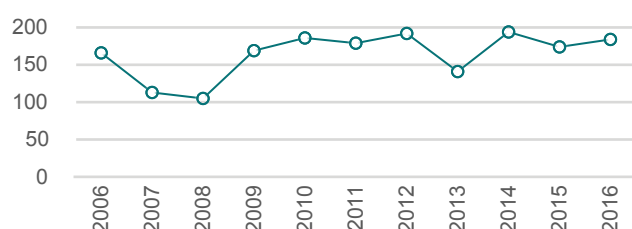
#### Student demographics

2016 commencing students

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

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

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

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

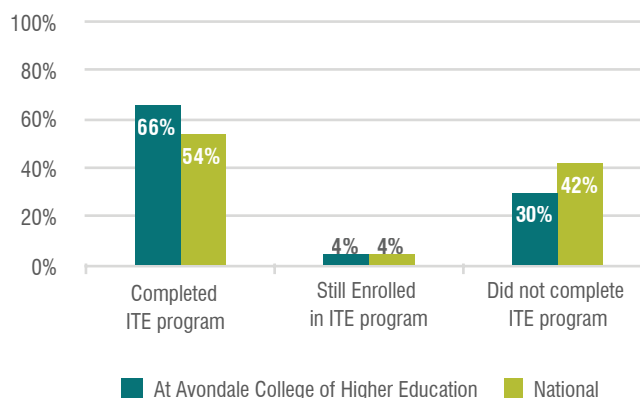
2016 completing students

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

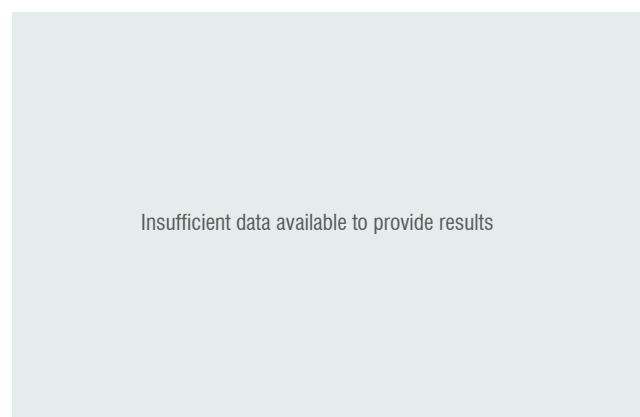
#### Average cohort completion rates after six years

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

##### Undergraduate

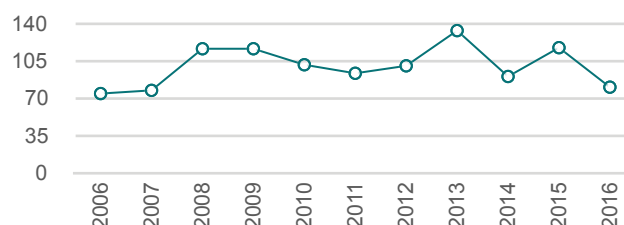


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

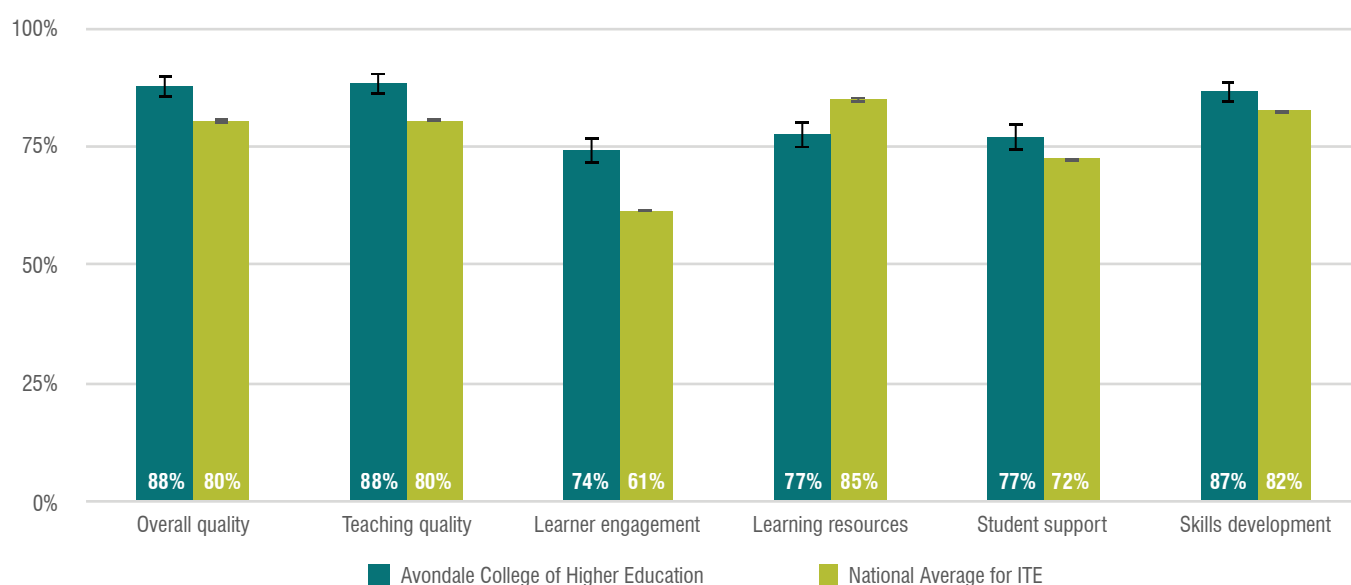
## Initial teacher education

### Student experience and graduate outcomes

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

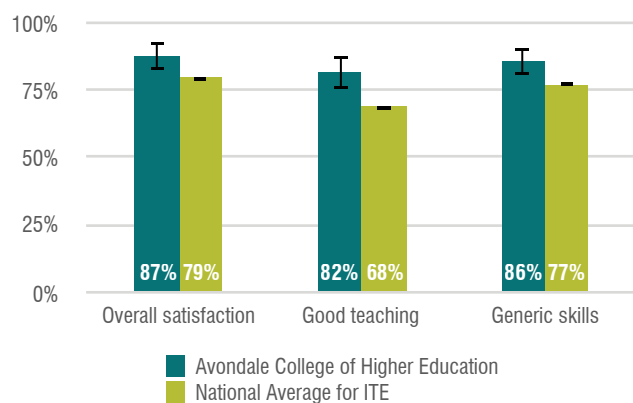
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



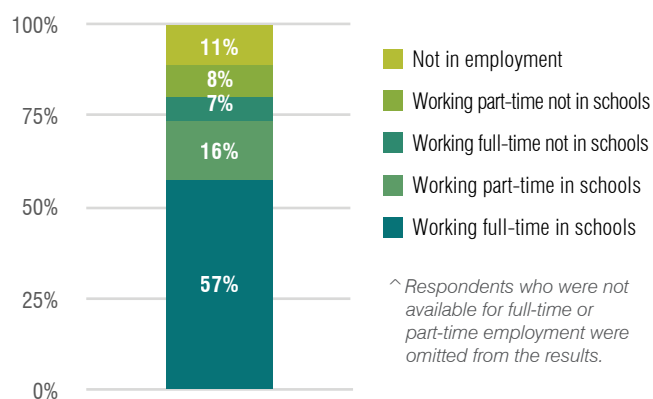
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



Avondale College of Higher Education (n=122)

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

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

## Initial teacher education

### Program and commencement data

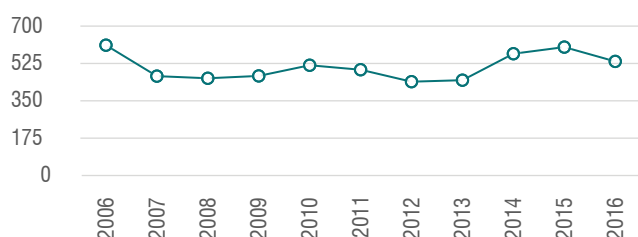
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>534</b>	<b>100%</b>
Student type	Domestic	534	100%
	International	0	0%
Gender	Male	143	27%
	Female	391	73%
Age	<20	177	33%
	20-24	119	22%
	25-29	76	14%
	30-39	101	19%
	40+	61	11%
State/territory of permanent home address*	NSW	10	2%
	VIC	7	1%
	QLD	476	89%
	WA	31	6%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	20	4%
	Disability	30	6%
	Low SES*	348	66%
	Medium SES*	166	31%
	High SES*	14	3%
	Metro*	75	14%
	Regional*	437	82%
	Remote*	18	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>534</b>	<b>100%</b>
Basis of admission	Secondary education	148	28%
	Higher education course	324	61%
	VET/TAFE	47	9%
	Mature entry	6	1%
	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	8	5%
	71-75	< 5	np
	76-80	6	4%
	81-85	8	5%
	86-90	7	5%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	112	76%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	69	13%
	Primary	139	26%
	Secondary	183	34%
	Other	143	27%
Mode of attendance	Internal	84	16%
	External	333	62%
	Multi-modal	117	22%
Type of attendance	Full-time	431	81%
	Part-time	103	19%
Course level	Postgraduate	143	27%
	Undergraduate	391	73%

#### 2016 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

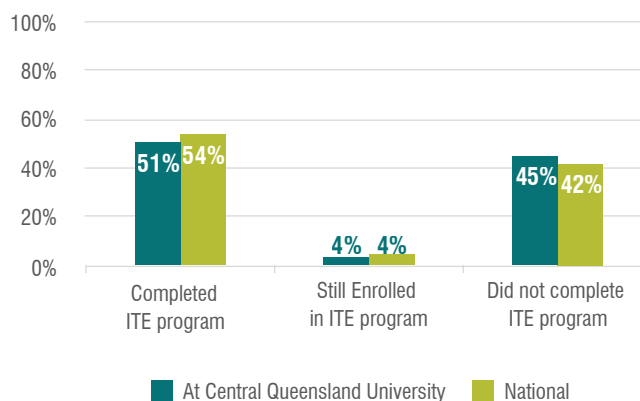
2016 completing students

		Number	%
<b>Total completing students</b>		<b>254</b>	<b>100%</b>
Gender	Male	46	18%
	Female	208	82%
Age	<20	0	0%
	20-24	109	43%
	25-29	49	19%
	30-39	53	21%
	40+	43	17%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	215	85%
	WA	24	9%
	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	2%
	Disability	22	9%
	Low SES*	155	62%
	Medium SES*	86	34%
	High SES*	7	3%
	Metro*	51	20%
	Regional*	190	76%
	Remote*	8	3%
Detailed field of teacher education	Not specified	39	15%
	Early Childhood	60	24%
	Primary	59	23%
	Secondary	0	0%
	Other	96	38%
Course level	Postgraduate	87	34%
	Undergraduate	167	66%

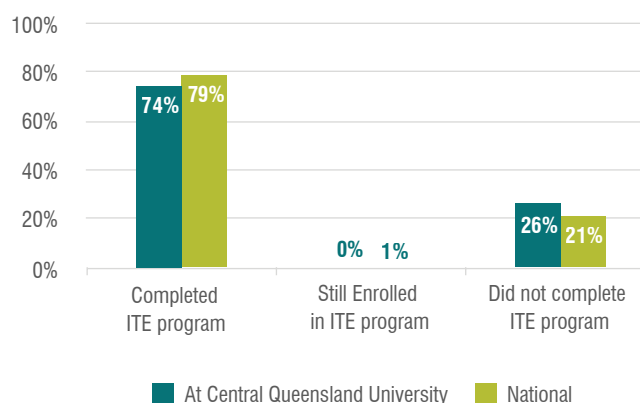
#### Average cohort completion rates after six years

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

##### Undergraduate

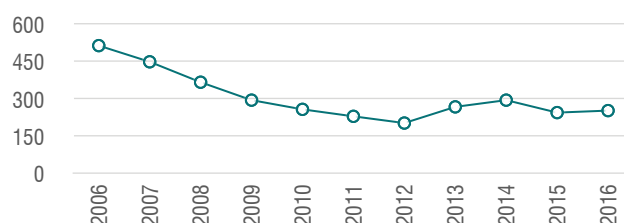


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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



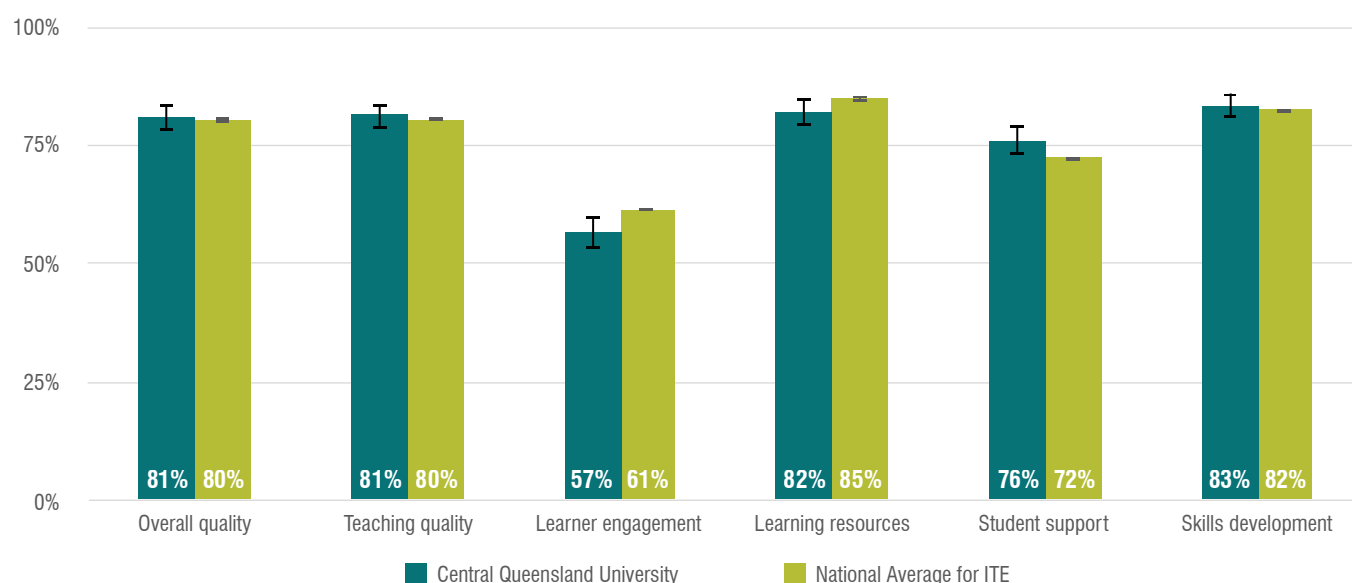
## Initial teacher education

### Student experience and graduate outcomes

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

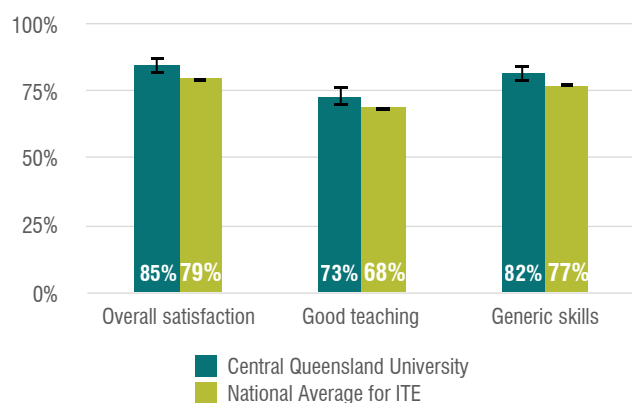
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



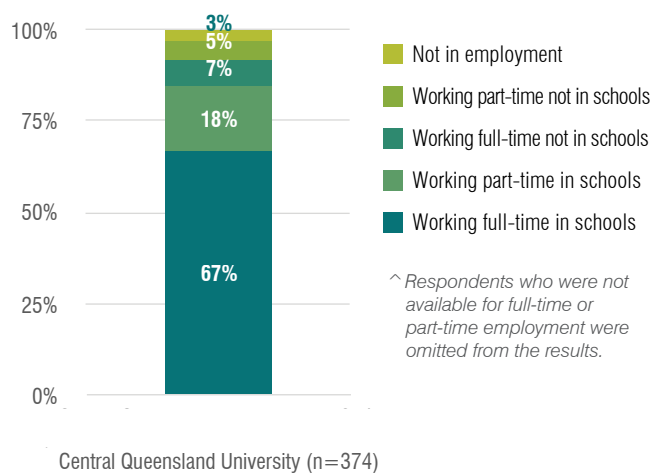
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

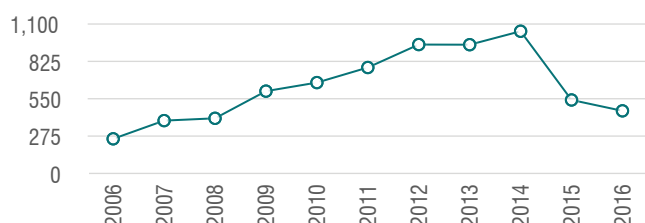
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>461</b>	<b>100%</b>
Student type	Domestic	443	96%
	International	18	4%
Gender	Male	118	26%
	Female	343	74%
Age	<20	64	14%
	20-24	107	23%
	25-29	87	19%
	30-39	132	29%
	40+	71	15%
State/territory of permanent home address*	NSW	22	5%
	VIC	21	5%
	QLD	12	3%
	WA	16	3%
	SA	201	44%
	TAS	< 5	np
	NT	164	36%
	ACT	< 5	np
	International	20	4%
Equity status (domestic onshore students only)	NESB	13	3%
	Indigenous	36	8%
	Disability	18	4%
	Low SES*	101	23%
	Medium SES*	274	62%
	High SES*	57	13%
	Metro*	165	37%
	Regional*	212	48%
	Remote*	57	13%

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>461</b>	<b>100%</b>
Basis of admission	Secondary education	83	18%
	Higher education course	274	59%
	VET/TAFE	44	10%
	Mature entry	38	8%
	Professional qualification	0	0%
	Other basis	22	5%
ATAR (domestic secondary education basis of admission entrants only)	30-50	5	6%
	51-55	< 5	np
	56-60	12	15%
	61-65	14	17%
	66-70	7	9%
	71-75	14	17%
	76-80	5	6%
	81-85	12	15%
	86-90	< 5	np
	91-95	< 5	np
	96-100	< 5	np
	Students without ATAR	< 5	np
Detailed field of teacher education	Not specified	166	36%
	Early Childhood	93	20%
	Primary	137	30%
	Secondary	65	14%
	Other	0	0%
Mode of attendance	Internal	35	8%
	External	369	80%
	Multi-modal	57	12%
Type of attendance	Full-time	307	67%
	Part-time	154	33%
Course level	Postgraduate	0	0%
	Undergraduate	461	100%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	6%
	Undergraduate	16	94%
	Total	17	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

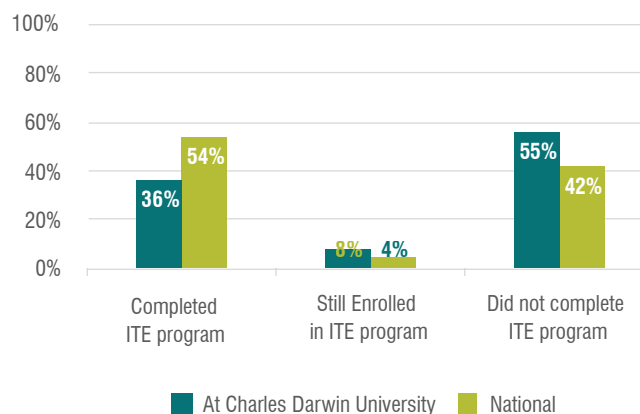
2016 completing students

		Number	%
<b>Total completing students</b>		<b>292</b>	<b>100%</b>
Gender	Male	46	16%
	Female	246	84%
Age	<20	0	0%
	20-24	55	19%
	25-29	62	21%
	30-39	87	30%
	40+	88	30%
State/territory of permanent home address*	NSW	22	8%
	VIC	47	16%
	QLD	10	3%
	WA	9	3%
	SA	111	38%
	TAS	< 5	np
	NT	75	26%
	ACT	9	3%
	International	np	np
Equity status (domestic onshore students only)	NESB	5	2%
	Indigenous	16	6%
	Disability	7	2%
	Low SES*	81	28%
	Medium SES*	153	53%
	High SES*	49	17%
	Metro*	121	42%
	Regional*	133	47%
	Remote*	30	10%
Detailed field of teacher education	Not specified	190	65%
	Early Childhood	42	14%
	Primary	44	15%
	Secondary	16	5%
	Other	0	0%
Course level	Postgraduate	121	41%
	Undergraduate	171	59%

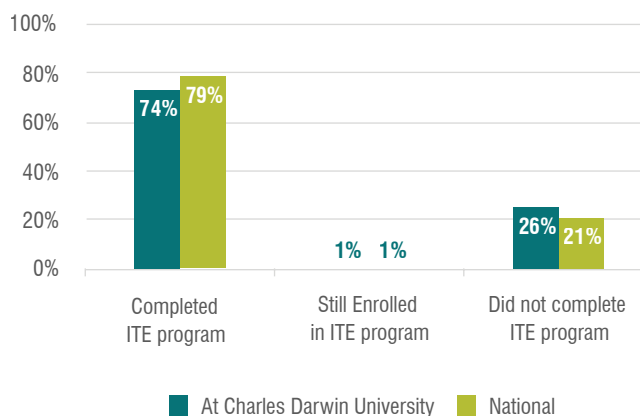
#### Average cohort completion rates after six years

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

##### Undergraduate

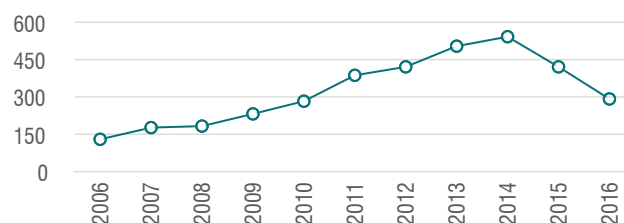


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

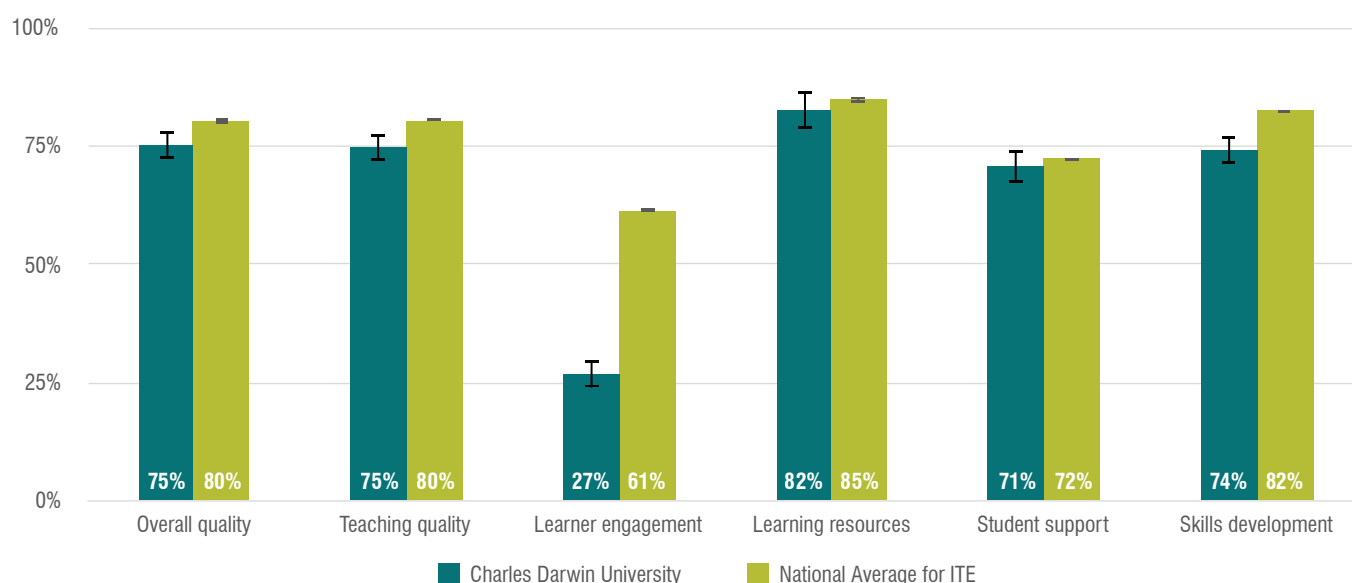
## Initial teacher education

### Student experience and graduate outcomes

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

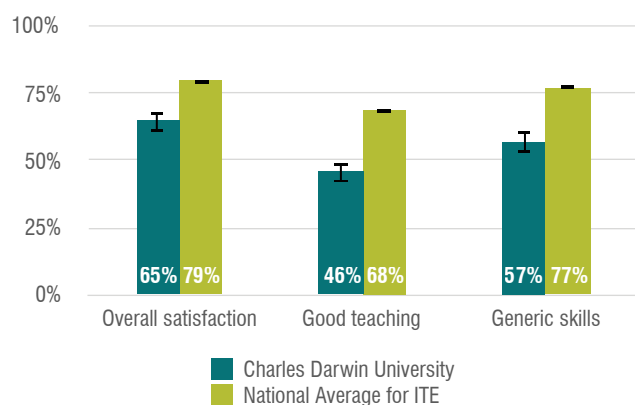
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



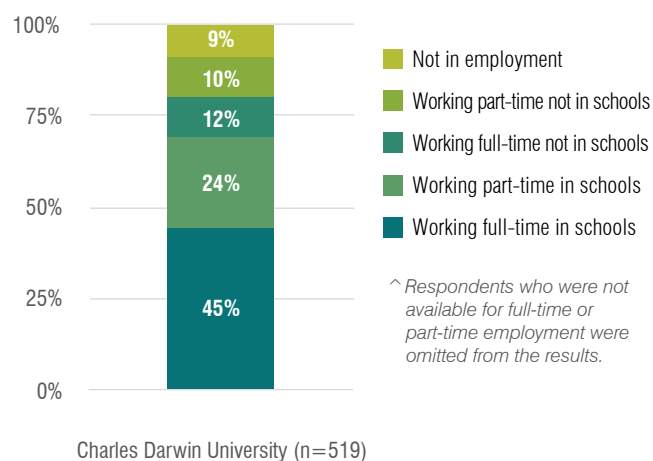
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

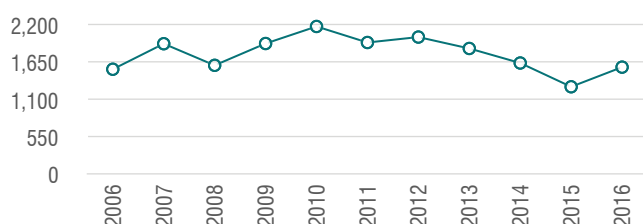
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1582</b>	<b>100%</b>
Student type	Domestic	1576	100%
	International	6	0%
Gender	Male	326	21%
	Female	1256	79%
Age	<20	277	18%
	20-24	489	31%
	25-29	243	15%
	30-39	392	25%
	40+	181	11%
State/territory of permanent home address*	NSW	1311	83%
	VIC	148	9%
	QLD	42	3%
	WA	14	1%
	SA	7	0%
	TAS	< 5	np
	NT	np	np
	ACT	40	3%
	International	12	1%
Equity status (domestic onshore students only)	NESB	30	2%
	Indigenous	41	3%
	Disability	53	3%
	Low SES*	378	24%
	Medium SES*	894	57%
	High SES*	285	18%
	Metro*	710	45%
	Regional*	817	52%
	Remote*	34	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1582</b>	<b>100%</b>
Basis of admission	Secondary education	46	3%
	Higher education course	789	50%
	VET/TAFE	587	37%
	Mature entry	98	6%
	Professional qualification	0	0%
	Other basis	62	4%
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	10	22%
	71-75	< 5	np
	76-80	< 5	np
	81-85	< 5	np
	86-90	0	0%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	23	50%
Detailed field of teacher education	Not specified	557	35%
	Early Childhood	486	31%
	Primary	230	15%
	Secondary	309	20%
	Other	0	0%
Mode of attendance	Internal	115	7%
	External	955	60%
	Multi-modal	512	32%
Type of attendance	Full-time	948	60%
	Part-time	634	40%
Course level	Postgraduate	189	12%
	Undergraduate	1393	88%

#### 2016 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	24	92%
	Total	26	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

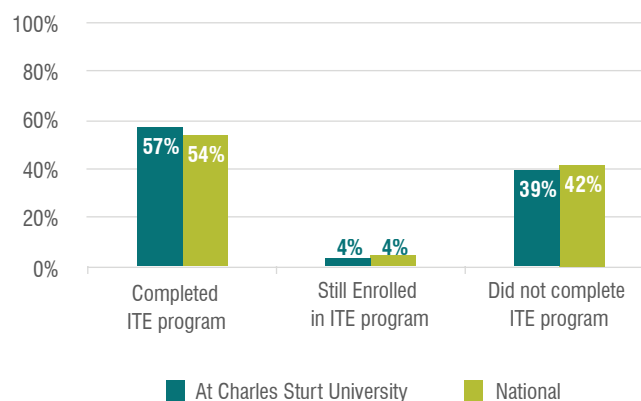
2016 completing students

		Number	%
<b>Total completing students</b>		<b>771</b>	<b>100%</b>
Gender	Male	118	15%
	Female	653	85%
Age	<20	0	0%
	20-24	285	37%
	25-29	147	19%
	30-39	189	25%
	40+	150	19%
State/territory of permanent home address*	NSW	640	83%
	VIC	81	11%
	QLD	12	2%
	WA	< 5	np
	SA	5	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	12	2%
	International	11	1%
Equity status (domestic onshore students only)	NESB	7	1%
	Indigenous	21	3%
	Disability	14	2%
	Low SES*	197	26%
	Medium SES*	435	57%
	High SES*	119	16%
	Metro*	318	42%
	Regional*	429	57%
	Remote*	6	1%
Detailed field of teacher education	Not specified	138	18%
	Early Childhood	252	33%
	Primary	184	24%
	Secondary	197	26%
	Other	0	0%
Course level	Postgraduate	11	1%
	Undergraduate	760	99%

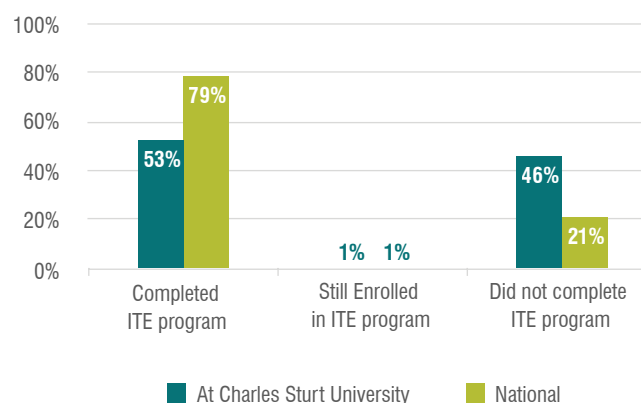
#### Average cohort completion rates after six years

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

##### Undergraduate

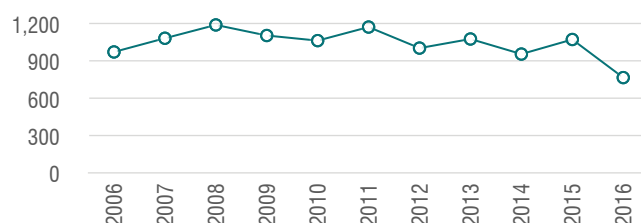


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

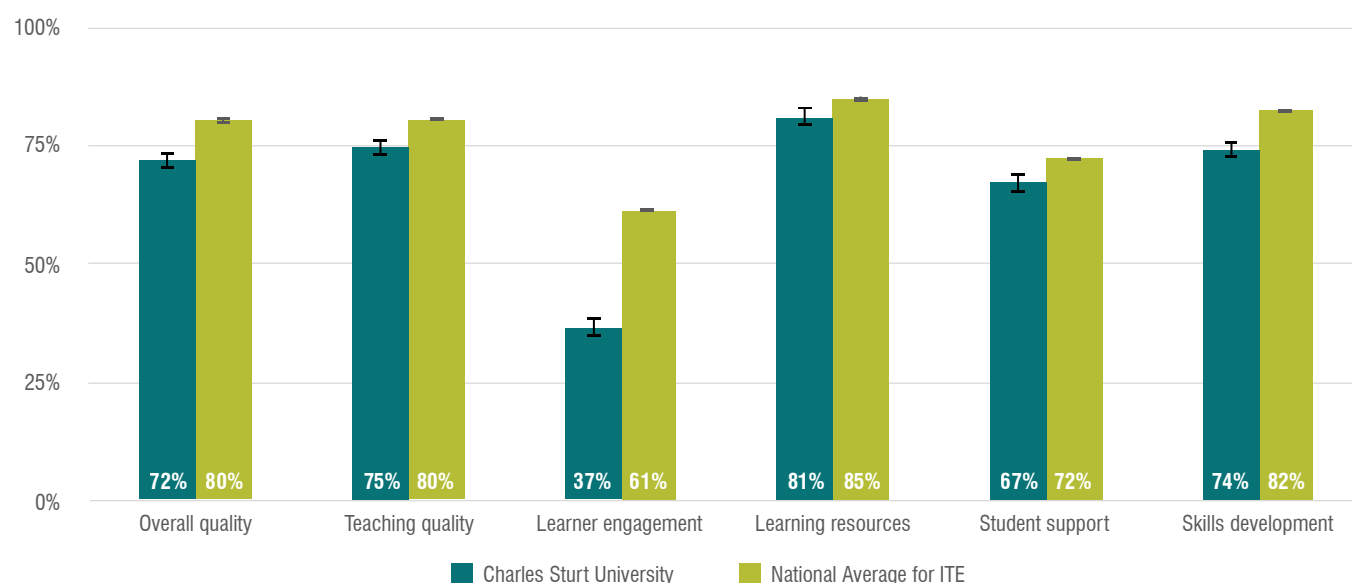
## Initial teacher education

### Student experience and graduate outcomes

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

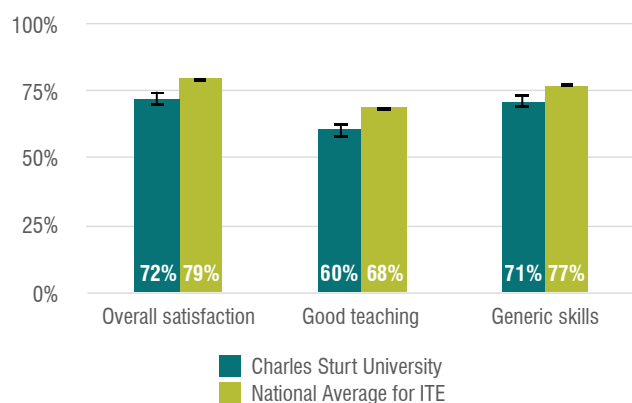
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



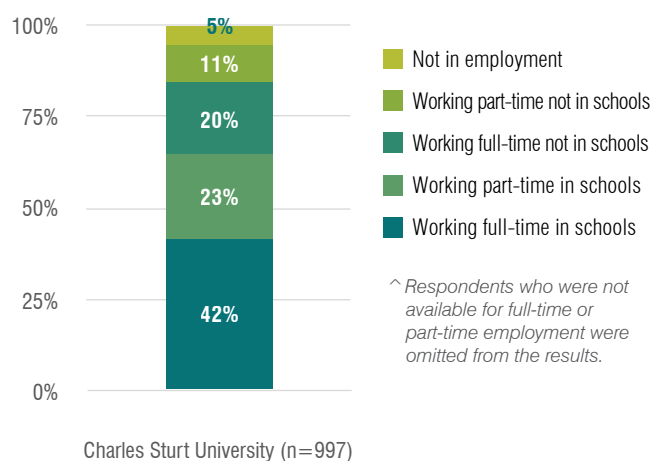
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

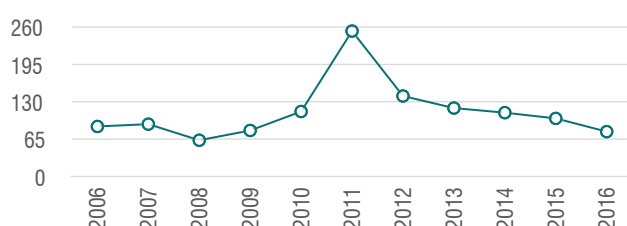
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>78</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	29	37%
	Female	49	63%
Age	<20	29	37%
	20-24	12	15%
	25-29	9	12%
	30-39	15	19%
	40+	13	17%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	72	92%
	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	11	15%
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	16	21%
	Medium SES*	42	56%
	High SES*	17	23%
	Metro*	71	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>78</b>	<b>100%</b>
Basis of admission	Secondary education	20	26%
	Higher education course	41	54%
	VET/TAFE	7	9%
	Mature entry	< 5	np
	Professional qualification	< 5	np
	Other basis	8	11%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	5	26%
	66-70	< 5	np
	71-75	< 5	np
	76-80	0	0%
	81-85	< 5	np
	86-90	0	0%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	5	26%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	22	28%
	Secondary	56	72%
	Other	0	0%
Mode of attendance	Internal	61	78%
	External	0	0%
	Multi-modal	17	22%
Type of attendance	Full-time	68	87%
	Part-time	10	13%
Course level	Postgraduate	30	38%
	Undergraduate	48	62%

#### 2016 program information

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



## Initial teacher education

### Completion data

#### Demographic and study characteristics

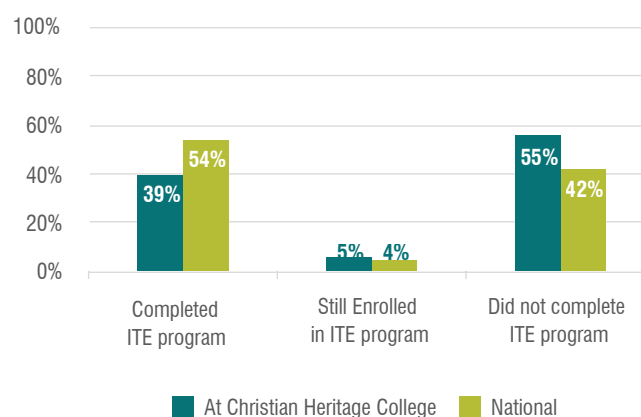
2016 completing students

		Number	%
<b>Total completing students</b>		<b>59</b>	<b>100%</b>
Gender	Male	21	36%
	Female	38	64%
Age	<20	0	0%
	20-24	25	42%
	25-29	12	20%
	30-39	10	17%
	40+	12	20%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	55	93%
	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	6	10%
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	14	24%
	Medium SES*	32	55%
	High SES*	12	21%
	Metro*	49	84%
	Regional*	9	16%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	np	np
	Secondary	41	75%
	Other	< 5	np
Course level	Postgraduate	25	42%
	Undergraduate	34	58%

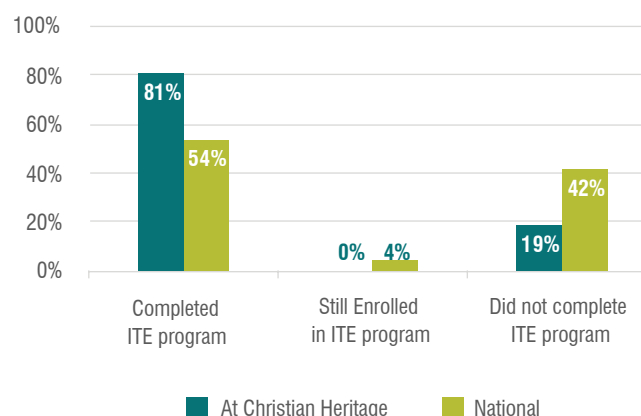
#### Average cohort completion rates after six years

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

##### Undergraduate

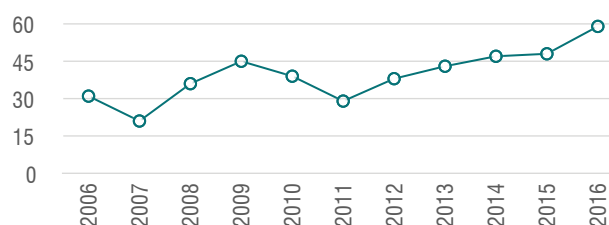


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

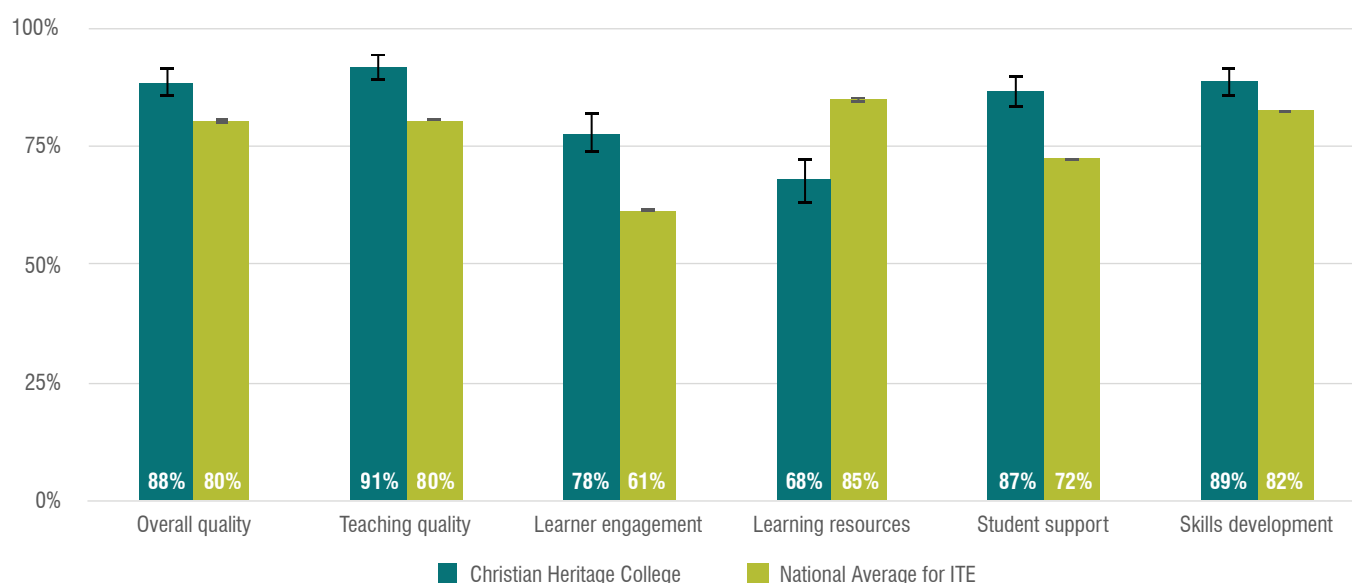
## Initial teacher education

### Student experience and graduate outcomes

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

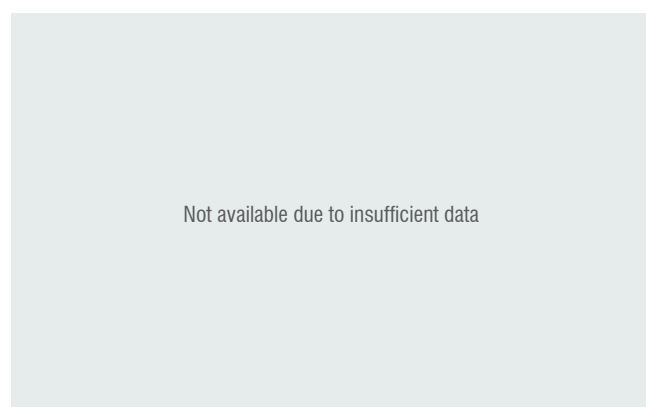
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



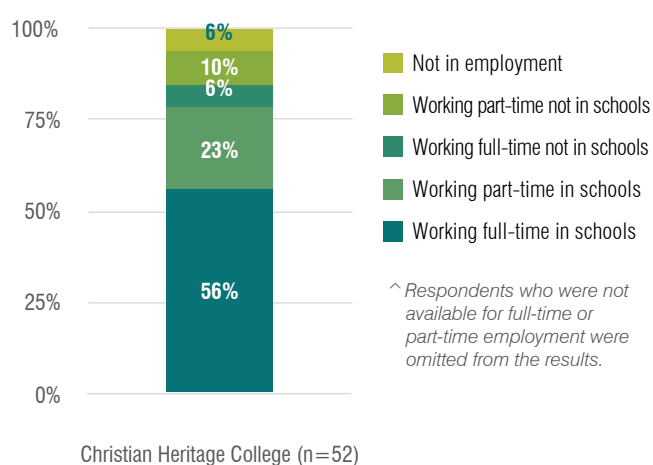
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

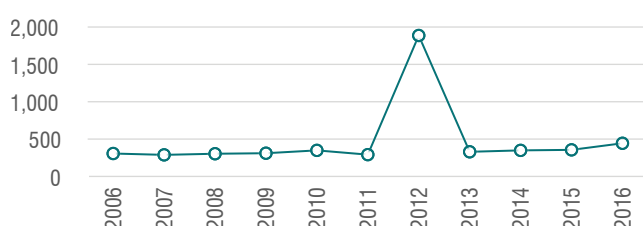
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>444</b>	<b>100%</b>
Student type	Domestic	433	98%
	International	np	np
Gender	Male	112	25%
	Female	332	75%
Age	<20	299	67%
	20-24	101	23%
	25-29	15	3%
	30-39	16	4%
	40+	13	3%
State/territory of permanent home address*	NSW	0	0%
	VIC	0	0%
	QLD	< 5	np
	WA	431	97%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	12	3%
Equity status (domestic onshore students only)	NESB	17	4%
	Indigenous	9	2%
	Disability	7	2%
	Low SES*	88	20%
	Medium SES*	248	57%
	High SES*	95	22%
	Metro*	365	84%
	Regional*	58	13%
	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>444</b>	<b>100%</b>
Basis of admission	Secondary education	160	36%
	Higher education course	134	30%
	VET/TAFE	< 5	np
	Mature entry	np	np
	Professional qualification	0	0%
	Other basis	129	29%
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	27	17%
	71-75	6	4%
	76-80	16	10%
	81-85	16	10%
	86-90	12	8%
	91-95	9	6%
	96-100	9	6%
	Students without ATAR	60	39%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	81	18%
	Primary	200	45%
	Secondary	163	37%
	Other	0	0%
Mode of attendance	Internal	391	88%
	External	18	4%
	Multi-modal	35	8%
Type of attendance	Full-time	407	92%
	Part-time	37	8%
Course level	Postgraduate	0	0%
	Undergraduate	444	100%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

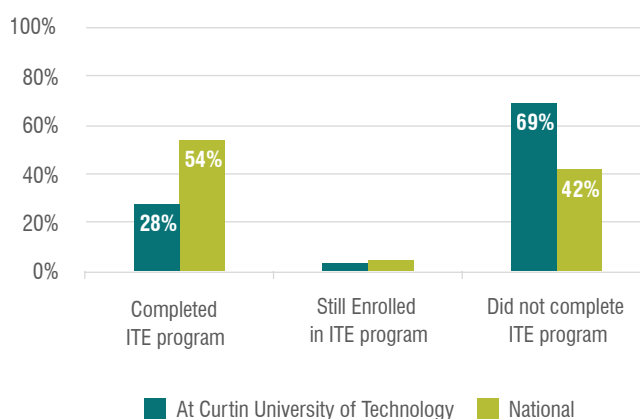
2016 completing students

		Number	%
Total completing students		133	100%
Gender	Male	17	13%
	Female	116	87%
Age	<20	0	0%
	20-24	102	77%
	25-29	16	12%
	30-39	9	7%
	40+	6	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	< 5	np
	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	< 5	np
	Low SES*	31	23%
	Medium SES*	79	60%
	High SES*	21	16%
	Metro*	109	83%
	Regional*	19	14%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	52	39%
	Primary	50	38%
	Secondary	31	23%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	133	100%

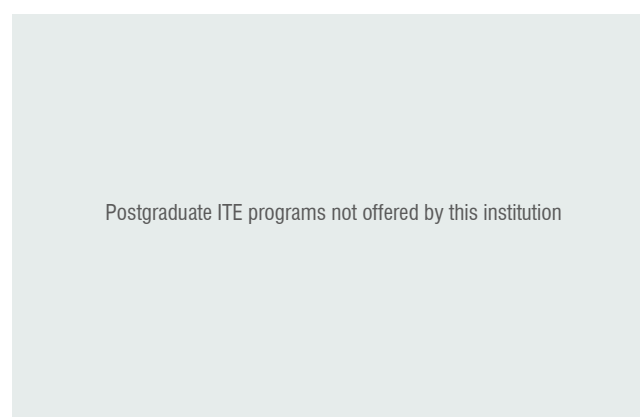
#### Average cohort completion rates after six years

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

##### Undergraduate

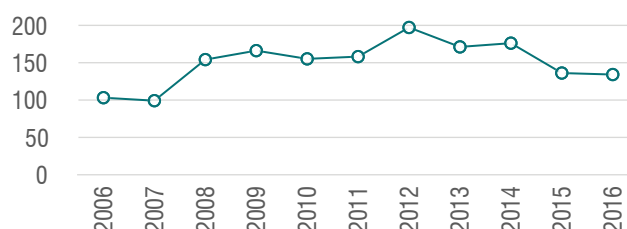


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

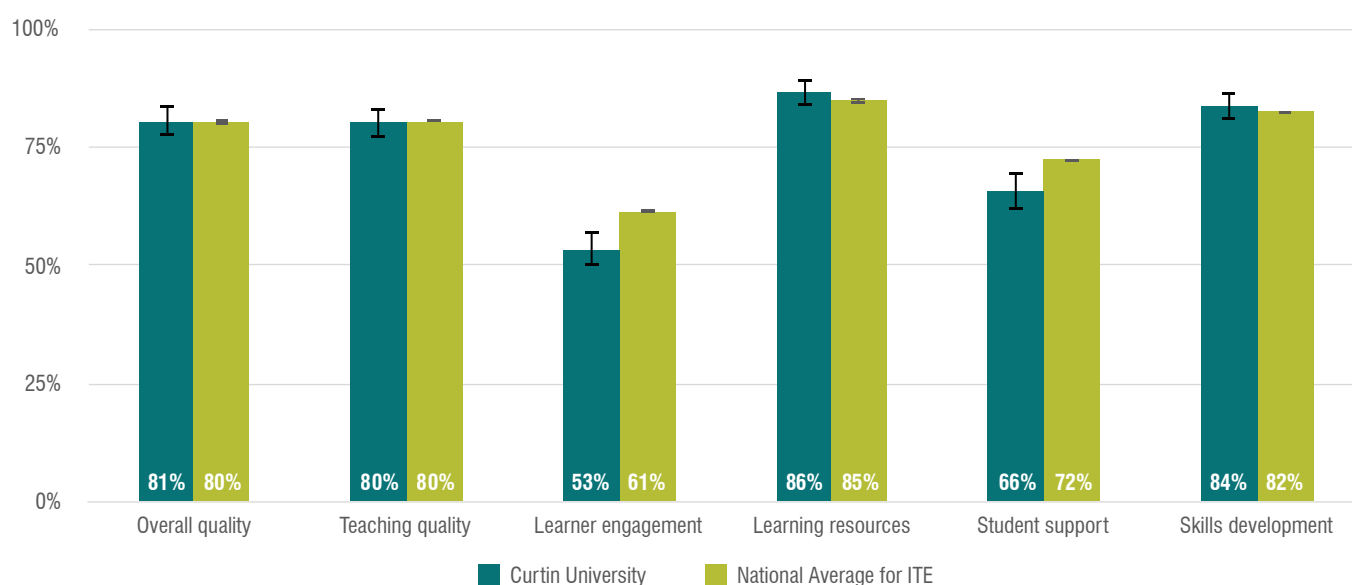
## Initial teacher education

### Student experience and graduate outcomes

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

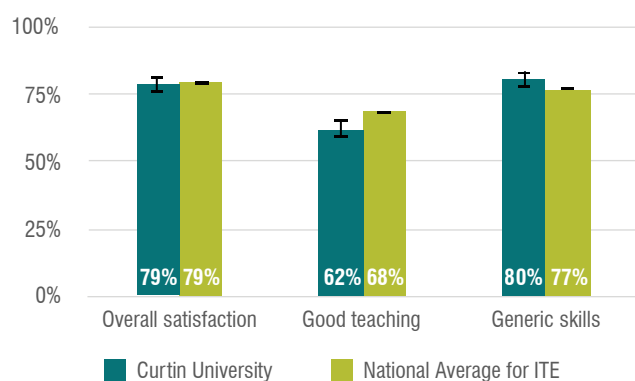
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



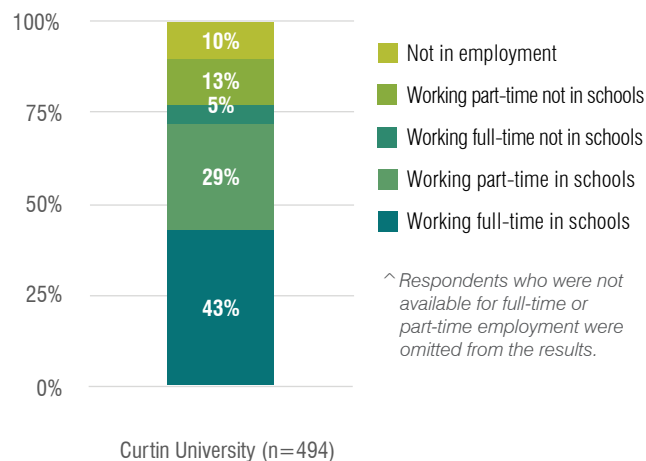
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

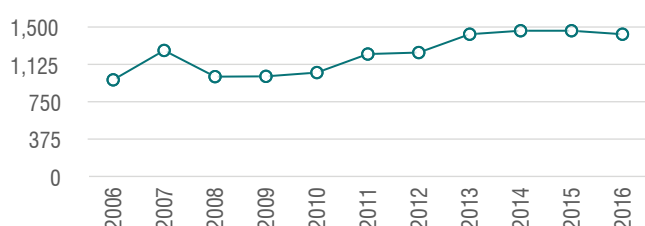
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1428</b>	<b>100%</b>
Student type	Domestic	1377	96%
	International	51	4%
Gender	Male	350	25%
	Female	1078	75%
Age	<20	419	29%
	20-24	500	35%
	25-29	207	14%
	30-39	194	14%
	40+	108	8%
State/territory of permanent home address*	NSW	55	4%
	VIC	1215	85%
	QLD	16	1%
	WA	44	3%
	SA	13	1%
	TAS	14	1%
	NT	7	0%
	ACT	10	1%
	International	54	4%
Equity status (domestic onshore students only)	NESB	16	1%
	Indigenous	32	2%
	Disability	75	5%
	Low SES*	173	13%
	Medium SES*	714	52%
	High SES*	485	35%
	Metro*	1069	78%
	Regional*	287	21%
	Remote*	17	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1428</b>	<b>100%</b>
Basis of admission	Secondary education	381	27%
	Higher education course	789	55%
	VET/TAFE	208	15%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	50	4%
ATAR (domestic secondary education basis of admission entrants only)	30-50	np	np
	51-55	25	7%
	56-60	66	18%
	61-65	61	16%
	66-70	66	18%
	71-75	52	14%
	76-80	31	8%
	81-85	26	7%
	86-90	13	3%
	91-95	10	3%
	96-100	< 5	np
	Students without ATAR	17	5%
Detailed field of teacher education	Not specified	86	6%
	Early Childhood	226	16%
	Primary	475	33%
	Secondary	135	9%
	Other	506	35%
Mode of attendance	Internal	775	54%
	External	492	34%
	Multi-modal	161	11%
Type of attendance	Full-time	1197	84%
	Part-time	231	16%
Course level	Postgraduate	592	41%
	Undergraduate	836	59%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	15	48%
	Undergraduate	16	52%
	Total	31	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

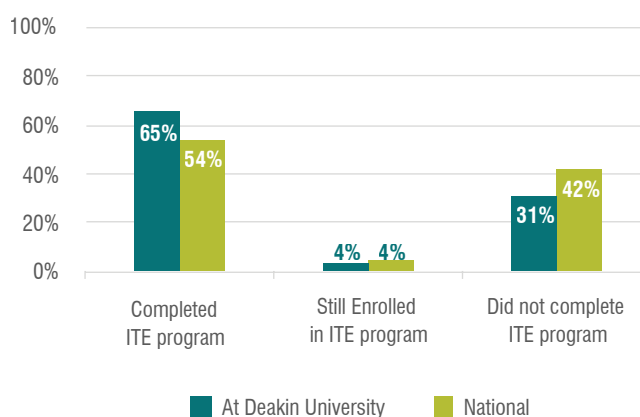
2016 completing students

		Number	%
<b>Total completing students</b>		<b>899</b>	<b>100%</b>
Gender	Male	183	20%
	Female	716	80%
Age	<20	0	0%
	20-24	526	59%
	25-29	182	20%
	30-39	103	11%
	40+	88	10%
State/territory of permanent home address*	NSW	17	2%
	VIC	818	91%
	QLD	6	1%
	WA	7	1%
	SA	< 5	np
	TAS	5	1%
	NT	< 5	np
	ACT	7	1%
	International	32	4%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	7	1%
	Disability	58	7%
	Low SES*	90	10%
	Medium SES*	476	55%
	High SES*	297	34%
	Metro*	694	80%
	Regional*	166	19%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	37	4%
	Early Childhood	99	11%
	Primary	394	44%
	Secondary	84	9%
	Other	285	32%
Course level	Postgraduate	323	36%
	Undergraduate	576	64%

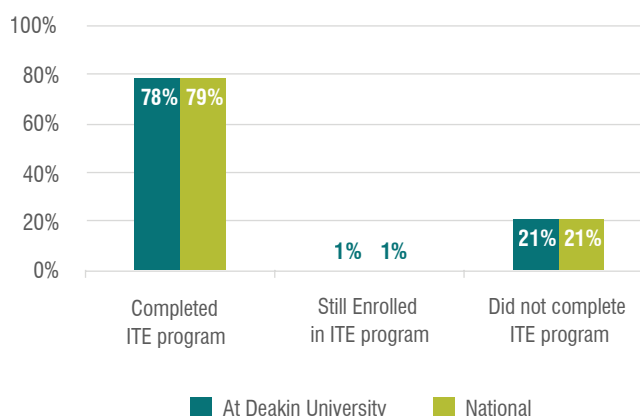
#### Average cohort completion rates after six years

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

##### Undergraduate

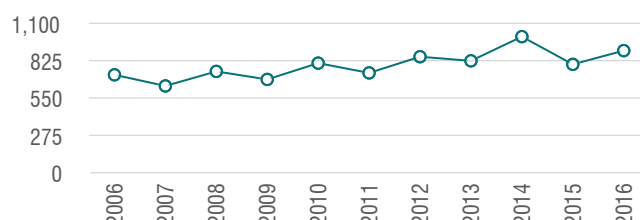


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

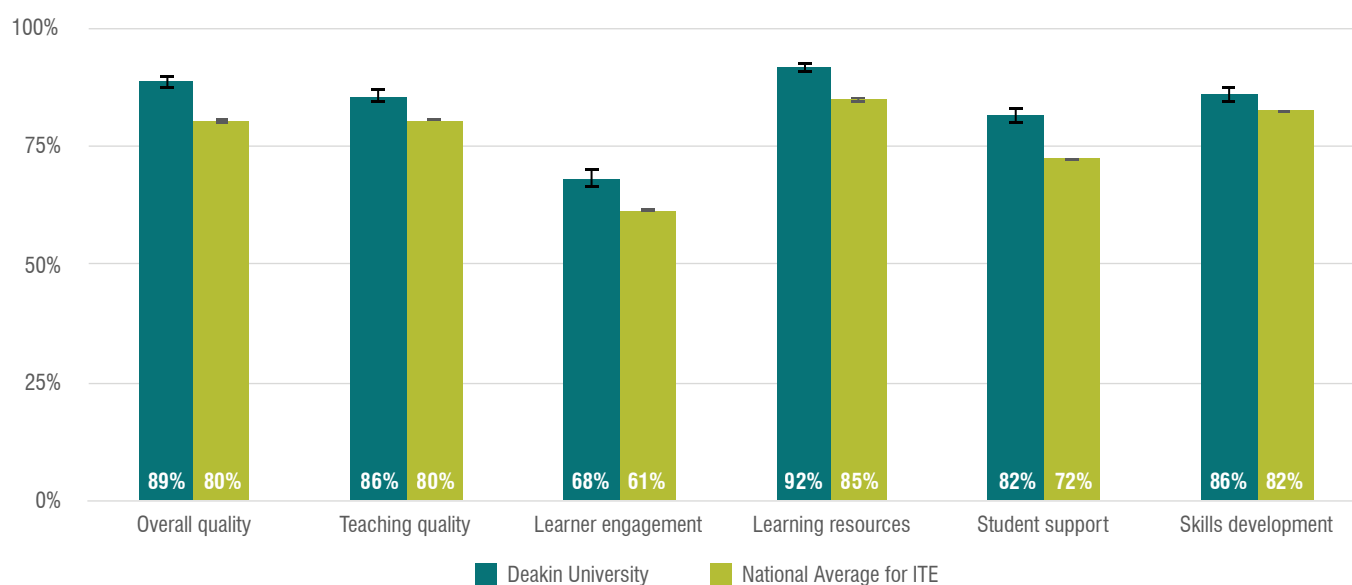
## Initial teacher education

### Student experience and graduate outcomes

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

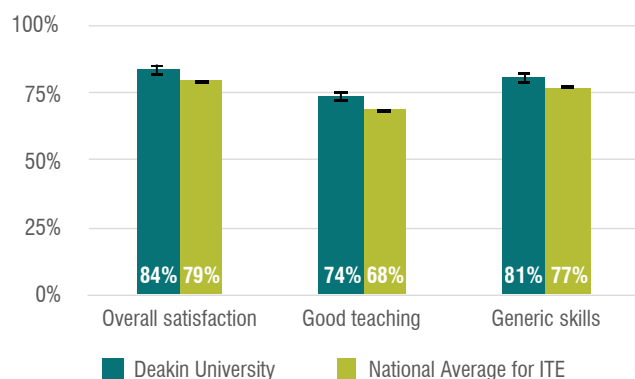
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



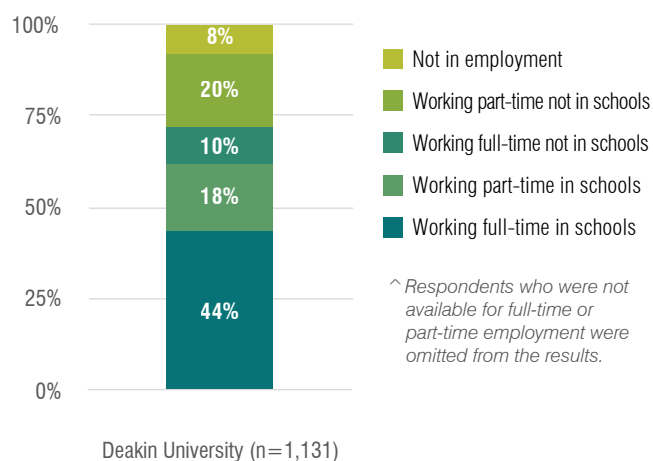
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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



## Initial teacher education

### Program and commencement data

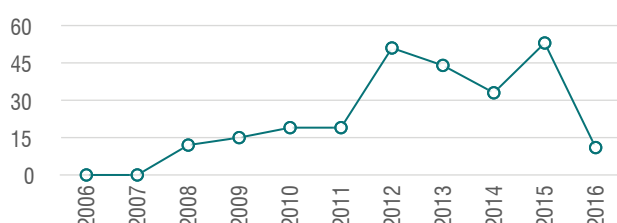
#### Student demographics

2016 commencing students

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

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>11</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	< 5	np
	VET/TAFE	0	0%
	Mature entry	np	np
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	np	np
	Secondary	< 5	np
	Other	0	0%
Mode of attendance	Internal	5	45%
	External	0	0%
	Multi-modal	6	55%
Type of attendance	Full-time	6	55%
	Part-time	5	45%
Course level	Postgraduate	0	0%
	Undergraduate	11	100%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

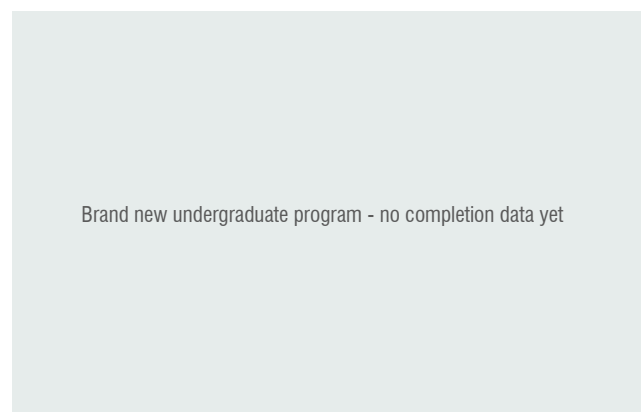
2016 completing students

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

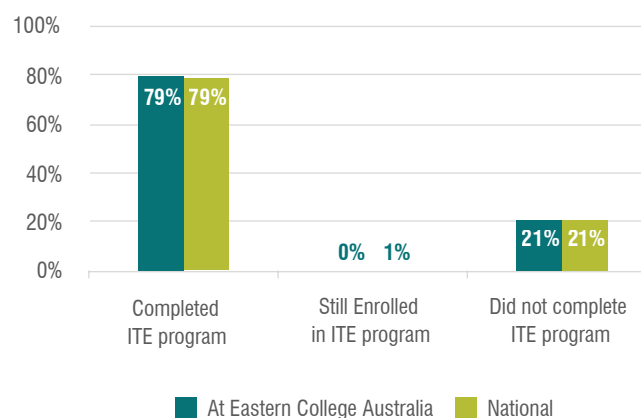
#### Average cohort completion rates after six years

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

##### Undergraduate

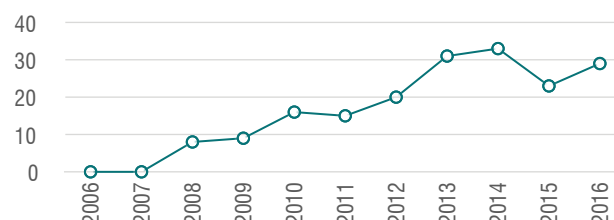


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

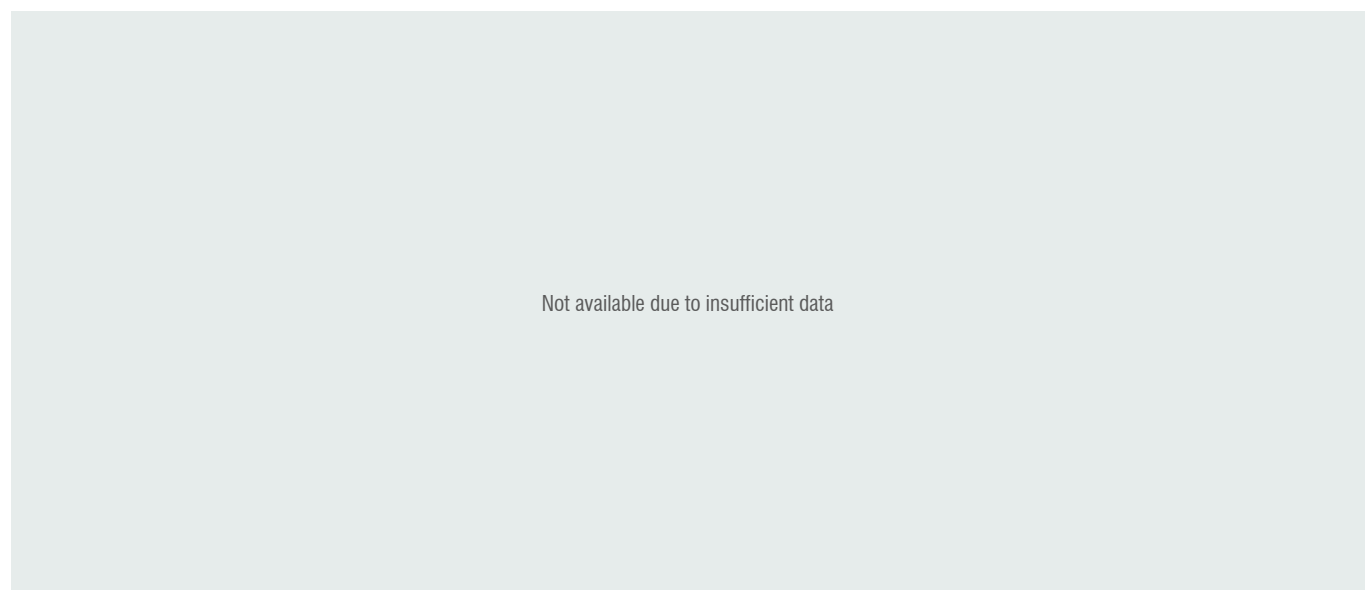
## Initial teacher education

### Student experience and graduate outcomes

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

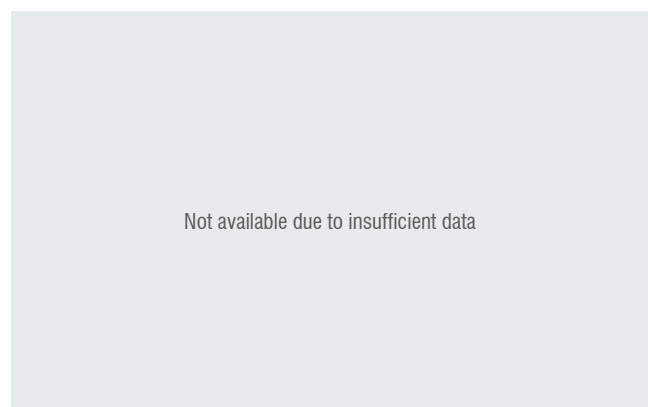
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



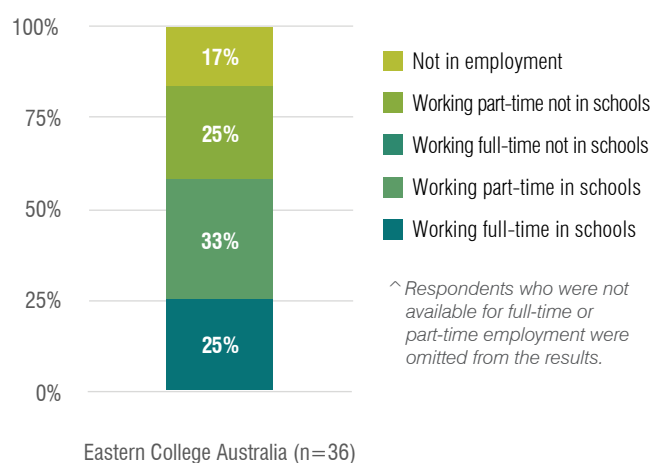
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

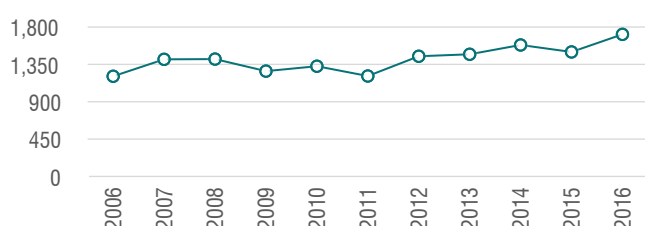
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1712</b>	<b>100%</b>
Student type	Domestic	1666	97%
	International	46	3%
Gender	Male	483	28%
	Female	1229	72%
Age	<20	428	25%
	20-24	487	28%
	25-29	277	16%
	30-39	330	19%
	40+	190	11%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	1651	96%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	53	3%
Equity status (domestic onshore students only)	NESB	21	1%
	Indigenous	23	1%
	Disability	94	6%
	Low SES*	198	12%
	Medium SES*	1043	63%
	High SES*	399	24%
	Metro*	1434	86%
	Regional*	192	12%
	Remote*	32	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1712</b>	<b>100%</b>
Basis of admission	Secondary education	248	14%
	Higher education course	998	58%
	VET/TAFE	152	9%
	Mature entry	33	2%
	Professional qualification	0	0%
	Other basis	281	16%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	23	9%
	66-70	36	15%
	71-75	31	13%
	76-80	41	17%
	81-85	29	12%
	86-90	20	8%
	91-95	14	6%
	96-100	< 5	np
	Students without ATAR	47	19%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	307	18%
	Primary	846	49%
	Secondary	559	33%
	Other	0	0%
Mode of attendance	Internal	1409	82%
	External	169	10%
	Multi-modal	134	8%
Type of attendance	Full-time	1089	64%
	Part-time	623	36%
Course level	Postgraduate	806	47%
	Undergraduate	906	53%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	7	21%
	Undergraduate	27	79%
	Total	34	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

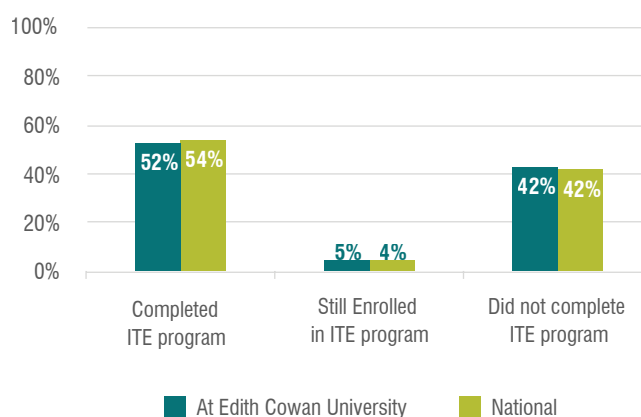
2016 completing students

		Number	%
<b>Total completing students</b>		<b>1026</b>	<b>100%</b>
Gender	Male	237	23%
	Female	789	77%
Age	<20	0	0%
	20-24	487	47%
	25-29	237	23%
	30-39	182	18%
	40+	120	12%
State/territory of permanent home address*	NSW	0	0%
	VIC	< 5	np
	QLD	0	0%
	WA	977	95%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	44	4%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	10	1%
	Disability	38	4%
	Low SES*	92	9%
	Medium SES*	616	63%
	High SES*	267	27%
	Metro*	858	87%
	Regional*	113	12%
	Remote*	9	1%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	np	np
	Primary	500	49%
	Secondary	353	35%
	Other	< 5	np
Course level	Postgraduate	594	58%
	Undergraduate	432	42%

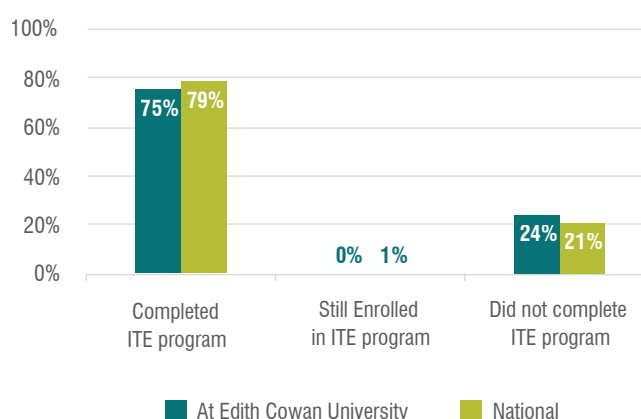
#### Average cohort completion rates after six years

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

##### Undergraduate

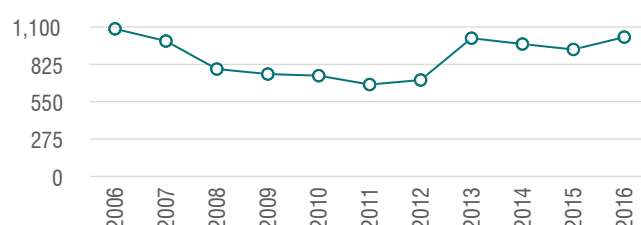


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

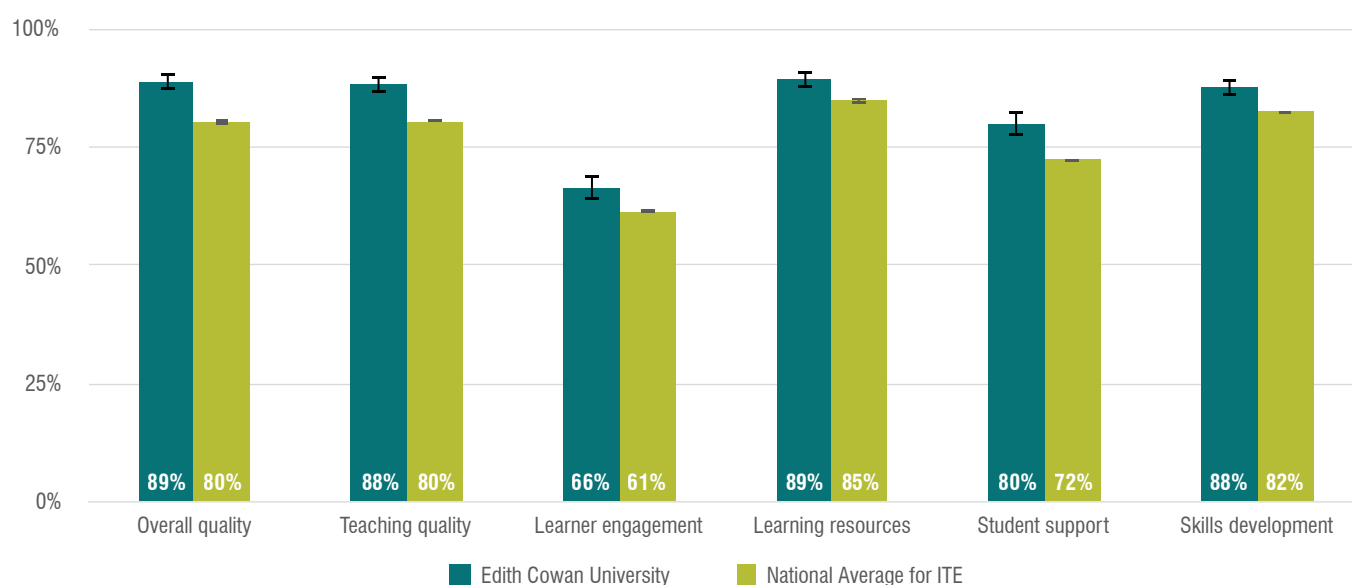
## Initial teacher education

### Student experience and graduate outcomes

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

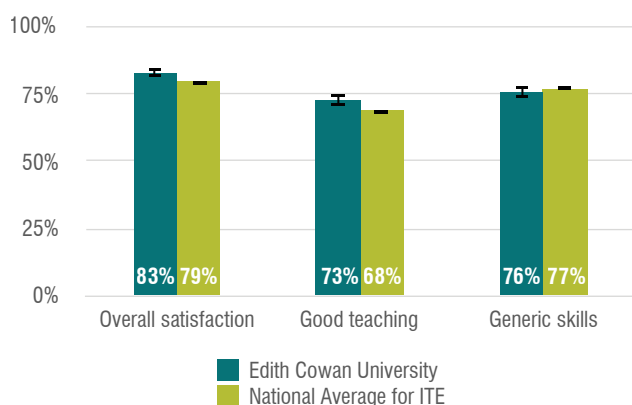
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



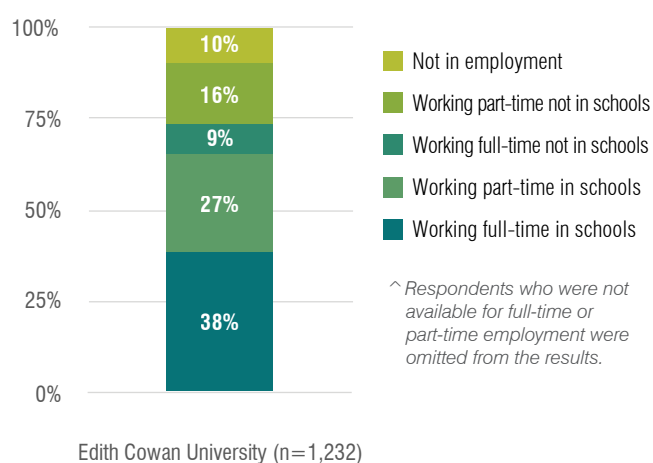
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

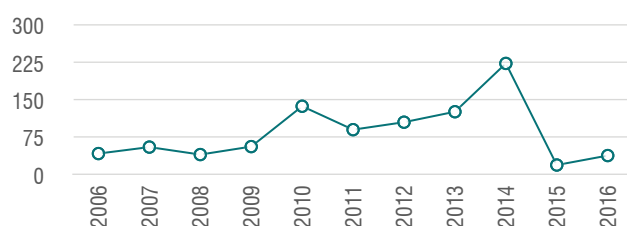
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>39</b>	<b>100%</b>
Student type	Domestic	39	100%
	International	0	0%
Gender	Male	12	31%
	Female	27	69%
Age	<20	0	0%
	20-24	5	13%
	25-29	7	18%
	30-39	9	23%
	40+	18	46%
State/territory of permanent home address*	NSW	np	np
	VIC	< 5	np
	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	< 5	np
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	8	21%
	Medium SES*	19	49%
	High SES*	12	31%
	Metro*	30	77%
	Regional*	9	23%
	Remote*	0	0%

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>39</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	39	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	21	54%
	Secondary	18	46%
	Other	0	0%
Mode of attendance	Internal	0	0%
	External	39	100%
	Multi-modal	0	0%
Type of attendance	Full-time	23	59%
	Part-time	16	41%
Course level	Postgraduate	39	100%
	Undergraduate	0	0%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	100%
	Undergraduate	0	0%
	Total	3	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

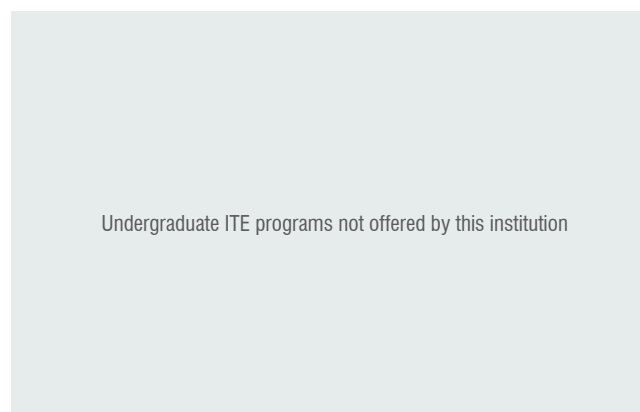
2016 completing students

		Number	%
<b>Total completing students</b>		<b>19</b>	<b>100%</b>
Gender	Male	7	37%
	Female	12	63%
Age	<20	0	0%
	20-24	0	0%
	25-29	6	32%
	30-39	6	32%
	40+	7	37%
State/territory of permanent home address*	NSW	np	np
	VIC	0	0%
	QLD	< 5	np
	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	< 5	np
	Low SES*	0	0%
	Medium SES*	10	56%
	High SES*	8	44%
	Metro*	17	94%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	9	47%
	Secondary	10	53%
	Other	0	0%
Course level	Postgraduate	19	100%
	Undergraduate	0	0%

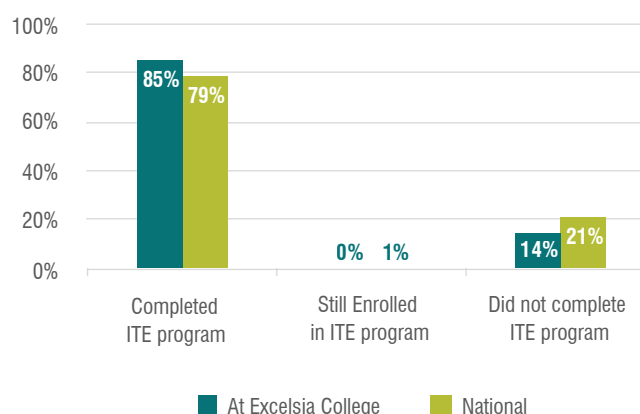
#### Average cohort completion rates after six years

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

##### Undergraduate

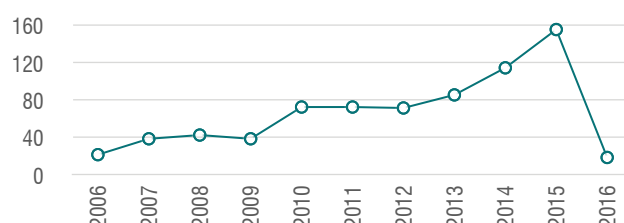


##### Postgraduate



##### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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



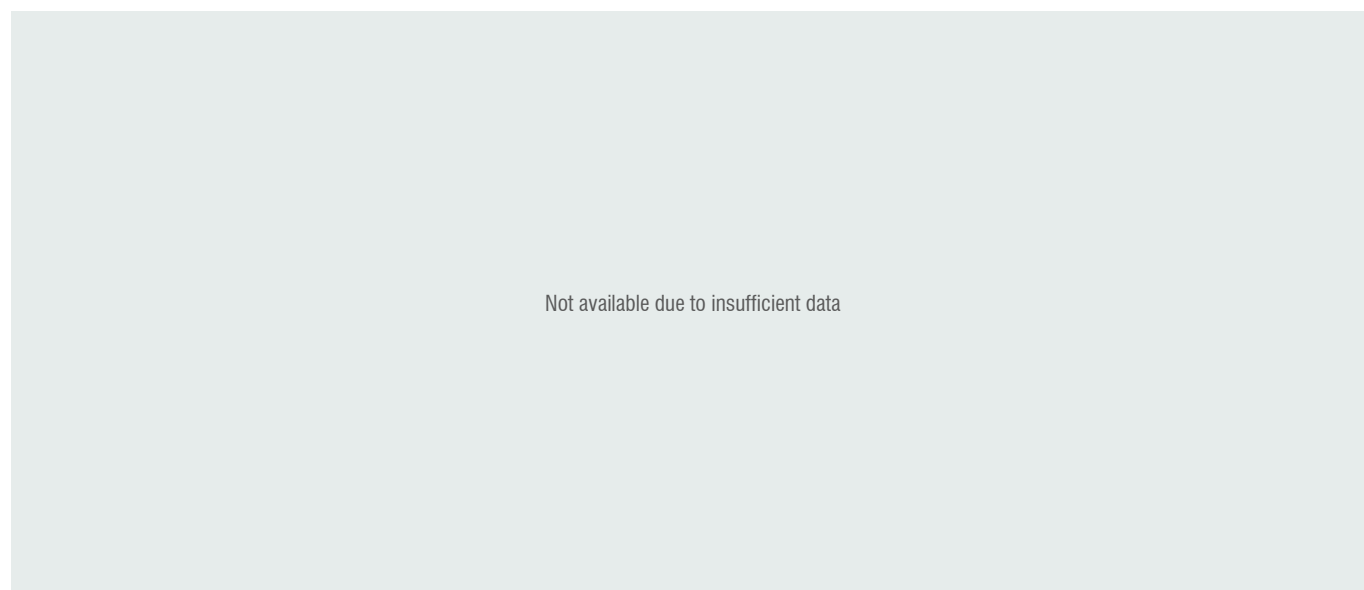
## Initial teacher education

### Student experience and graduate outcomes

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

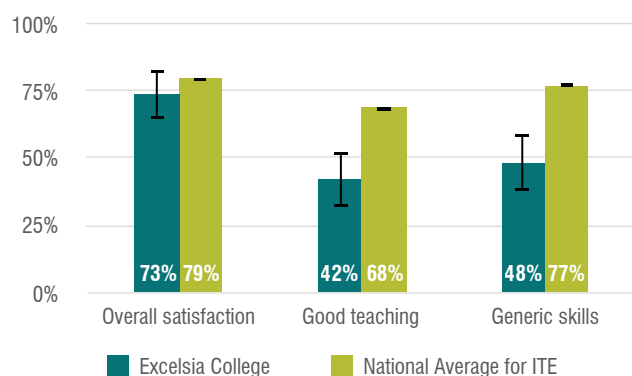
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



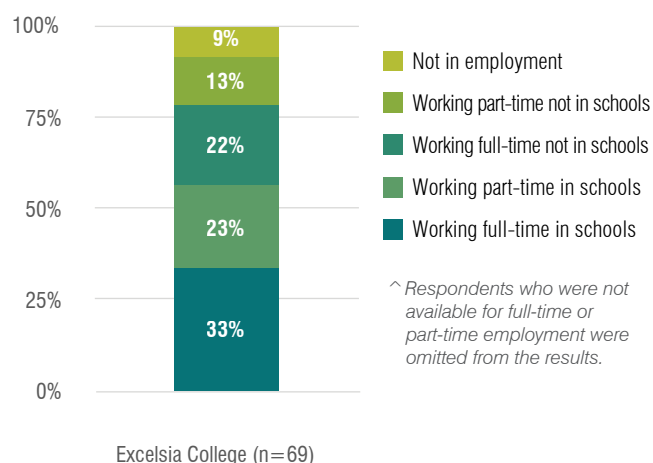
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

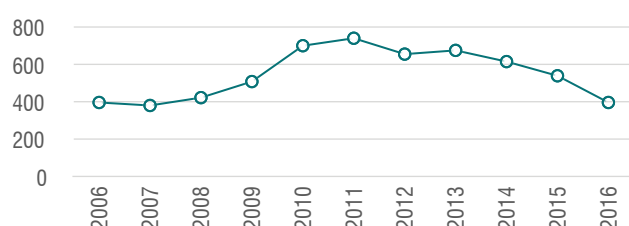
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>396</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	124	31%
	Female	272	69%
Age	<20	161	41%
	20-24	127	32%
	25-29	41	10%
	30-39	37	9%
	40+	30	8%
State/territory of permanent home address*	NSW	9	2%
	VIC	380	96%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	6	2%
	Disability	25	6%
	Low SES*	112	28%
	Medium SES*	264	67%
	High SES*	17	4%
	Metro*	85	22%
	Regional*	309	78%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>396</b>	<b>100%</b>
Basis of admission	Secondary education	141	36%
	Higher education course	137	35%
	VET/TAFE	52	13%
	Mature entry	32	8%
	Professional qualification	0	0%
	Other basis	34	9%
ATAR (domestic secondary education basis of admission entrants only)	30-50	59	42%
	51-55	13	9%
	56-60	9	6%
	61-65	5	4%
	66-70	< 5	np
	71-75	< 5	np
	76-80	< 5	np
	81-85	5	4%
	86-90	< 5	np
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	39	28%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	120	30%
	Primary	137	35%
	Secondary	139	35%
	Other	0	0%
Mode of attendance	Internal	382	97%
	External	np	np
	Multi-modal	< 5	np
Type of attendance	Full-time	346	87%
	Part-time	50	13%
Course level	Postgraduate	37	9%
	Undergraduate	359	91%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	14%
	Undergraduate	12	86%
	Total	14	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

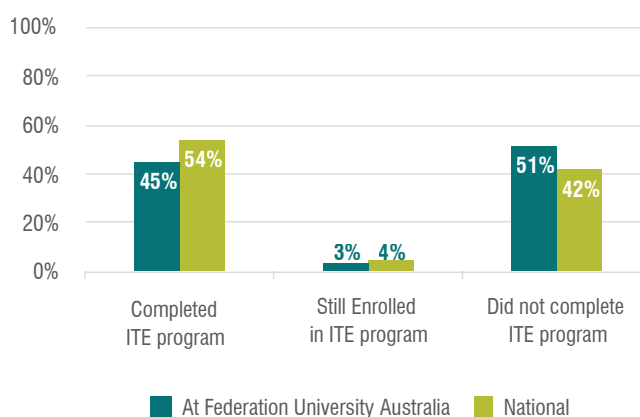
2016 completing students

		Number	%
<b>Total completing students</b>		<b>306</b>	<b>100%</b>
Gender	Male	98	32%
	Female	208	68%
Age	<20	0	0%
	20-24	226	74%
	25-29	32	10%
	30-39	32	10%
	40+	16	5%
State/territory of permanent home address*	NSW	np	np
	VIC	289	94%
	QLD	< 5	np
	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	< 5	np
	Indigenous	< 5	np
	Disability	12	4%
	Low SES*	60	20%
	Medium SES*	209	71%
	High SES*	26	9%
	Metro*	70	24%
	Regional*	224	76%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	49	16%
	Primary	158	52%
	Secondary	99	32%
	Other	0	0%
Course level	Postgraduate	35	11%
	Undergraduate	271	89%

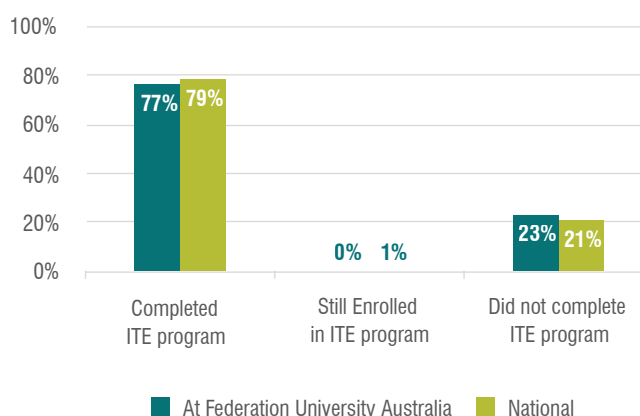
#### Average cohort completion rates after six years

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

##### Undergraduate

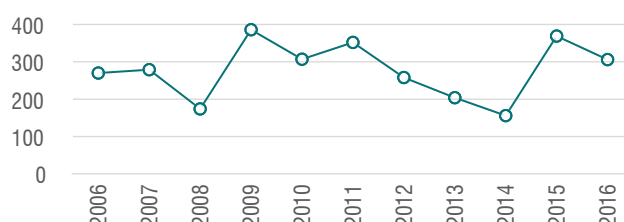


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

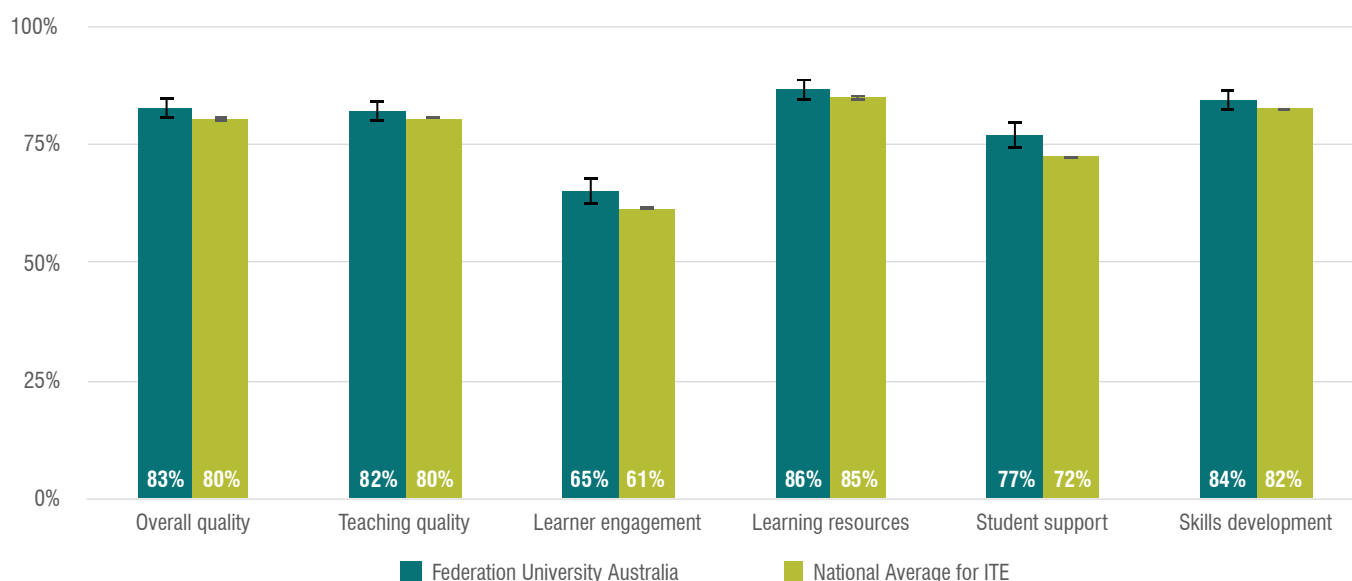
## Initial teacher education

### Student experience and graduate outcomes

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

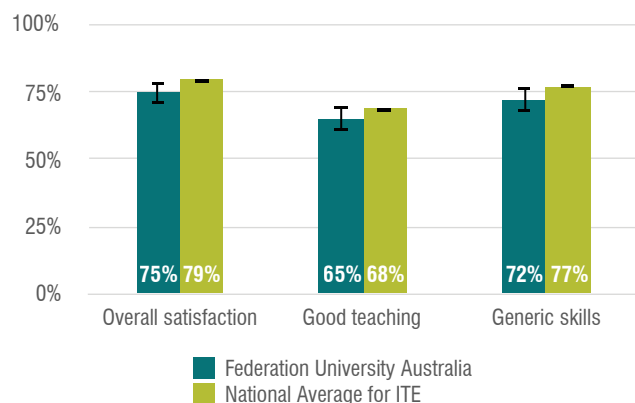
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

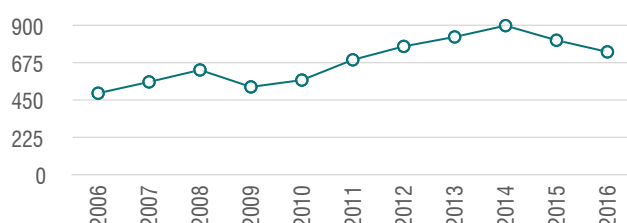
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>740</b>	<b>100%</b>
Student type	Domestic	702	95%
	International	38	5%
Gender	Male	224	30%
	Female	516	70%
Age	<20	373	50%
	20-24	216	29%
	25-29	68	9%
	30-39	51	7%
	40+	32	4%
State/territory of permanent home address*	NSW	6	1%
	VIC	6	1%
	QLD	0	0%
	WA	0	0%
	SA	683	92%
	TAS	0	0%
	NT	7	1%
	ACT	0	0%
	International	38	5%
Equity status (domestic onshore students only)	NESB	16	2%
	Indigenous	7	1%
	Disability	59	8%
	Low SES*	176	25%
	Medium SES*	372	53%
	High SES*	152	22%
	Metro*	566	81%
	Regional*	118	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>740</b>	<b>100%</b>
Basis of admission	Secondary education	308	42%
	Higher education course	217	29%
	VET/TAFE	32	4%
	Mature entry	151	20%
	Professional qualification	0	0%
	Other basis	32	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	16	5%
	76-80	32	10%
	81-85	27	9%
	86-90	28	9%
	91-95	18	6%
	96-100	np	np
	Students without ATAR	172	56%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	61	8%
	Primary	213	29%
	Secondary	320	43%
	Other	146	20%
Mode of attendance	Internal	697	94%
	External	< 5	np
	Multi-modal	np	np
Type of attendance	Full-time	620	84%
	Part-time	120	16%
Course level	Postgraduate	119	16%
	Undergraduate	621	84%

#### 2016 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

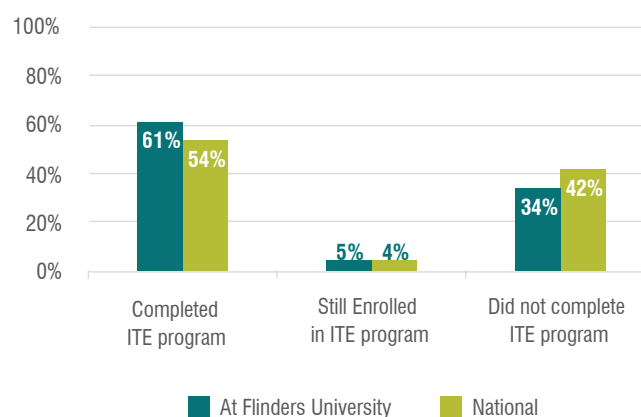
2016 completing students

		Number	%
<b>Total completing students</b>		<b>477</b>	<b>100%</b>
Gender	Male	130	27%
	Female	347	73%
Age	<20	0	0%
	20-24	333	70%
	25-29	77	16%
	30-39	38	8%
	40+	29	6%
State/territory of permanent home address*	NSW	< 5	np
	VIC	8	2%
	QLD	0	0%
	WA	0	0%
	SA	432	91%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	29	6%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	5	1%
	Disability	25	6%
	Low SES*	112	25%
	Medium SES*	251	56%
	High SES*	85	19%
	Metro*	346	77%
	Regional*	94	21%
	Remote*	7	2%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	40	8%
	Primary	164	34%
	Secondary	186	39%
	Other	87	18%
Course level	Postgraduate	72	15%
	Undergraduate	405	85%

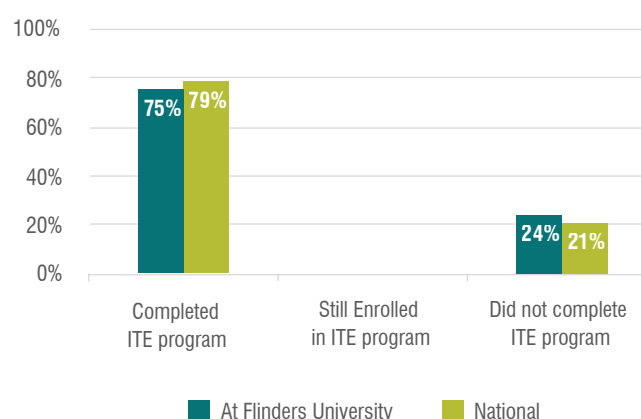
#### Average cohort completion rates after six years

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

##### Undergraduate

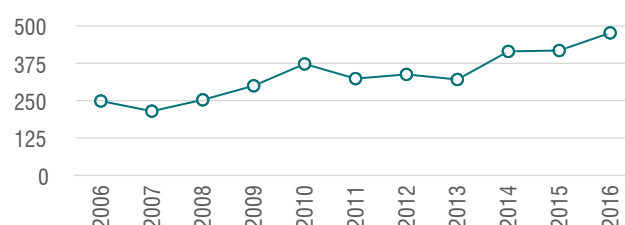


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

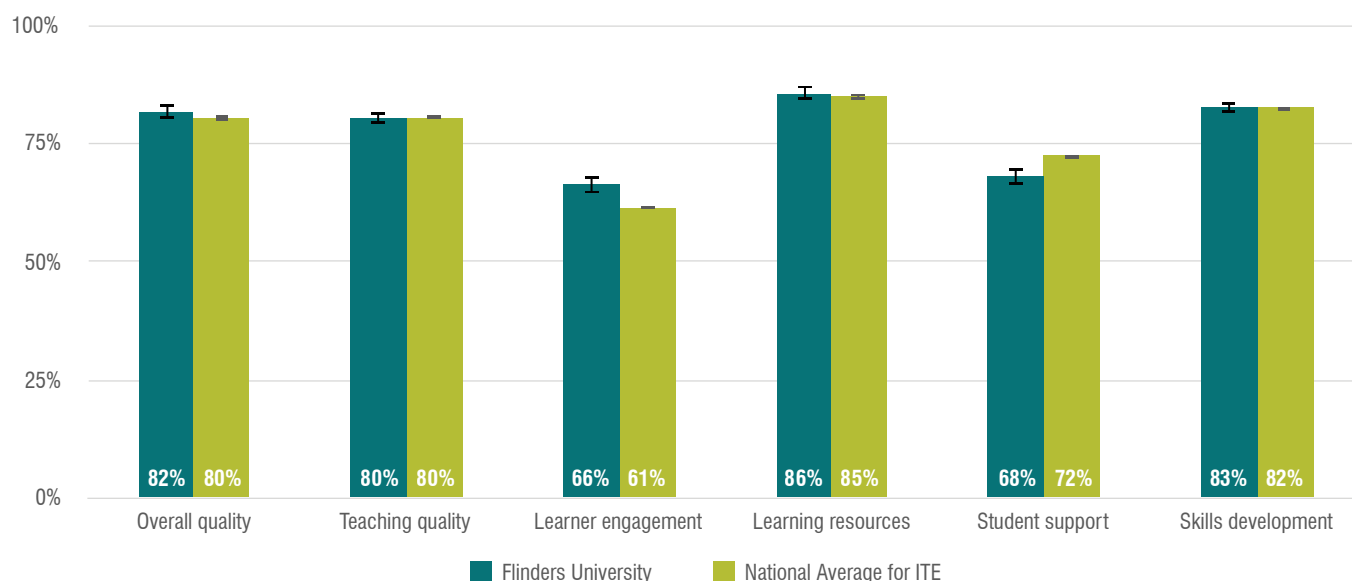
## Initial teacher education

### Student experience and graduate outcomes

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

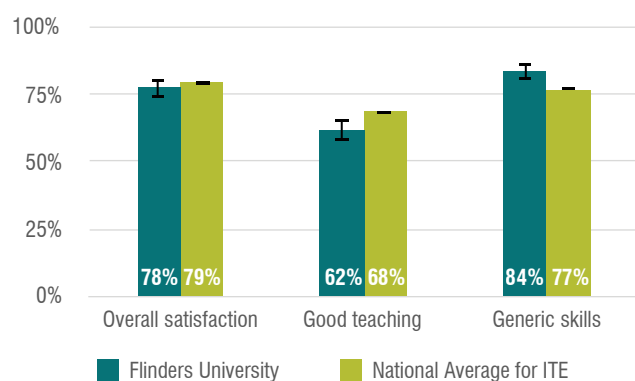
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



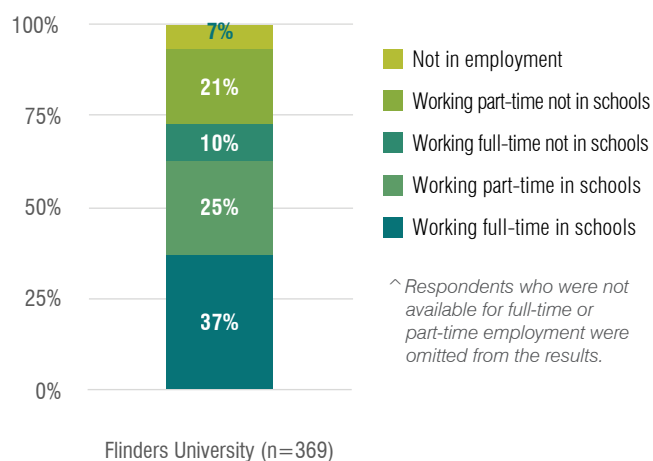
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

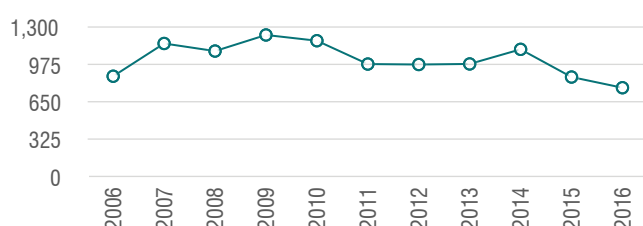
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>772</b>	<b>100%</b>
Student type	Domestic	736	95%
	International	36	5%
Gender	Male	279	36%
	Female	493	64%
Age	<20	281	36%
	20-24	226	29%
	25-29	129	17%
	30-39	80	10%
	40+	56	7%
State/territory of permanent home address*	NSW	23	3%
	VIC	< 5	np
	QLD	705	91%
	WA	< 5	np
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	39	5%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	12	2%
	Disability	35	5%
	Low SES*	116	16%
	Medium SES*	517	71%
	High SES*	100	14%
	Metro*	683	93%
	Regional*	49	7%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>772</b>	<b>100%</b>
Basis of admission	Secondary education	174	23%
	Higher education course	501	65%
	VET/TAFE	57	7%
	Mature entry	0	0%
	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	np	np
	61-65	19	11%
	66-70	34	20%
	71-75	30	17%
	76-80	24	14%
	81-85	9	5%
	86-90	14	8%
	91-95	11	6%
	96-100	< 5	np
	Students without ATAR	23	13%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	205	27%
	Secondary	481	62%
	Other	86	11%
Mode of attendance	Internal	9	1%
	External	56	7%
	Multi-modal	707	92%
Type of attendance	Full-time	696	90%
	Part-time	76	10%
Course level	Postgraduate	340	44%
	Undergraduate	432	56%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	6	46%
	Undergraduate	7	54%
	Total	13	100%



## Initial teacher education

### Completion data

#### Demographic and study characteristics

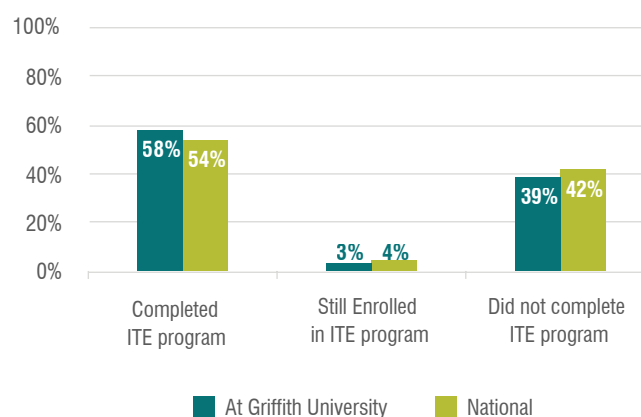
2016 completing students

		Number	%
<b>Total completing students</b>		<b>564</b>	<b>100%</b>
Gender	Male	165	29%
	Female	399	71%
Age	<20	< 5	np
	20-24	331	59%
	25-29	112	20%
	30-39	72	13%
	40+	np	np
State/territory of permanent home address*	NSW	9	2%
	VIC	< 5	np
	QLD	514	91%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	31	5%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	6	1%
	Disability	14	3%
	Low SES*	70	13%
	Medium SES*	379	72%
	High SES*	81	15%
	Metro*	501	95%
	Regional*	26	5%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	< 5	np
	Primary	214	38%
	Secondary	299	53%
	Other	np	np
Course level	Postgraduate	246	44%
	Undergraduate	318	56%

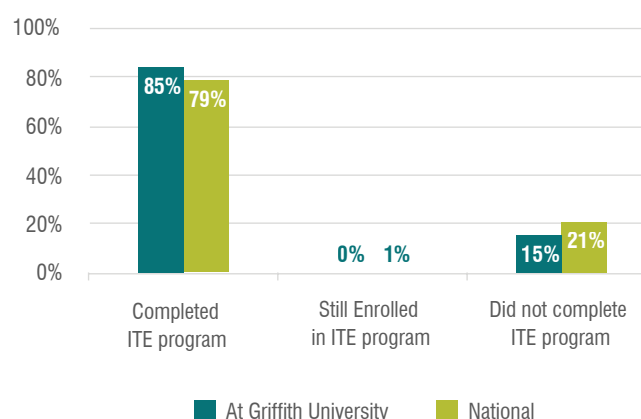
#### Average cohort completion rates after six years

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

##### Undergraduate

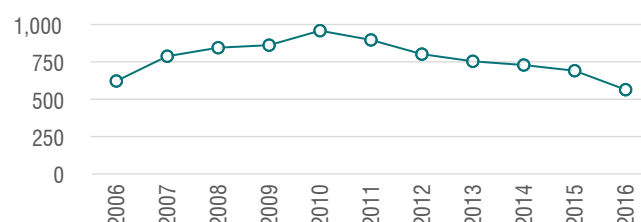


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

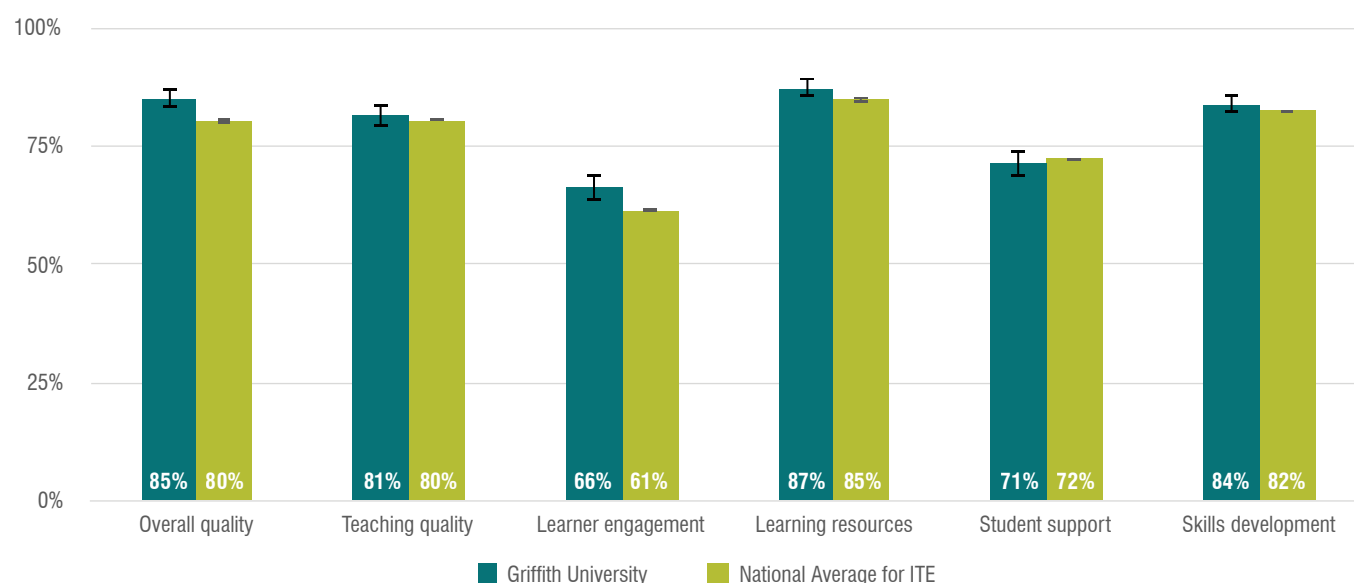
## Initial teacher education

### Student experience and graduate outcomes

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

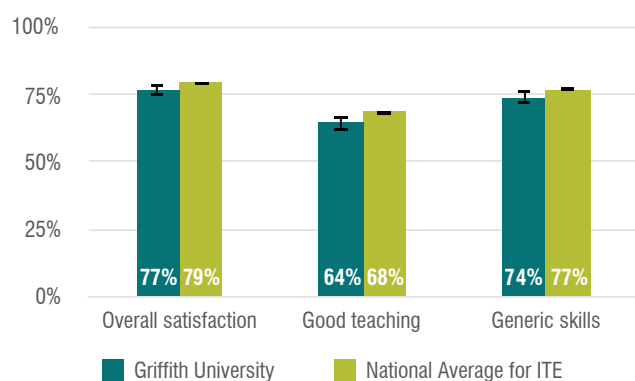
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



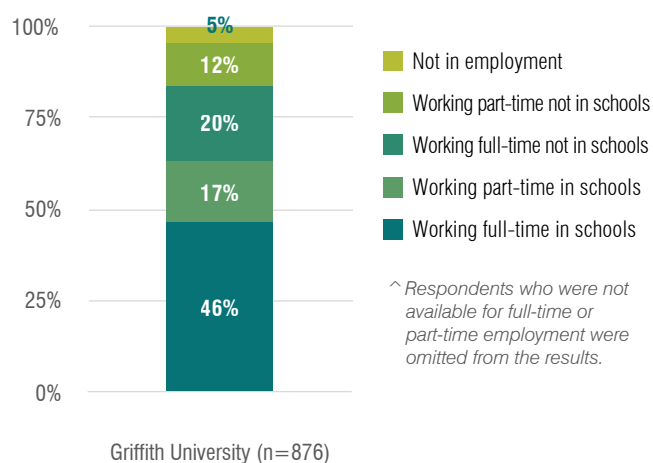
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

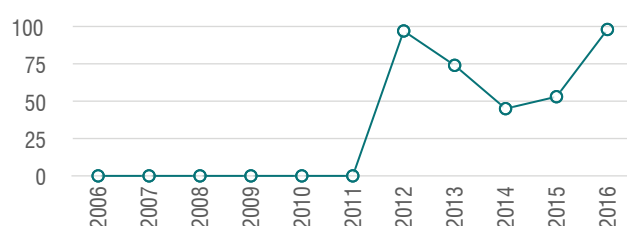
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>98</b>	<b>100%</b>
Student type	Domestic	74	76%
	International	24	24%
Gender	Male	< 5	np
	Female	np	np
Age	<20	9	9%
	20-24	48	49%
	25-29	15	15%
	30-39	19	19%
	40+	7	7%
State/territory of permanent home address*	NSW	0	0%
	VIC	73	74%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	24	24%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	< 5	np
	Medium SES*	46	62%
	High SES*	24	32%
	Metro*	70	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>98</b>	<b>100%</b>
Basis of admission	Secondary education	31	32%
	Higher education course	< 5	np
	VET/TAFE	61	63%
	Mature entry	0	0%
	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	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	23	100%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	98	100%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	34	35%
	External	0	0%
	Multi-modal	64	65%
Type of attendance	Full-time	68	69%
	Part-time	30	31%
Course level	Postgraduate	0	0%
	Undergraduate	98	100%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	0	0%
	Undergraduate	2	100%
	Total	2	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

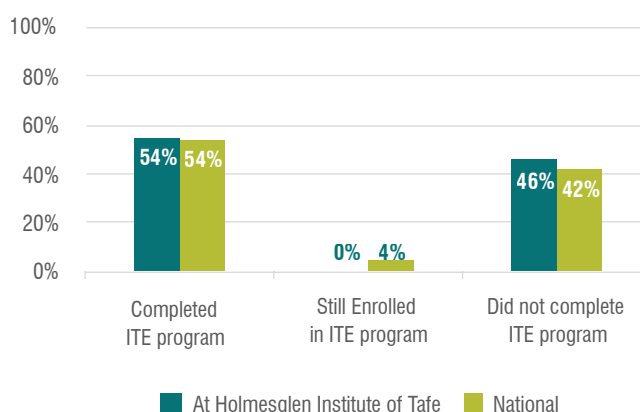
2016 completing students

		Number	%
<b>Total completing students</b>		<b>25</b>	<b>100%</b>
Gender	Male	0	0%
	Female	25	100%
Age	<20	0	0%
	20-24	8	32%
	25-29	9	36%
	30-39	np	np
	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	< 5	np
	Low SES*	< 5	np
	Medium SES*	14	61%
	High SES*	8	35%
	Metro*	23	100%
	Regional*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	25	100%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	25	100%

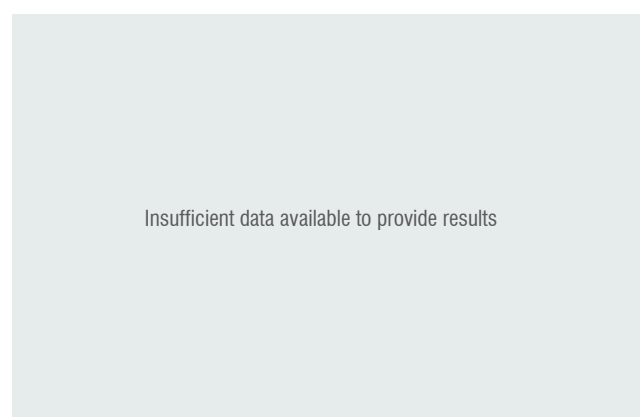
#### Average cohort completion rates after six years

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

##### Undergraduate

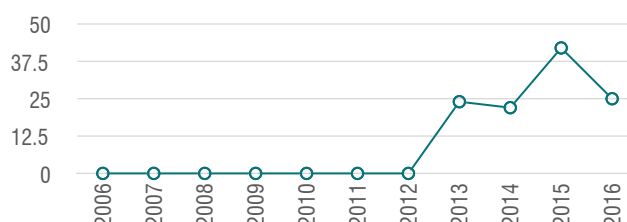


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

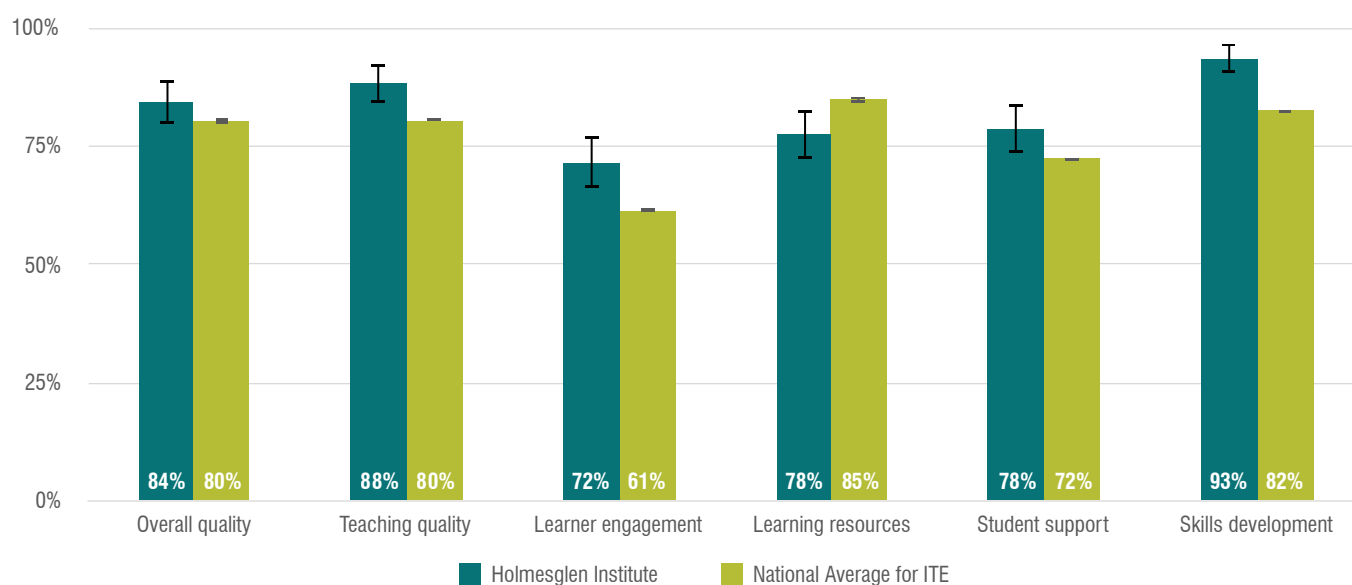
## Initial teacher education

### Student experience and graduate outcomes

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

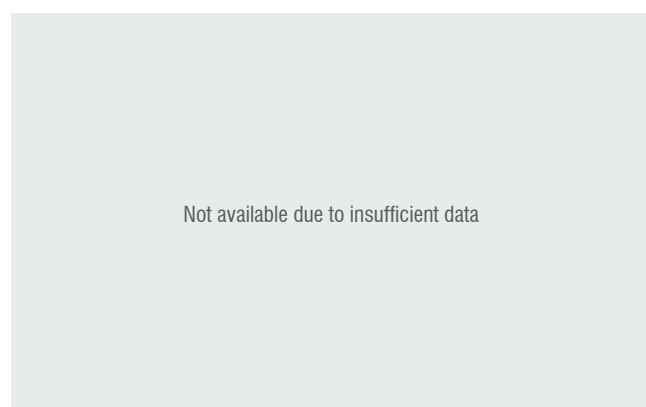
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



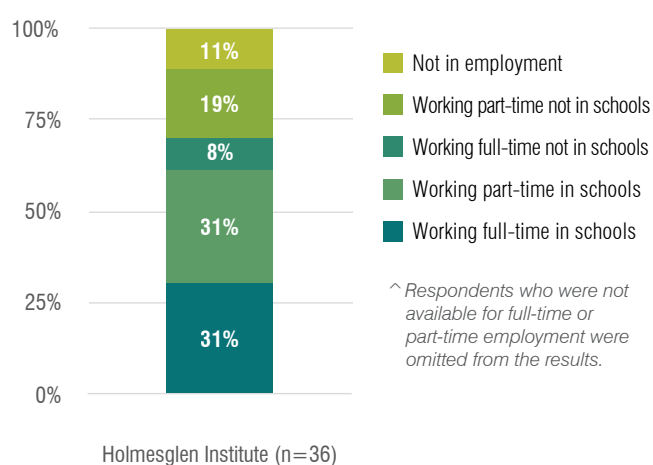
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

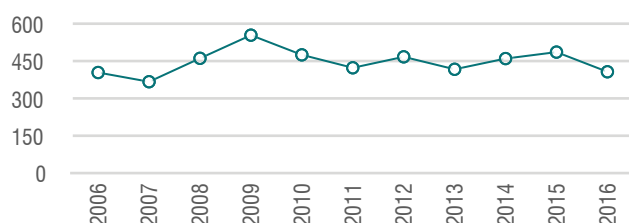
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>407</b>	<b>100%</b>
Student type	Domestic	392	96%
	International	15	4%
Gender	Male	118	29%
	Female	289	71%
Age	<20	220	54%
	20-24	87	21%
	25-29	39	10%
	30-39	34	8%
	40+	27	7%
State/territory of permanent home address*	NSW	0	0%
	VIC	np	np
	QLD	382	94%
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	18	4%
Equity status (domestic onshore students only)	NESB	6	2%
	Indigenous	22	6%
	Disability	15	4%
	Low SES*	115	30%
	Medium SES*	271	70%
	High SES*	< 5	np
	Metro*	8	2%
	Regional*	364	94%
	Remote*	17	4%

#### Time series

Number of commencements



#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>407</b>	<b>100%</b>
Basis of admission	Secondary education	181	45%
	Higher education course	159	39%
	VET/TAFE	37	9%
	Mature entry	0	0%
	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	< 5	np
	66-70	23	13%
	71-75	20	11%
	76-80	26	14%
	81-85	18	10%
	86-90	np	np
	91-95	19	11%
	96-100	0	0%
	Students without ATAR	59	33%
Detailed field of teacher education	Not specified	23	6%
	Early Childhood	65	16%
	Primary	143	35%
	Secondary	176	43%
	Other	0	0%
Mode of attendance	Internal	159	39%
	External	27	7%
	Multi-modal	221	54%
Type of attendance	Full-time	363	89%
	Part-time	44	11%
Course level	Postgraduate	76	19%
	Undergraduate	331	81%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	17%
	Undergraduate	10	83%
	Total	12	100%

\*Students with unknown addresses were excluded from the results.

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

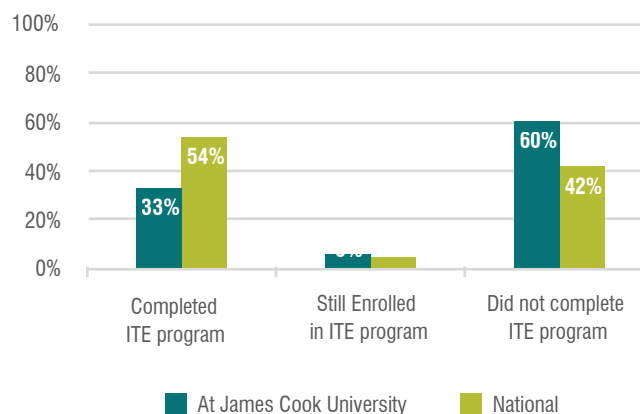
2016 completing students

		Number	%
<b>Total completing students</b>		<b>215</b>	<b>100%</b>
Gender	Male	47	22%
	Female	168	78%
Age	<20	0	0%
	20-24	119	55%
	25-29	34	16%
	30-39	36	17%
	40+	26	12%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	206	96%
	WA	< 5	np
	SA	0	0%
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	12	6%
	Disability	6	3%
	Low SES*	56	26%
	Medium SES*	155	72%
	High SES*	< 5	np
	Metro*	17	8%
	Regional*	190	88%
Detailed field of teacher education	Remote*	7	3%
	Not specified	84	39%
	Early Childhood	16	7%
	Primary	45	21%
	Secondary	70	33%
Course level	Other	0	0%
	Postgraduate	49	23%
	Undergraduate	166	77%

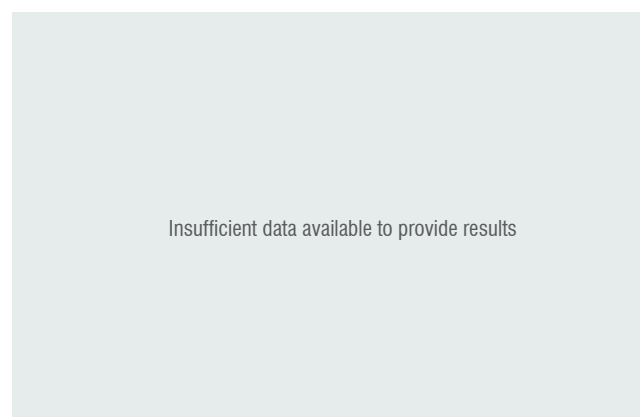
#### Average cohort completion rates after six years

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

##### Undergraduate

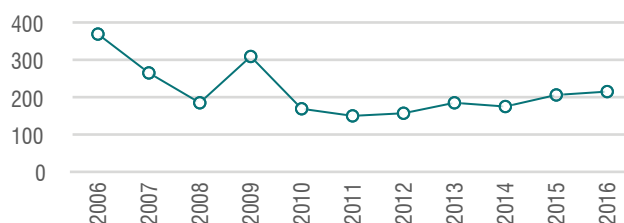


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

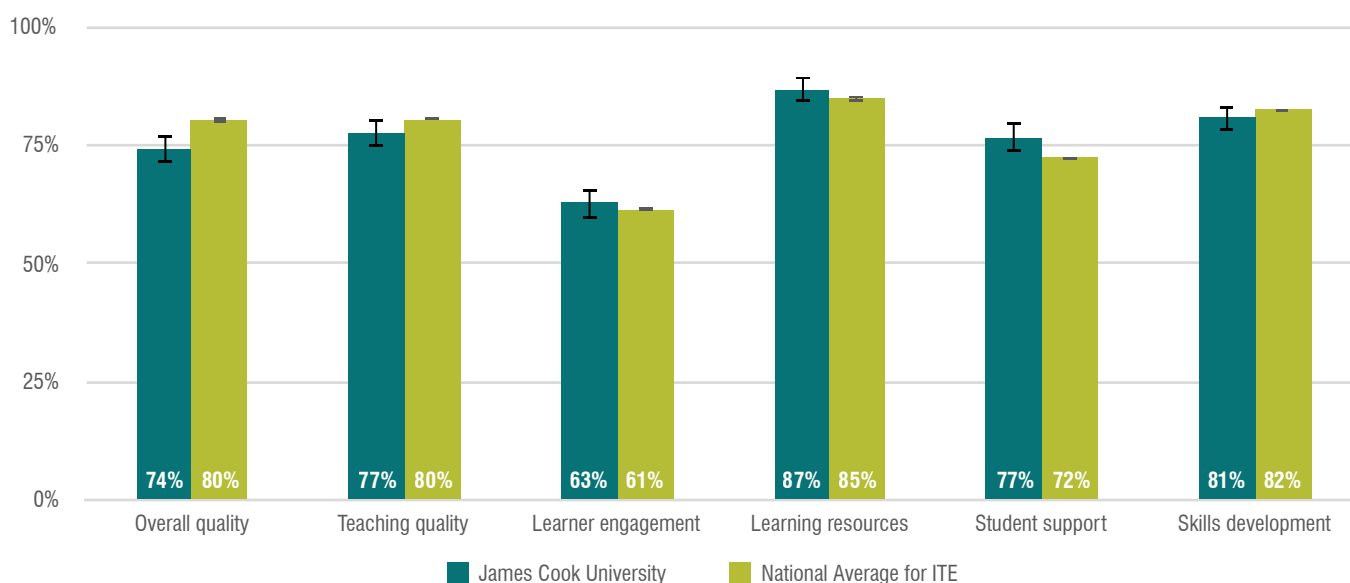
## Initial teacher education

### Student experience and graduate outcomes

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

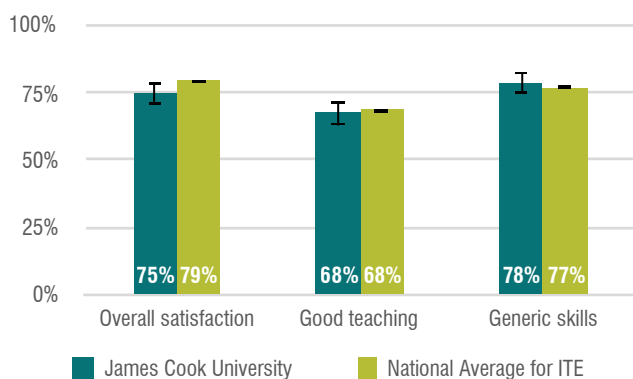
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



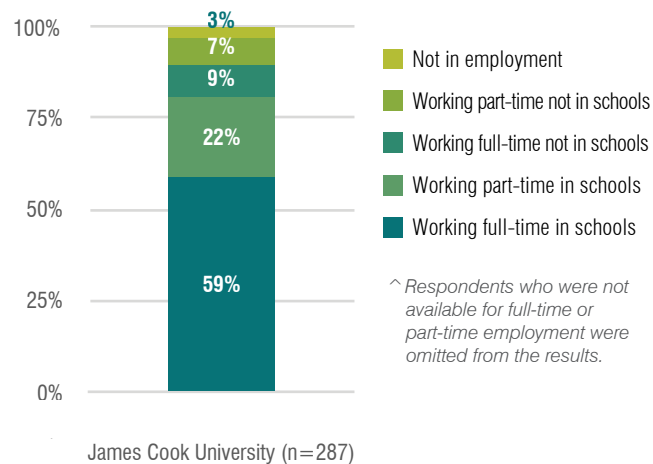
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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



## Initial teacher education

### Program and commencement data

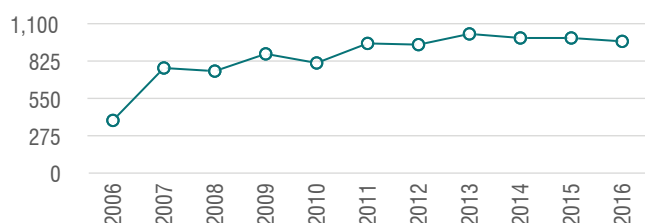
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>970</b>	<b>100%</b>
Student type	Domestic	963	99%
	International	7	1%
Gender	Male	328	34%
	Female	642	66%
Age	<20	357	37%
	20-24	295	30%
	25-29	128	13%
	30-39	121	12%
	40+	69	7%
State/territory of permanent home address*	NSW	38	4%
	VIC	910	94%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	6	1%
	NT	< 5	np
	ACT	0	0%
	International	10	1%
Equity status (domestic onshore students only)	NESB	14	1%
	Indigenous	8	1%
	Disability	47	5%
	Low SES*	281	29%
	Medium SES*	517	54%
	High SES*	159	17%
	Metro*	505	53%
	Regional*	452	47%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>970</b>	<b>100%</b>
Basis of admission	Secondary education	309	32%
	Higher education course	553	57%
	VET/TAFE	103	11%
	Mature entry	< 5	np
	Professional qualification	< 5	np
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	59	19%
	51-55	30	10%
	56-60	29	9%
	61-65	26	8%
	66-70	21	7%
	71-75	10	3%
	76-80	11	4%
	81-85	8	3%
	86-90	< 5	np
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	110	36%
Detailed field of teacher education	Not specified	547	56%
	Early Childhood	34	4%
	Primary	70	7%
	Secondary	97	10%
	Other	222	23%
Mode of attendance	Internal	100	10%
	External	0	0%
	Multi-modal	870	90%
Type of attendance	Full-time	920	95%
	Part-time	50	5%
Course level	Postgraduate	408	42%
	Undergraduate	562	58%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	6	40%
	Undergraduate	9	60%
	Total	15	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

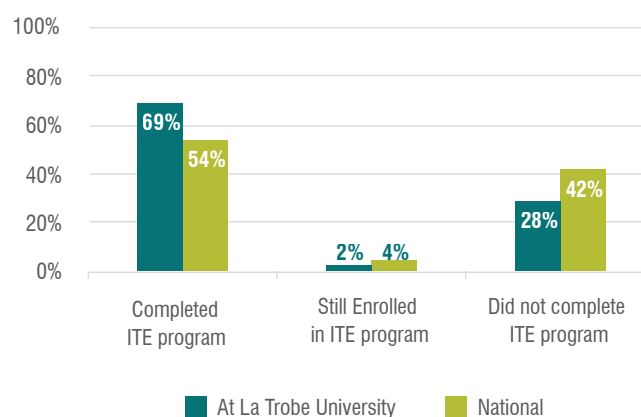
2016 completing students

		Number	%
<b>Total completing students</b>		<b>743</b>	<b>100%</b>
Gender	Male	248	33%
	Female	495	67%
Age	<20	0	0%
	20-24	378	51%
	25-29	168	23%
	30-39	113	15%
	40+	84	11%
State/territory of permanent home address*	NSW	21	3%
	VIC	691	93%
	QLD	5	1%
	WA	< 5	np
	SA	5	1%
	TAS	5	1%
	NT	< 5	np
	ACT	< 5	np
	International	12	2%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	6	1%
	Disability	28	4%
	Low SES*	198	27%
	Medium SES*	399	55%
	High SES*	132	18%
	Metro*	364	50%
	Regional*	365	50%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	337	45%
	Early Childhood	27	4%
	Primary	41	6%
	Secondary	92	12%
	Other	246	33%
Course level	Postgraduate	404	54%
	Undergraduate	339	46%

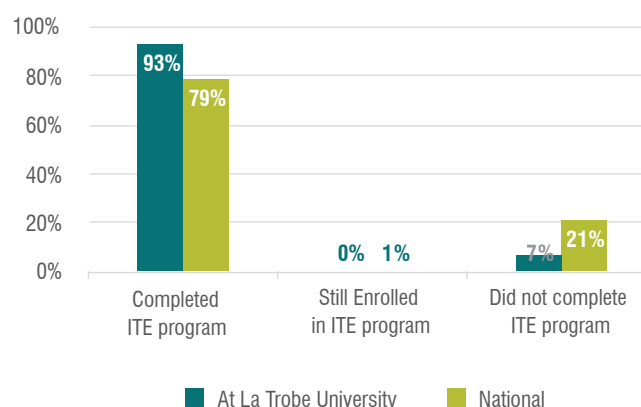
#### Average cohort completion rates after six years

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

##### Undergraduate

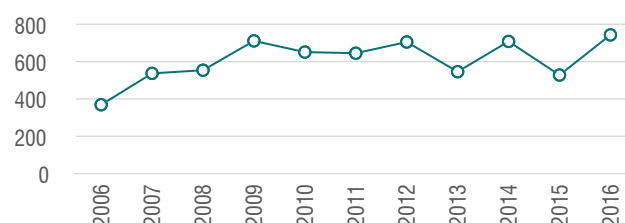


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

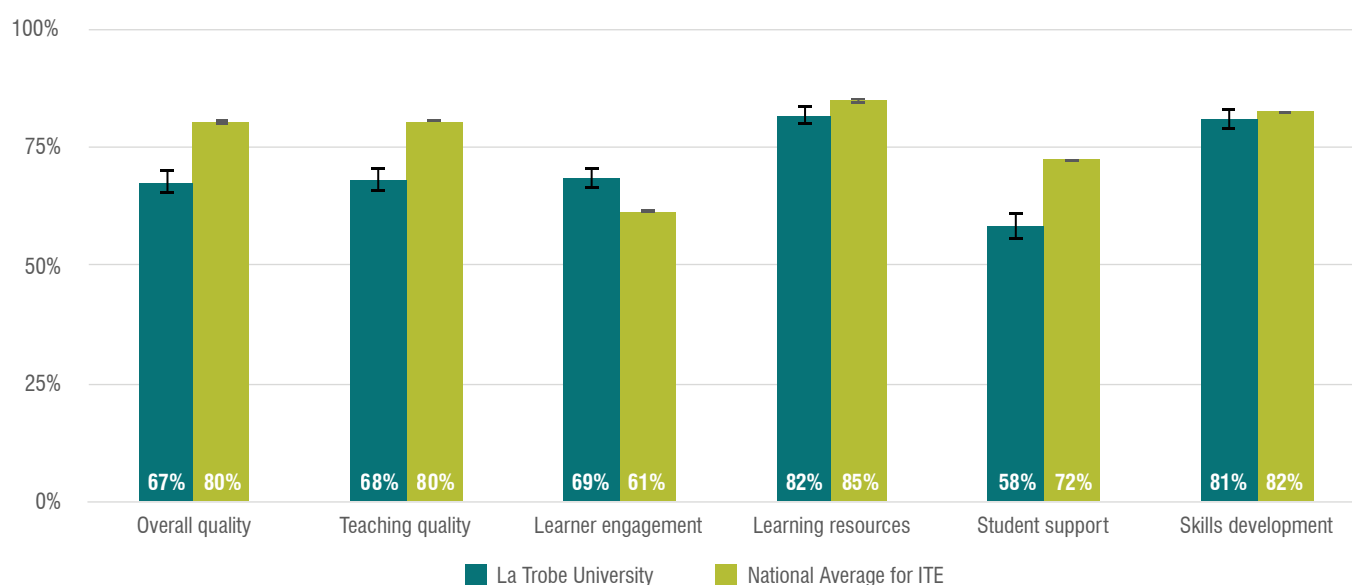
## Initial teacher education

### Student experience and graduate outcomes

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

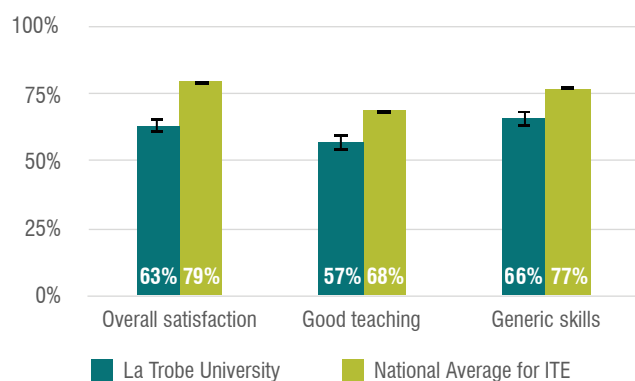
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



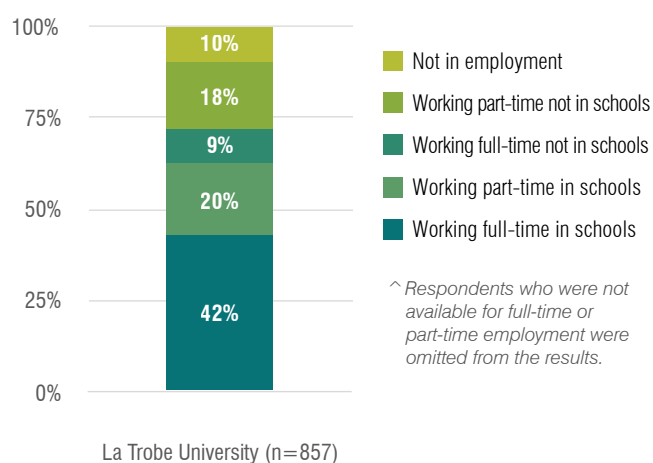
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

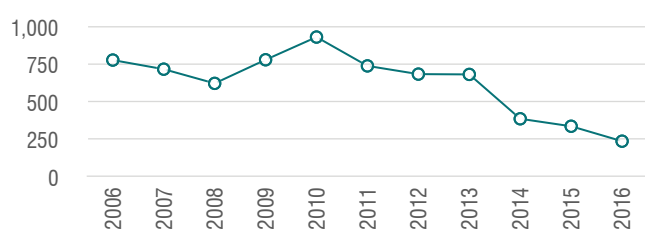
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>239</b>	<b>100%</b>
Student type	Domestic	224	94%
	International	15	6%
Gender	Male	29	12%
	Female	210	88%
Age	<20	71	30%
	20-24	92	38%
	25-29	25	10%
	30-39	28	12%
	40+	23	10%
State/territory of permanent home address*	NSW	222	93%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	np	np
Equity status (domestic onshore students only)	NESB	10	4%
	Indigenous	< 5	np
	Disability	13	6%
	Low SES*	17	8%
	Medium SES*	56	25%
	High SES*	150	67%
	Metro*	212	95%
	Regional*	11	5%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Due to a discrepancy in the coding of data provided to the HESDC, commencement figures for Macquarie University are underrepresented. The correct number of commencing ITE students at Macquarie University in 2016 was 770

\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>239</b>	<b>100%</b>
Basis of admission	Secondary education	44	18%
	Higher education course	115	48%
	VET/TAFE	40	17%
	Mature entry	0	0%
	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	< 5	np
	81-85	< 5	np
	86-90	< 5	np
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	29	76%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	160	67%
	Primary	43	18%
	Secondary	36	15%
	Other	0	0%
Mode of attendance	Internal	142	59%
	External	46	19%
	Multi-modal	51	21%
Type of attendance	Full-time	185	77%
	Part-time	54	23%
Course level	Postgraduate	0	0%
	Undergraduate	239	100%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	0	0%
	Undergraduate	22	100%
	Total	22	100%

## Initial teacher education Completion data

### Demographic and study characteristics

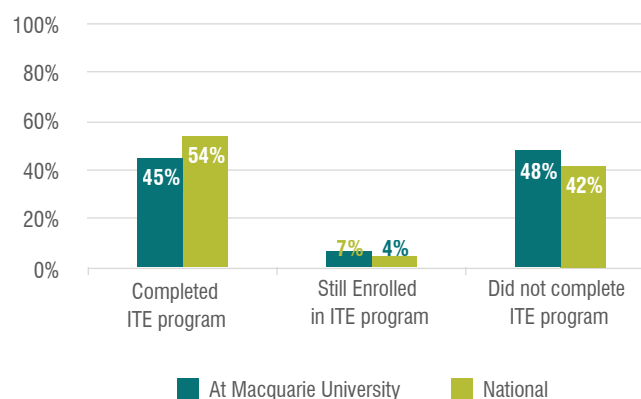
2016 completing students

		Number	%
<b>Total completing students</b>		<b>329</b>	<b>100%</b>
Gender	Male	59	18%
	Female	270	82%
Age	<20	0	0%
	20-24	192	58%
	25-29	58	18%
	30-39	51	16%
	40+	28	9%
State/territory of permanent home address*	NSW	318	97%
	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	7	2%
	Indigenous	6	2%
	Disability	19	6%
	Low SES*	37	11%
	Medium SES*	89	28%
	High SES*	195	60%
	Metro*	303	94%
	Regional*	18	6%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	85	26%
	Early Childhood	184	56%
	Primary	35	11%
	Secondary	25	8%
	Other	0	0%
Course level	Postgraduate	< 5	np
	Undergraduate	np	np

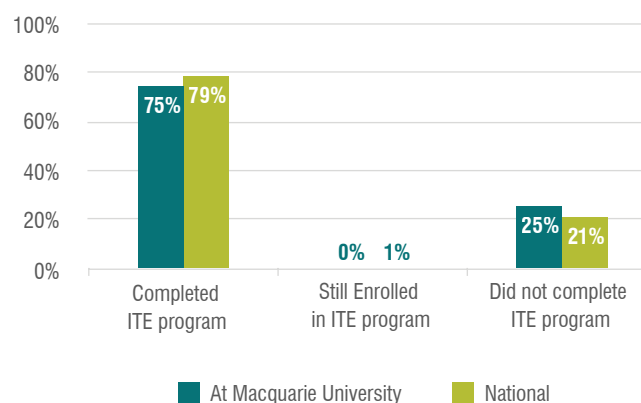
### Average cohort completion rates after six years

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

#### Undergraduate

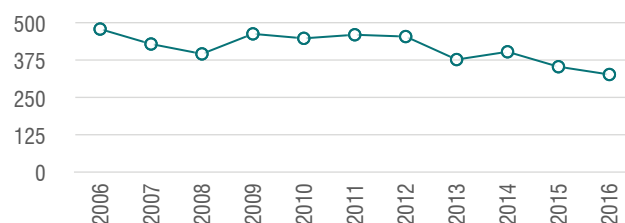


#### Postgraduate



### Time series

Number of completions



\*Due to a discrepancy in the coding of data provided to the HESDC, commencement figures for Macquarie University are underrepresented. The correct number of commencing ITE students at Macquarie University in 2016 was 770

\*Students with unknown addresses were excluded from the results.

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

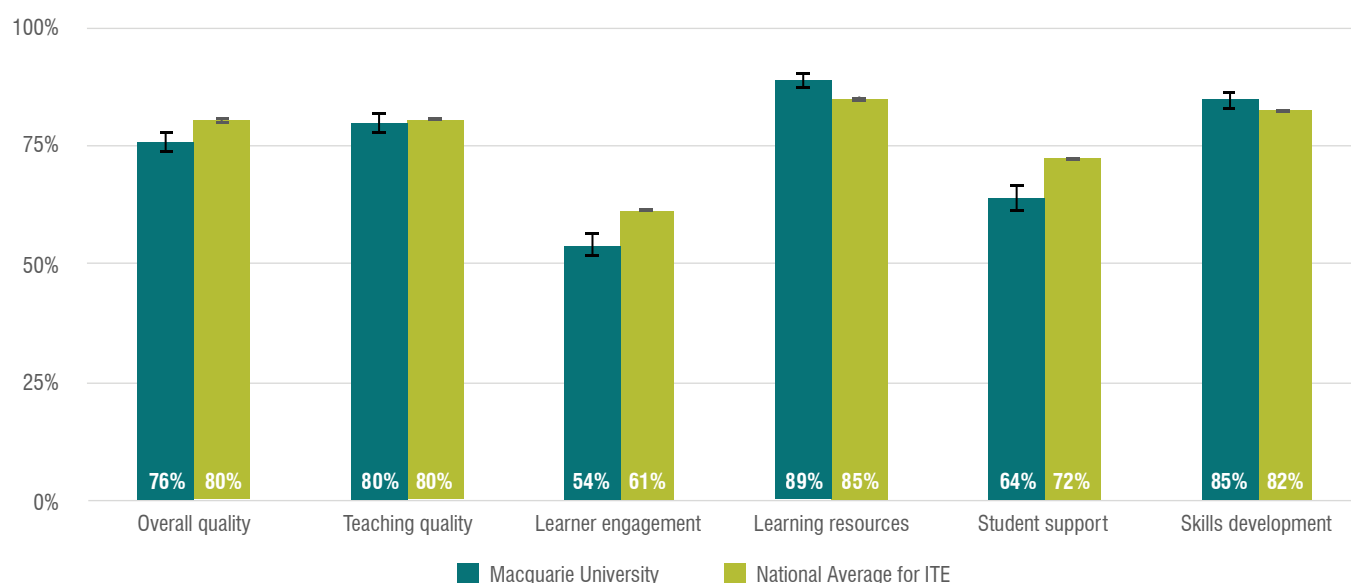
## Initial teacher education

### Student experience and graduate outcomes

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

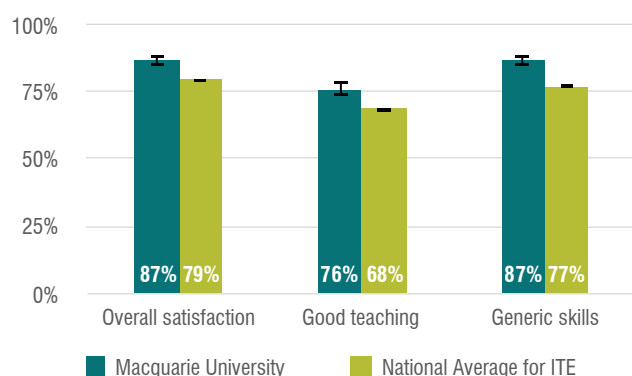
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



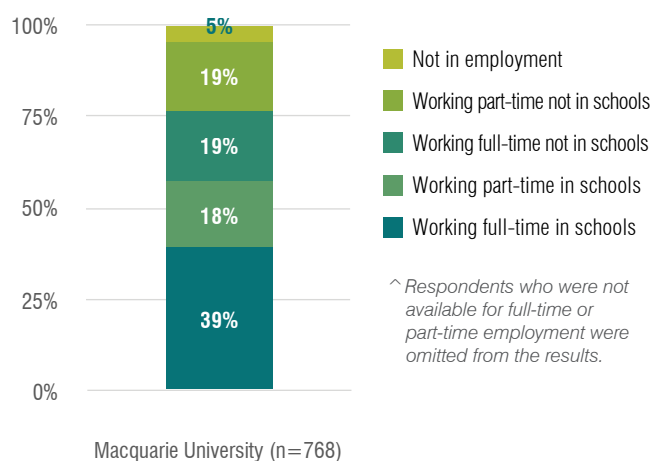
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



\*Due to a discrepancy in the coding of data provided to the HESDC, commencement figures for Macquarie University are underrepresented. The correct number of commencing ITE students at Macquarie University in 2016 was 770

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

## Initial teacher education

### Program and commencement data

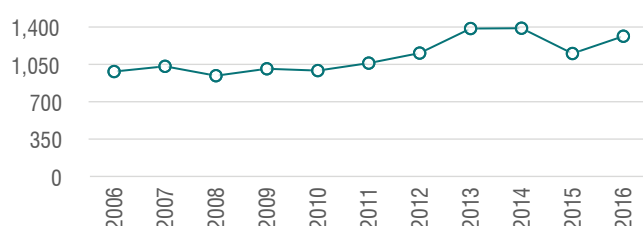
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1314</b>	<b>100%</b>
Student type	Domestic	1037	79%
	International	277	21%
Gender	Male	319	24%
	Female	995	76%
Age	<20	502	38%
	20-24	470	36%
	25-29	172	13%
	30-39	117	9%
	40+	53	4%
State/territory of permanent home address*	NSW	11	1%
	VIC	992	75%
	QLD	11	1%
	WA	< 5	np
	SA	8	1%
	TAS	5	0%
	NT	< 5	np
	ACT	5	0%
	International	279	21%
Equity status (domestic onshore students only)	NESB	58	6%
	Indigenous	< 5	np
	Disability	68	7%
	Low SES*	146	14%
	Medium SES*	548	53%
	High SES*	339	33%
	Metro*	927	90%
	Regional*	106	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1314</b>	<b>100%</b>
Basis of admission	Secondary education	339	26%
	Higher education course	866	66%
	VET/TAFE	61	5%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	48	4%
ATAR (domestic secondary education basis of admission entrants only)	30-50	< 5	np
	51-55	0	0%
	56-60	0	0%
	61-65	< 5	np
	66-70	7	2%
	71-75	32	11%
	76-80	65	22%
	81-85	52	18%
	86-90	59	20%
	91-95	42	14%
	96-100	16	5%
	Students without ATAR	18	6%
Detailed field of teacher education	Not specified	420	32%
	Early Childhood	110	8%
	Primary	232	18%
	Secondary	459	35%
	Other	93	7%
Mode of attendance	Internal	1186	90%
	External	62	5%
	Multi-modal	66	5%
Type of attendance	Full-time	1280	97%
	Part-time	34	3%
Course level	Postgraduate	632	48%
	Undergraduate	682	52%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	12	17%
	Undergraduate	59	83%
	Total	71	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

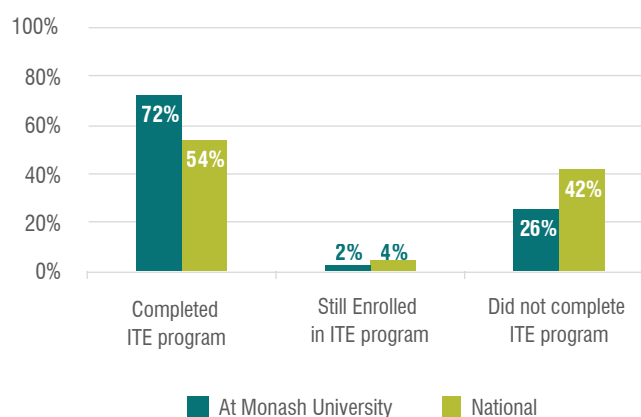
2016 completing students

		Number	%
<b>Total completing students</b>		<b>912</b>	<b>100%</b>
Gender	Male	185	20%
	Female	727	80%
Age	<20	0	0%
	20-24	535	59%
	25-29	188	21%
	30-39	124	14%
	40+	65	7%
State/territory of permanent home address*	NSW	20	2%
	VIC	759	83%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	5	1%
	NT	< 5	np
	ACT	< 5	np
Equity status (domestic onshore students only)	International	117	13%
	NESB	17	2%
	Indigenous	< 5	np
	Disability	34	4%
	Low SES*	124	16%
	Medium SES*	440	56%
	High SES*	227	29%
	Metro*	648	82%
	Regional*	144	18%
Detailed field of teacher education	Remote*	< 5	np
	Not specified	134	15%
	Early Childhood	97	11%
	Primary	262	29%
	Secondary	326	36%
Course level	Other	93	10%
	Postgraduate	480	53%
	Undergraduate	432	47%

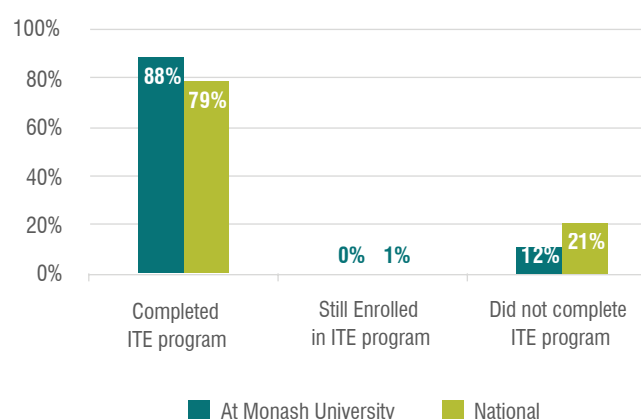
#### Average cohort completion rates after six years

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

##### Undergraduate

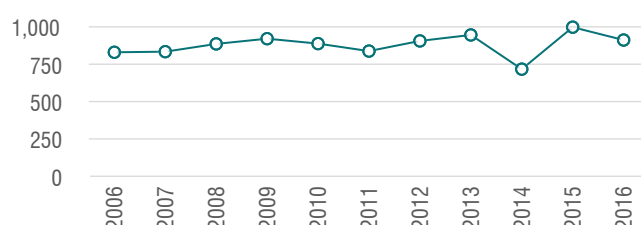


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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



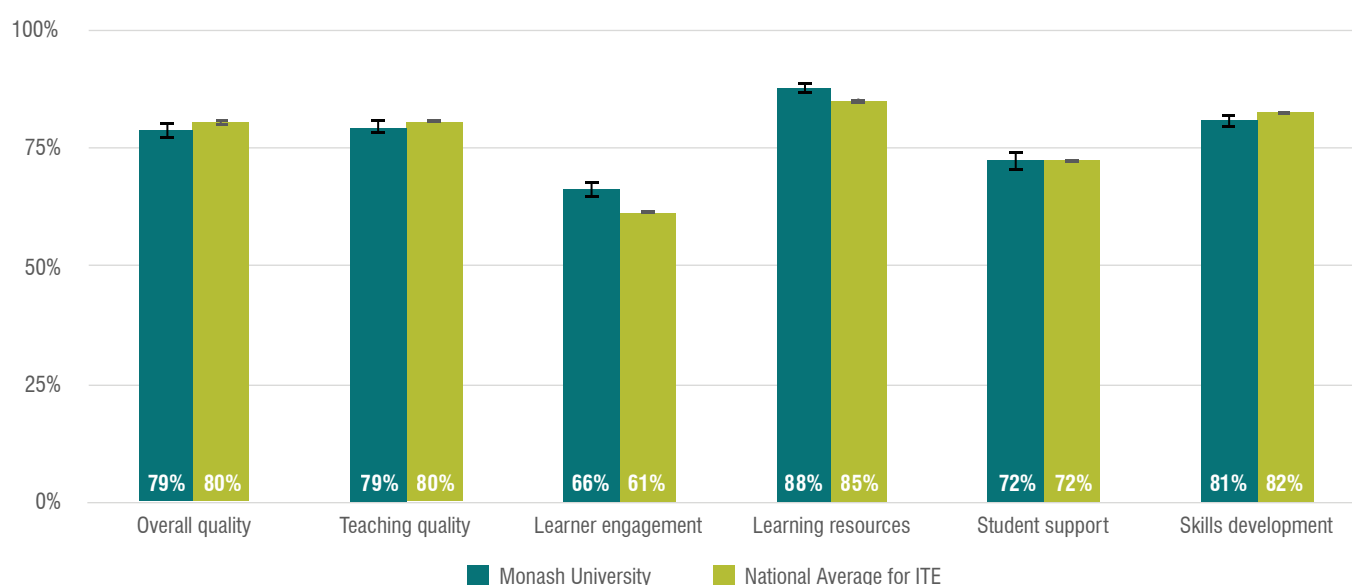
## Initial teacher education

### Student experience and graduate outcomes

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

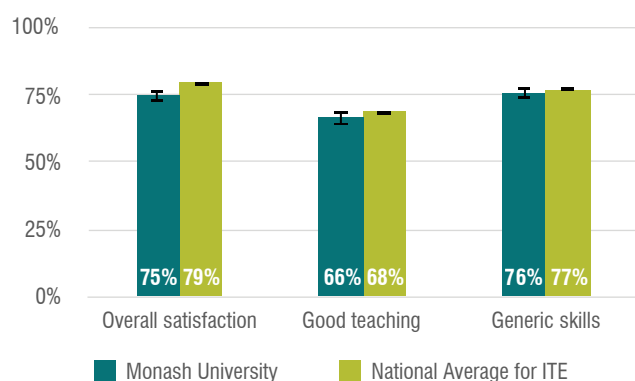
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



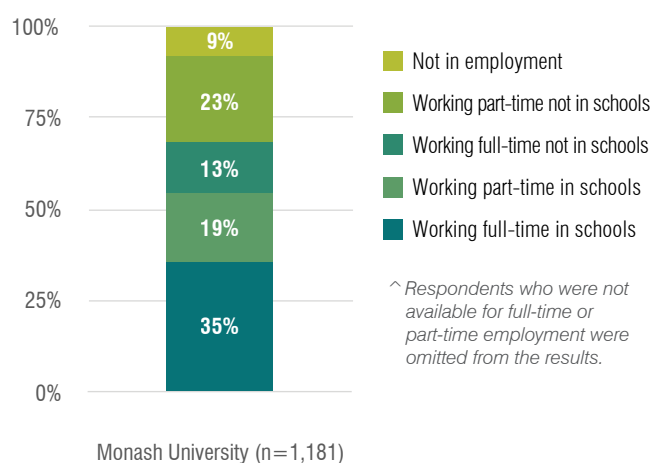
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

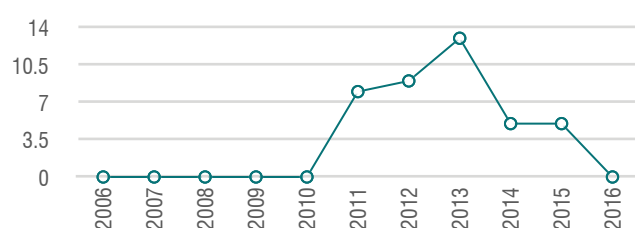
#### Student demographics

2016 commencing students

		Number	%
Total commencing students		< 5	np
Student type	Domestic	< 5	np
	International	0	0%
Gender	Male	0	0%
	Female	< 5	np
Age	< 20	0	0%
	20-24	0	0%
	25-29	0	0%
	30-39	0	0%
	40+	< 5	np
State/territory of permanent home address*	NSW	0	0%
	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	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	0	0%
	Medium SES*	0	0%
	High SES*	0	0%
	Metro*	0	0%
	Regional*	0	0%
	Remote*	0	0%

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
Total commencing students		< 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	< 5	np
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	0	0%
	External	< 5	np
	Multi-modal	0	0%
Type of attendance	Full-time	0	np
	Part-time	< 5	np
Course level	Postgraduate	< 5	np
	Undergraduate	0	np

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

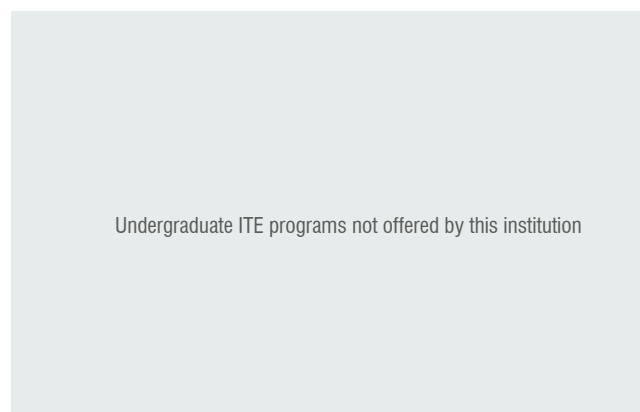
2016 completing students

		Number	%
Total completing students		< 5	np
Gender	Male	< 5	np
	Female	< 5	np
Age	<20	0	0%
	20-24	0	0%
	25-29	< 5	np
	30-39	< 5	np
	40+	< 5	np
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	< 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%
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%

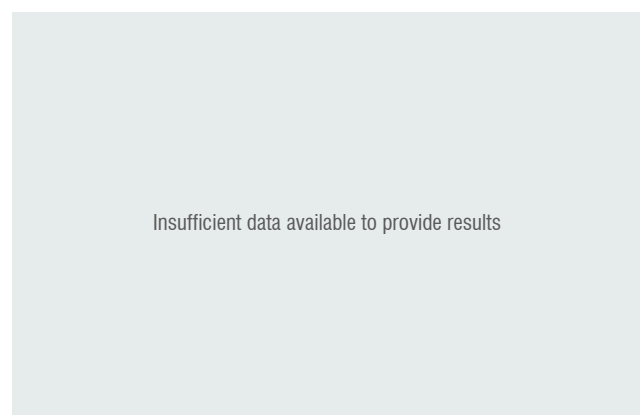
#### Average cohort completion rates after six years

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

##### Undergraduate

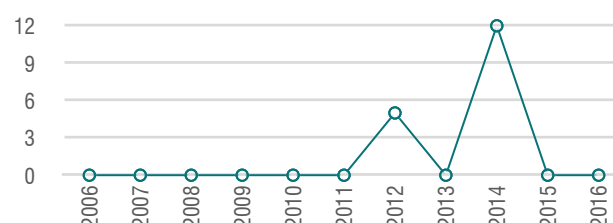


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

## Initial teacher education

### Student experience and graduate outcomes

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

#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*

No data available

#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*

No data available

#### Graduate employment outcomes

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

No data available

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

## Initial teacher education

### Program and commencement data

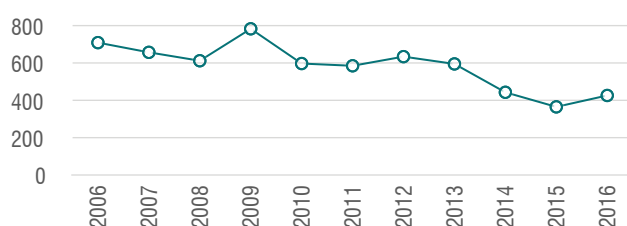
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>426</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	117	27%
	Female	309	73%
Age	<20	162	38%
	20-24	92	22%
	25-29	54	13%
	30-39	80	19%
	40+	38	9%
State/territory of permanent home address*	NSW	6	1%
	VIC	< 5	np
	QLD	< 5	np
	WA	411	96%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	5	1%
Equity status (domestic onshore students only)	NESB	15	4%
	Indigenous	9	2%
	Disability	21	5%
	Low SES*	138	33%
	Medium SES*	211	50%
	High SES*	72	17%
	Metro*	382	91%
	Regional*	32	8%
	Remote*	7	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>426</b>	<b>100%</b>
Basis of admission	Secondary education	71	17%
	Higher education course	174	41%
	VET/TAFE	89	21%
	Mature entry	47	11%
	Professional qualification	0	0%
	Other basis	45	11%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	16	23%
	66-70	8	11%
	71-75	10	14%
	76-80	11	16%
	81-85	5	7%
	86-90	< 5	np
	91-95	5	7%
	96-100	0	0%
	Students without ATAR	10	14%
Detailed field of teacher education	Not specified	340	80%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	86	20%
	Other	0	0%
Mode of attendance	Internal	249	58%
	External	88	21%
	Multi-modal	89	21%
Type of attendance	Full-time	306	72%
	Part-time	120	28%
Course level	Postgraduate	101	24%
	Undergraduate	325	76%

#### 2016 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	24	89%
	Total	27	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

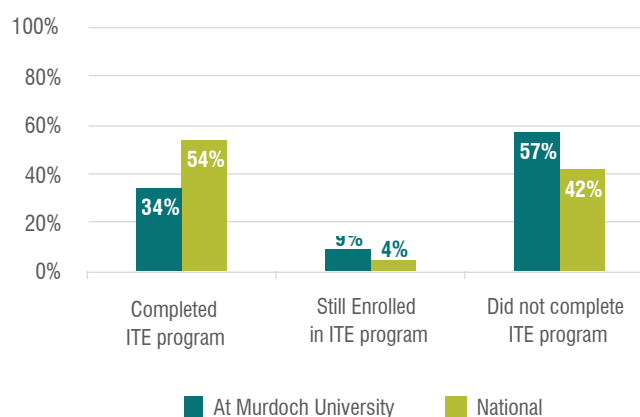
2016 completing students

		Number	%
<b>Total completing students</b>		<b>252</b>	<b>100%</b>
Gender	Male	56	22%
	Female	196	78%
Age	<20	0	0%
	20-24	108	43%
	25-29	41	16%
	30-39	61	24%
	40+	42	17%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	238	94%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	7	3%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	18	7%
	Low SES*	77	32%
	Medium SES*	119	49%
	High SES*	45	18%
	Metro*	206	84%
	Regional*	28	11%
	Remote*	8	3%
Detailed field of teacher education	Not specified	10	4%
	Early Childhood	72	29%
	Primary	62	25%
	Secondary	89	35%
	Other	19	8%
Course level	Postgraduate	71	28%
	Undergraduate	181	72%

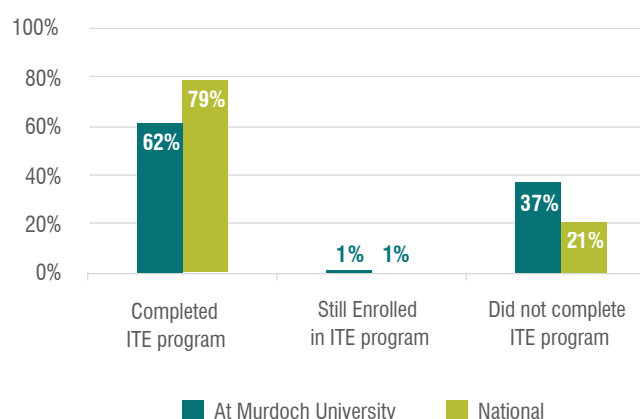
#### Average cohort completion rates after six years

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

##### Undergraduate

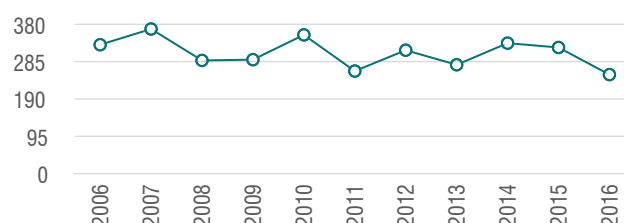


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

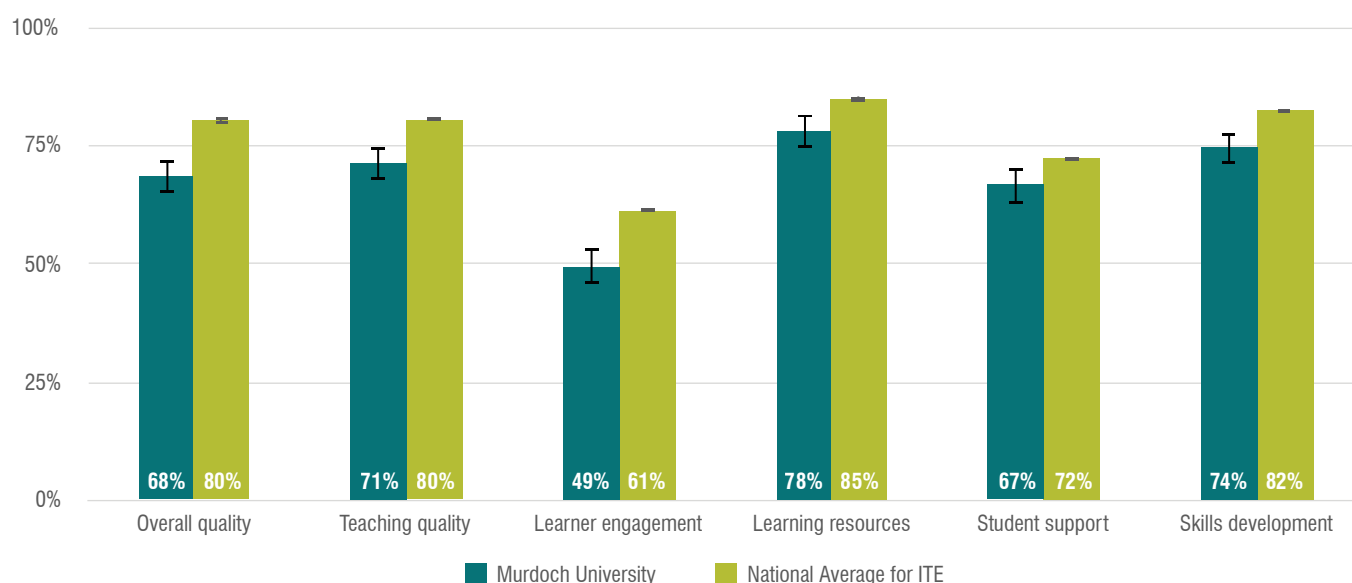
## Initial teacher education

### Student experience and graduate outcomes

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

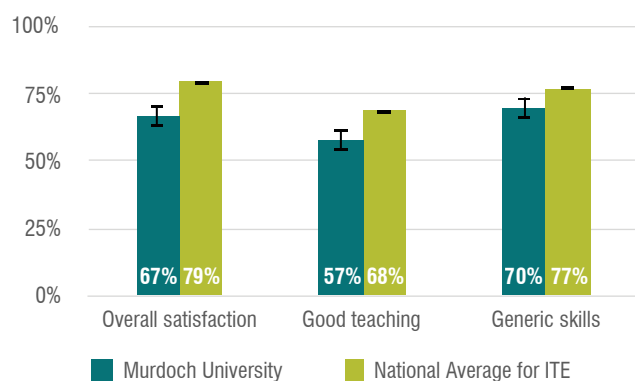
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



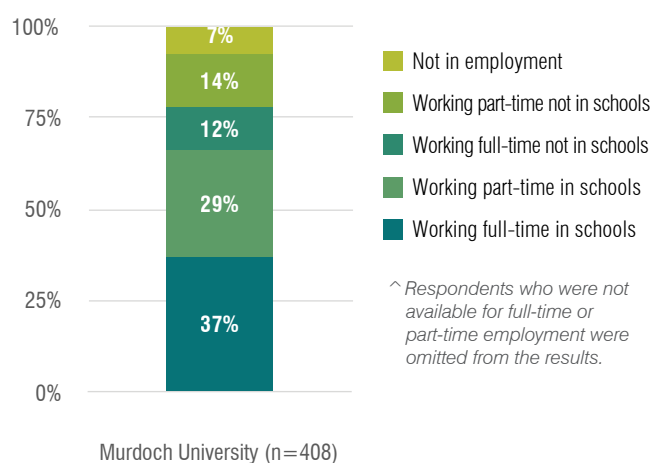
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

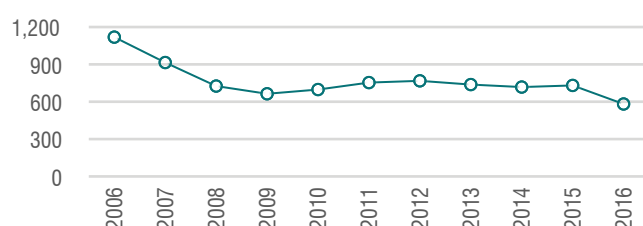
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>582</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	196	34%
	Female	386	66%
Age	<20	370	64%
	20-24	113	19%
	25-29	36	6%
	30-39	47	8%
	40+	16	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	570	98%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	9	2%
	Disability	18	3%
	Low SES*	111	19%
	Medium SES*	264	46%
	High SES*	203	35%
	Metro*	516	89%
	Regional*	60	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>582</b>	<b>100%</b>
Basis of admission	Secondary education	330	57%
	Higher education course	180	31%
	VET/TAFE	35	6%
	Mature entry	0	0%
	Professional qualification	24	4%
	Other basis	13	2%
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	9%
	71-75	55	17%
	76-80	51	16%
	81-85	15	5%
	86-90	26	8%
	91-95	18	5%
	96-100	np	np
	Students without ATAR	125	38%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	61	10%
	Primary	204	35%
	Secondary	317	54%
	Other	0	0%
Mode of attendance	Internal	512	88%
	External	62	11%
	Multi-modal	8	1%
Type of attendance	Full-time	518	89%
	Part-time	64	11%
Course level	Postgraduate	81	14%
	Undergraduate	501	86%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	18%
	Undergraduate	9	82%
	Total	11	100%



## Initial teacher education

### Completion data

#### Demographic and study characteristics

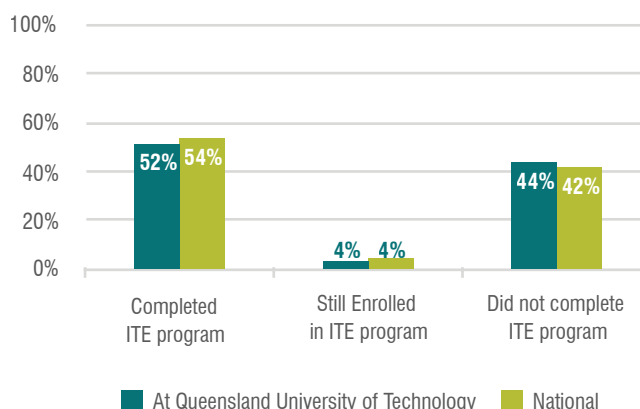
2016 completing students

		Number	%
Total completing students		395	100%
Gender	Male	80	20%
	Female	315	80%
Age	<20	< 5	np
	20-24	309	78%
	25-29	50	13%
	30-39	20	5%
	40+	np	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	377	95%
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	14	4%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	6	2%
	Disability	15	4%
	Low SES*	68	18%
	Medium SES*	174	46%
	High SES*	138	36%
	Metro*	356	93%
	Regional*	24	6%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	58	15%
	Primary	179	45%
	Secondary	158	40%
	Other	0	0%
Course level	Postgraduate	14	4%
	Undergraduate	381	96%

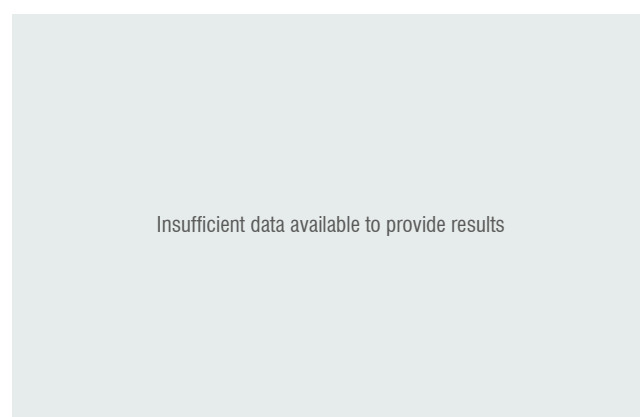
#### Average cohort completion rates after six years

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

##### Undergraduate

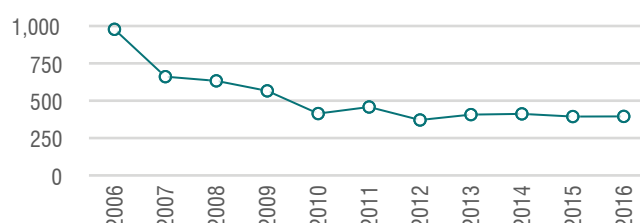


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

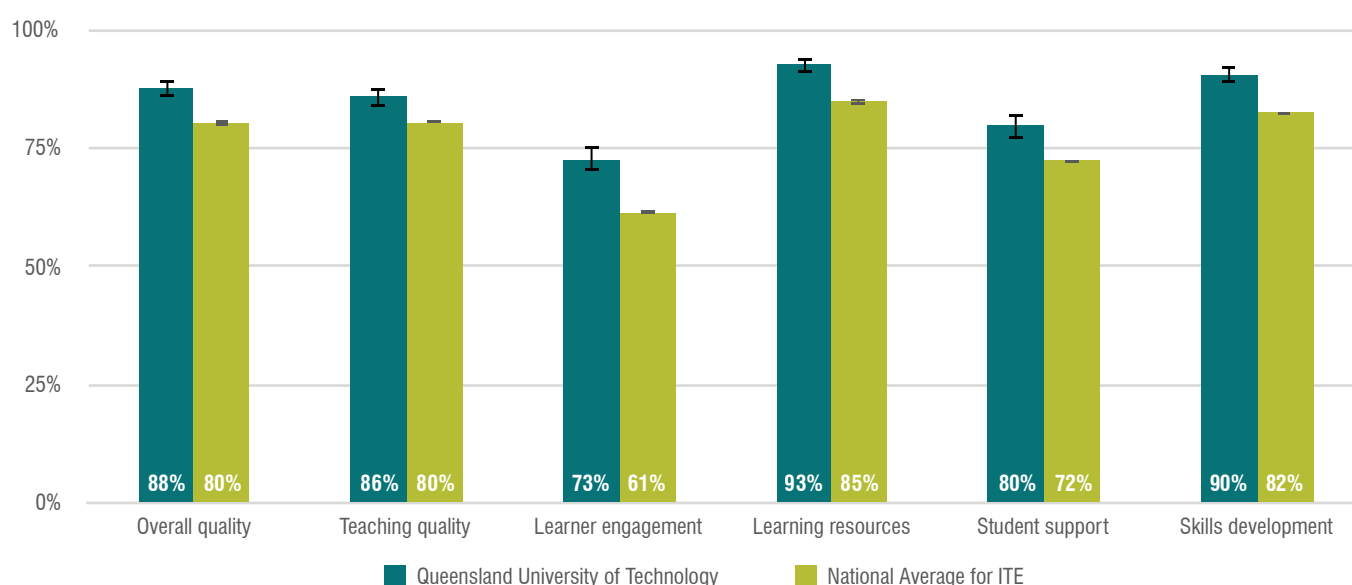
## Initial teacher education

### Student experience and graduate outcomes

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

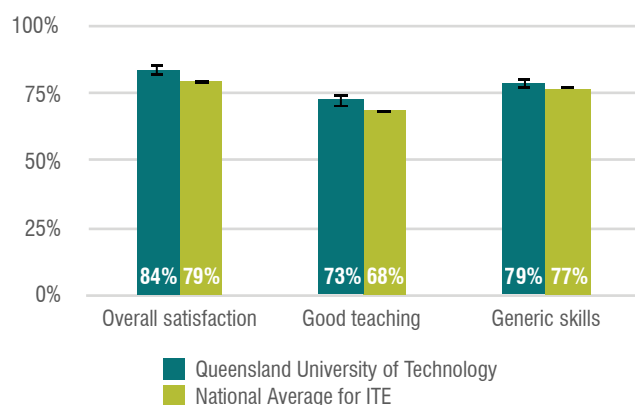
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



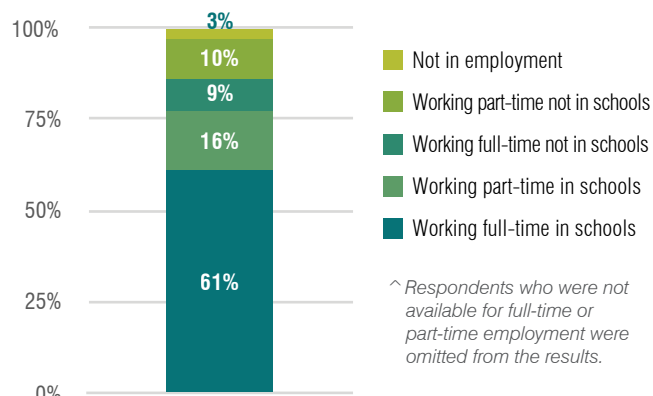
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

Queensland University of Technology (n=900)

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

## Initial teacher education

### Program and commencement data

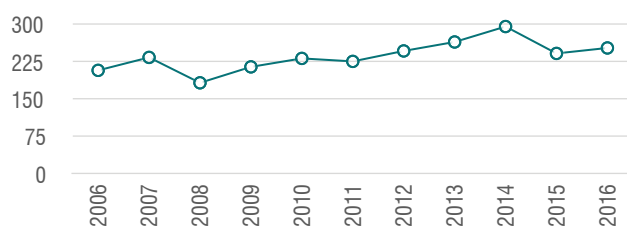
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>252</b>	<b>100%</b>
Student type	Domestic	244	97%
	International	8	3%
Gender	Male	69	27%
	Female	183	73%
Age	<20	131	52%
	20-24	83	33%
	25-29	25	10%
	30-39	np	np
	40+	< 5	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	233	92%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	10	4%
Equity status (domestic onshore students only)	NESB	5	2%
	Indigenous	< 5	np
	Disability	7	3%
	Low SES*	33	14%
	Medium SES*	142	59%
	High SES*	67	28%
	Metro*	218	90%
	Regional*	23	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>252</b>	<b>100%</b>
Basis of admission	Secondary education	98	39%
	Higher education course	76	30%
	VET/TAFE	np	np
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	7	7%
	51-55	6	6%
	56-60	9	10%
	61-65	11	12%
	66-70	16	17%
	71-75	14	15%
	76-80	13	14%
	81-85	8	9%
	86-90	< 5	np
	91-95	0	0%
	96-100	< 5	np
	Students without ATAR	< 5	np
Detailed field of teacher education	Not specified	182	72%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	70	28%
	Other	0	0%
Mode of attendance	Internal	122	48%
	External	0	0%
	Multi-modal	130	52%
Type of attendance	Full-time	247	98%
	Part-time	5	2%
Course level	Postgraduate	0	0%
	Undergraduate	252	100%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	0	0%
	Undergraduate	3	100%
	Total	3	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

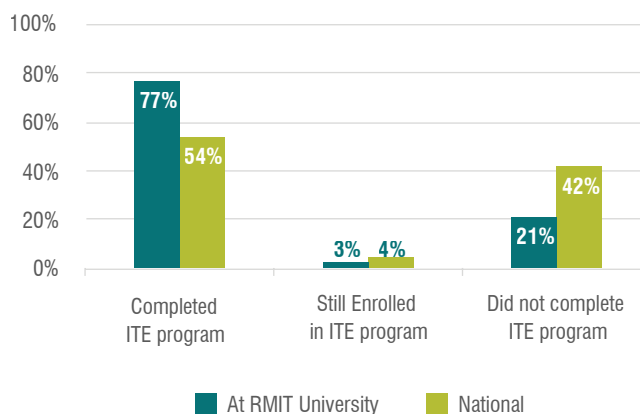
2016 completing students

		Number	%
Total completing students		175	100%
Gender	Male	48	27%
	Female	127	73%
Age	<20	0	0%
	20-24	147	84%
	25-29	19	11%
	30-39	9	5%
	40+	0	0%
State/territory of permanent home address*	NSW	< 5	np
	VIC	170	97%
	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	6	4%
	Low SES*	20	12%
	Medium SES*	96	56%
	High SES*	55	32%
	Metro*	164	96%
	Regional*	7	4%
	Remote*	0	0%
Detailed field of teacher education	Not specified	134	77%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	41	23%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	175	100%

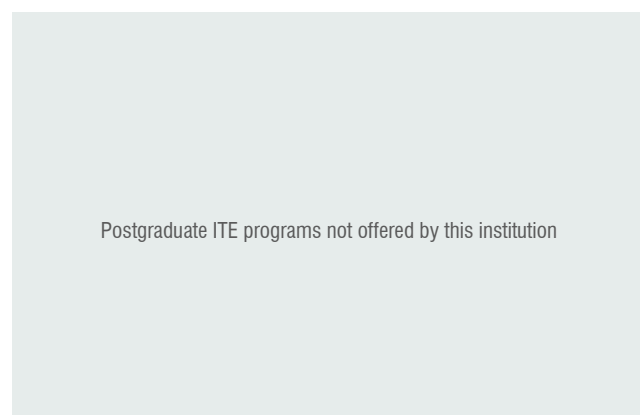
#### Average cohort completion rates after six years

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

##### Undergraduate

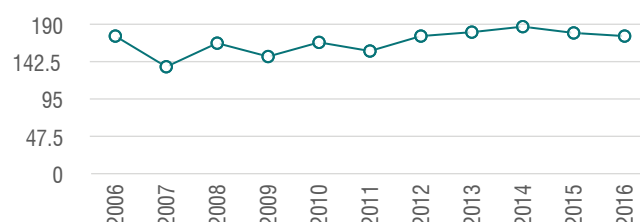


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

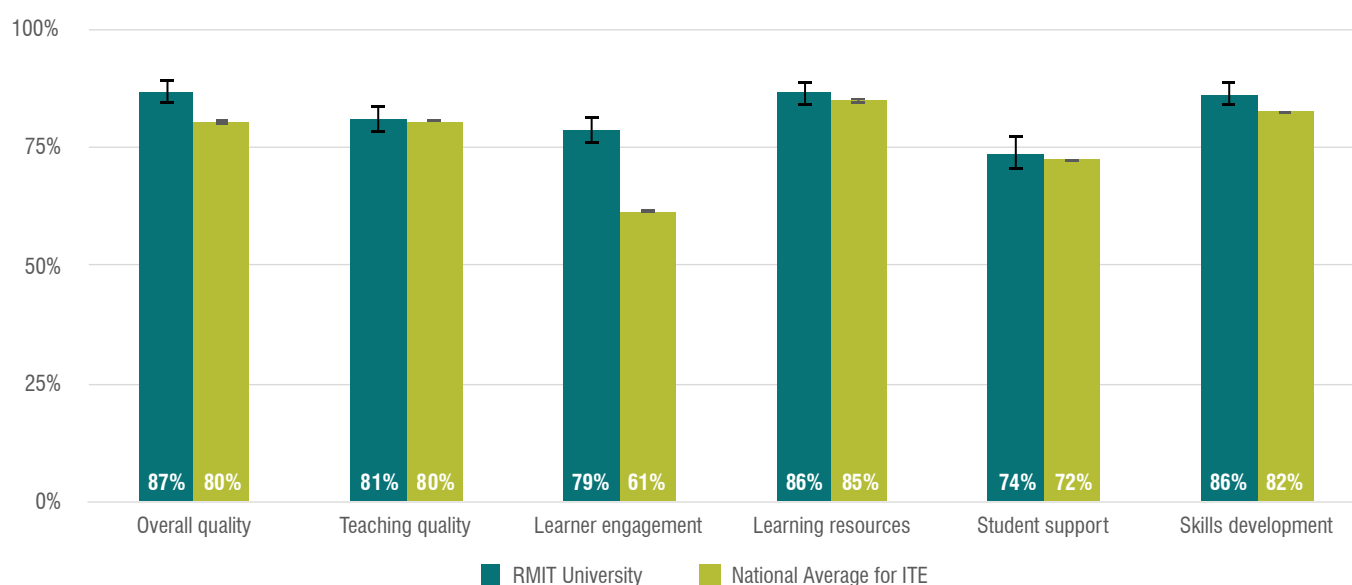
## Initial teacher education

### Student experience and graduate outcomes

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

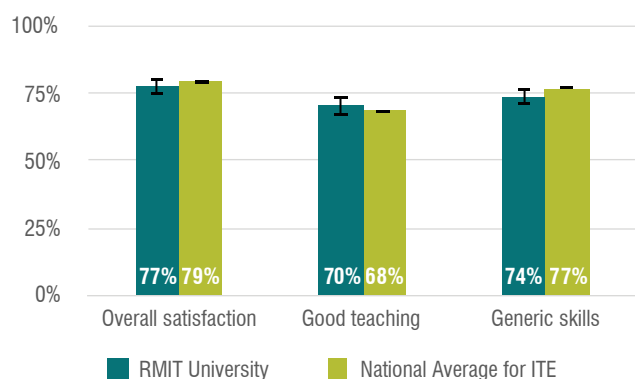
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



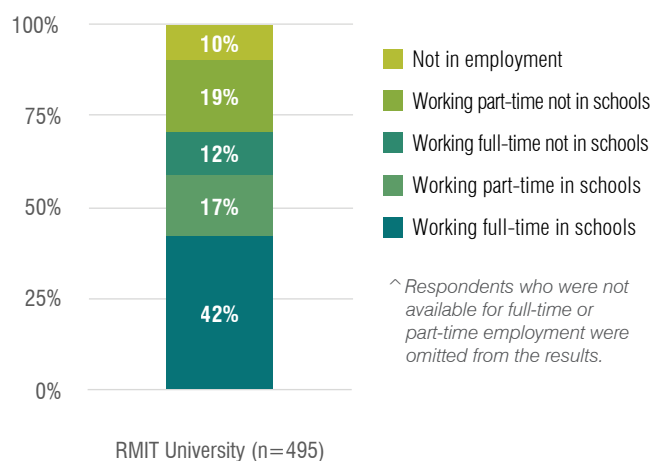
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

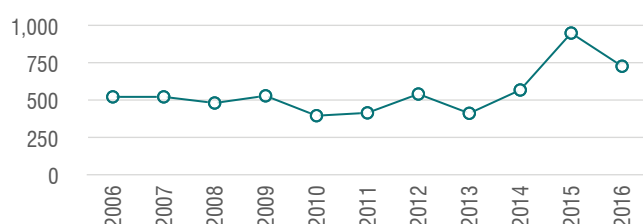
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>731</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	197	27%
	Female	534	73%
Age	<20	137	19%
	20-24	239	33%
	25-29	139	19%
	30-39	141	19%
	40+	75	10%
State/territory of permanent home address*	NSW	470	64%
	VIC	< 5	np
	QLD	245	34%
	WA	< 5	np
	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	36	5%
	Disability	41	6%
	Low SES*	183	25%
	Medium SES*	511	70%
	High SES*	36	5%
	Metro*	359	49%
	Regional*	362	50%
	Remote*	9	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>731</b>	<b>100%</b>
Basis of admission	Secondary education	127	17%
	Higher education course	327	45%
	VET/TAFE	167	23%
	Mature entry	102	14%
	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	np
	66-70	10	8%
	71-75	< 5	np
	76-80	5	4%
	81-85	7	6%
	86-90	0	0%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	94	74%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	247	34%
	Secondary	165	23%
	Other	319	44%
Mode of attendance	Internal	43	6%
	External	353	48%
	Multi-modal	335	46%
Type of attendance	Full-time	549	75%
	Part-time	182	25%
Course level	Postgraduate	41	6%
	Undergraduate	690	94%

#### 2016 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

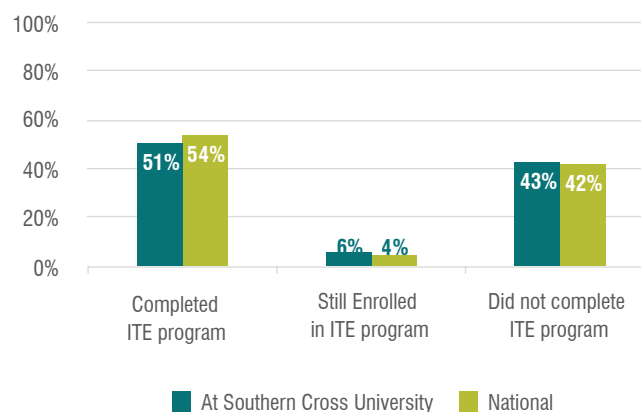
2016 completing students

		Number	%
<b>Total completing students</b>		<b>213</b>	<b>100%</b>
Gender	Male	76	36%
	Female	137	64%
Age	<20	0	0%
	20-24	116	54%
	25-29	32	15%
	30-39	39	18%
	40+	26	12%
State/territory of permanent home address*	NSW	180	85%
	VIC	0	0%
	QLD	np	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	< 5	np
	Disability	10	5%
	Low SES*	69	33%
	Medium SES*	132	63%
	High SES*	9	4%
	Metro*	68	32%
	Regional*	142	68%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	87	41%
	Secondary	97	46%
	Other	29	14%
Course level	Postgraduate	25	12%
	Undergraduate	188	88%

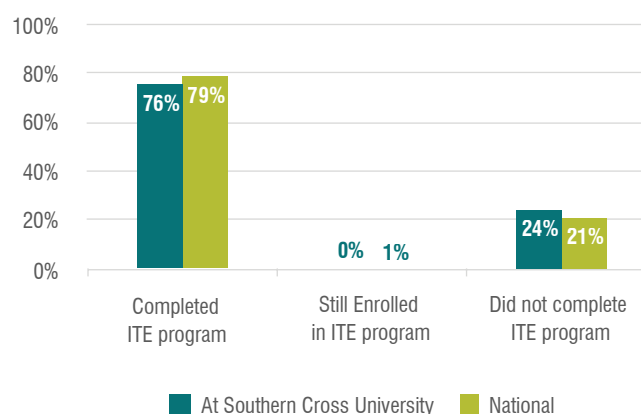
#### Average cohort completion rates after six years

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

##### Undergraduate

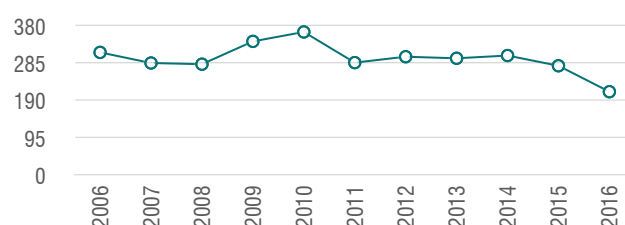


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

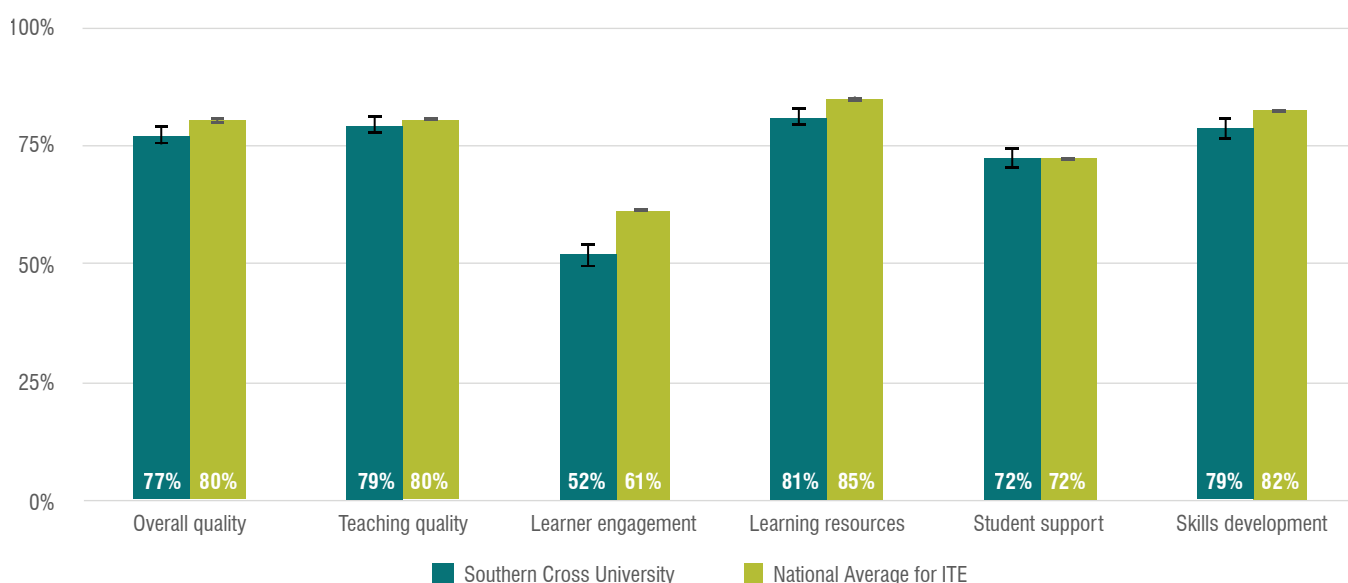
## Initial teacher education

### Student experience and graduate outcomes

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

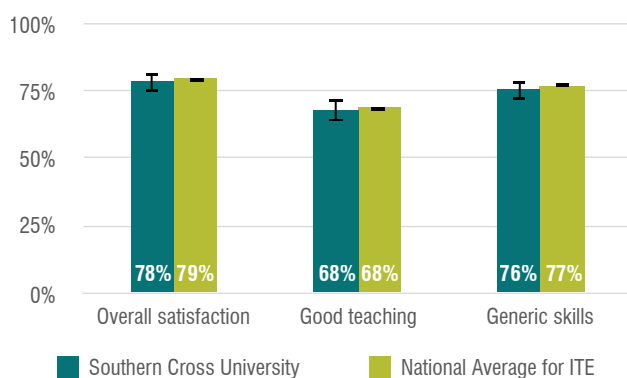
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



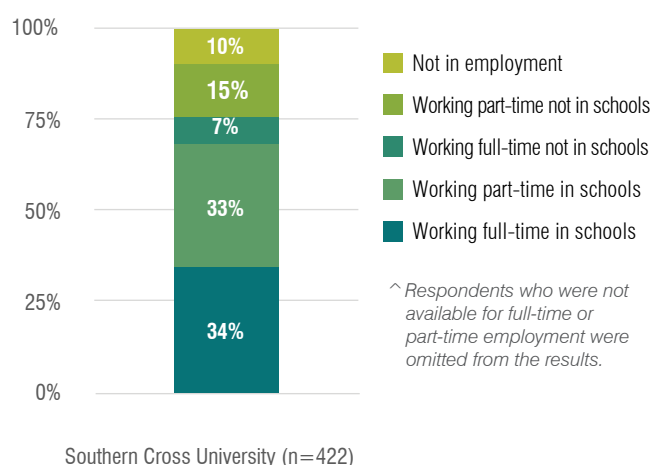
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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



## Initial teacher education

### Program and commencement data

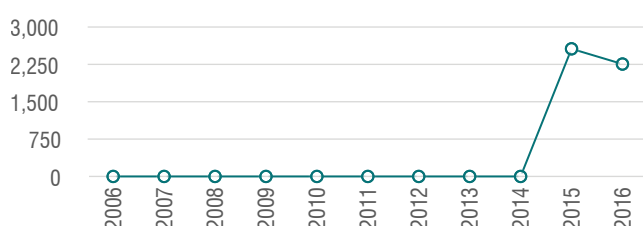
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>2257</b>	<b>100%</b>
Student type	Domestic	2232	99%
	International	25	1%
Gender	Male	310	14%
	Female	1947	86%
Age	<20	115	5%
	20-24	607	27%
	25-29	525	23%
	30-39	686	30%
	40+	324	14%
State/territory of permanent home address*	NSW	496	22%
	VIC	1166	52%
	QLD	336	15%
	WA	81	4%
	SA	98	4%
	TAS	18	1%
	NT	6	0%
	ACT	30	1%
	International	20	1%
Equity status (domestic onshore students only)	NESB	37	2%
	Indigenous	46	2%
	Disability	21	1%
	Low SES*	579	26%
	Medium SES*	1241	56%
	High SES*	403	18%
	Metro*	1678	75%
	Regional*	517	23%
	Remote*	30	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>2257</b>	<b>100%</b>
Basis of admission	Secondary education	100	4%
	Higher education course	662	29%
	VET/TAFE	799	35%
	Mature entry	49	2%
	Professional qualification	7	0%
	Other basis	640	28%
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	< 5	np
	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	81	96%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	652	29%
	Primary	1605	71%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	52	2%
	External	2192	97%
	Multi-modal	13	1%
Type of attendance	Full-time	1009	45%
	Part-time	1248	55%
Course level	Postgraduate	369	16%
	Undergraduate	1888	84%

#### 2016 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

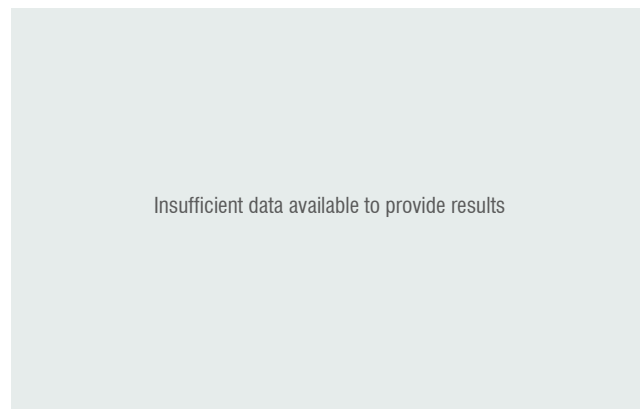
2016 completing students

		Number	%
<b>Total completing students</b>		<b>356</b>	<b>100%</b>
Gender	Male	50	14%
	Female	306	86%
Age	<20	0	0%
	20-24	61	17%
	25-29	85	24%
	30-39	125	35%
	40 +	85	24%
State/territory of permanent home address*	NSW	72	20%
	VIC	217	61%
	QLD	28	8%
	WA	12	3%
	SA	17	5%
	TAS	6	2%
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	58	16%
	Medium SES*	198	56%
	High SES*	96	27%
	Metro*	277	78%
	Regional*	69	19%
Detailed field of teacher education	Remote*	7	2%
	Not specified	0	0%
	Early Childhood	75	21%
	Primary	281	79%
	Secondary	0	0%
Course level	Other	0	0%
	Postgraduate	235	66%
	Undergraduate	121	34%

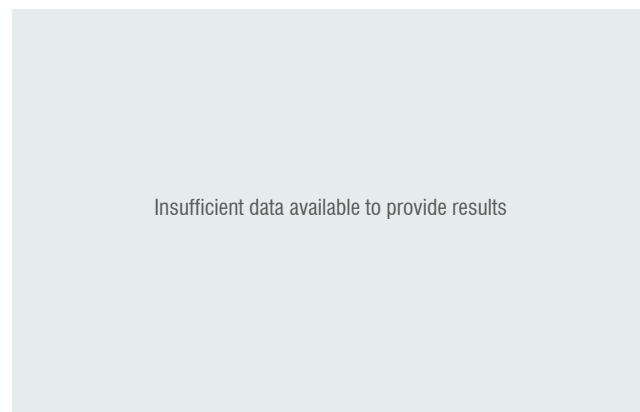
#### Average cohort completion rates after six years

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

##### Undergraduate

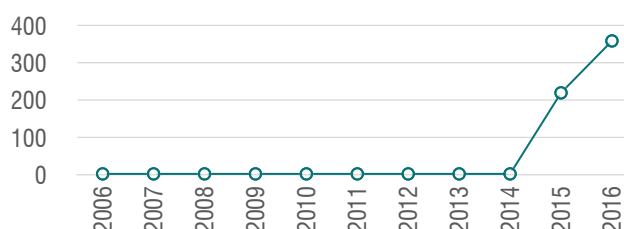


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

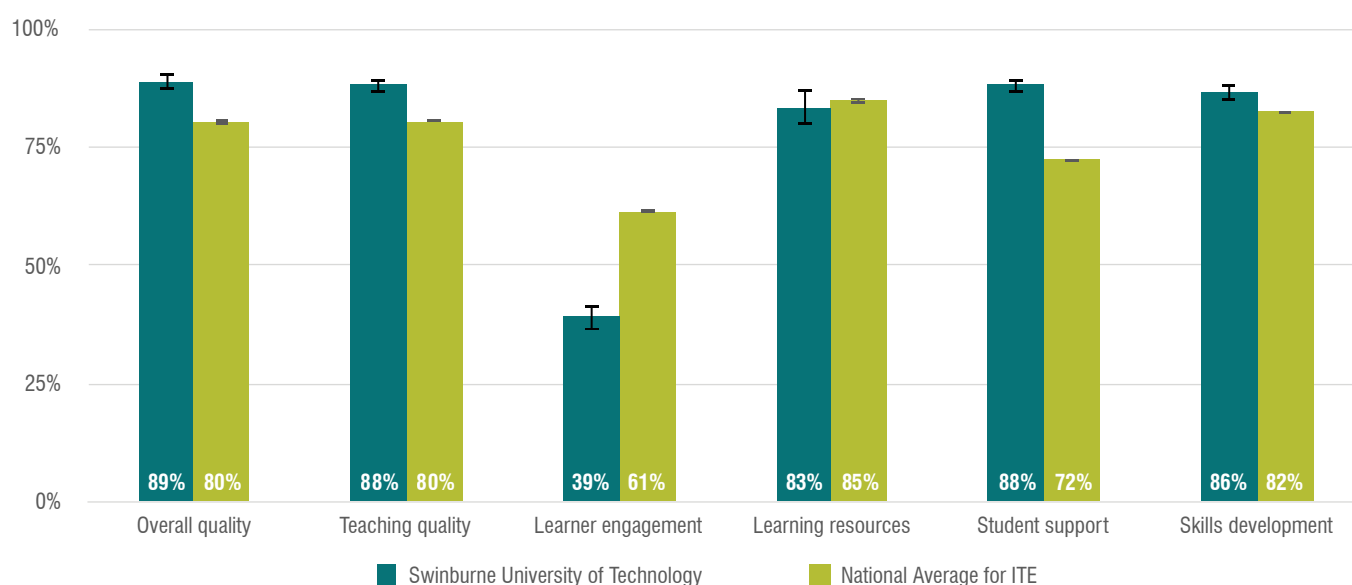
## Initial teacher education

### Student experience and graduate outcomes

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

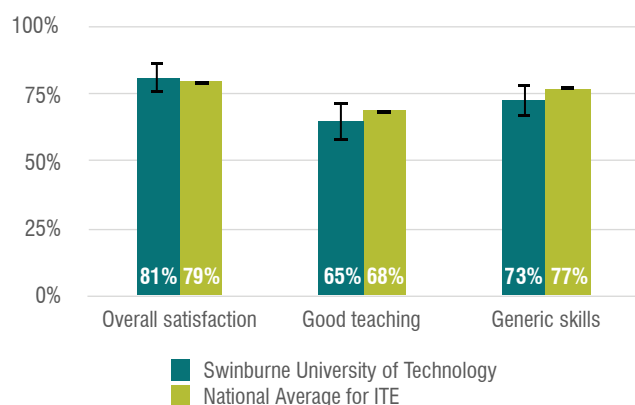
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



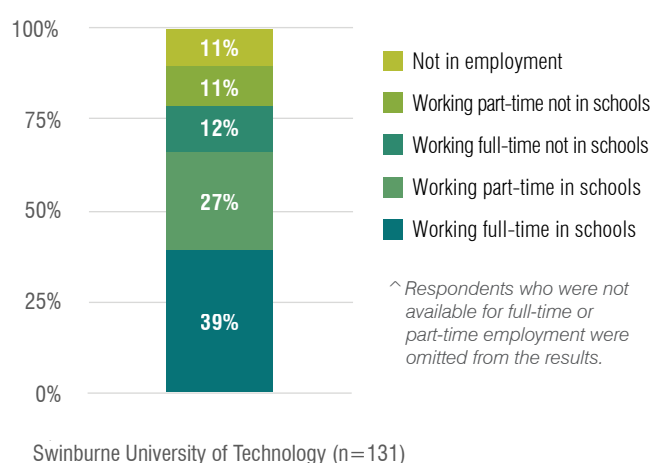
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

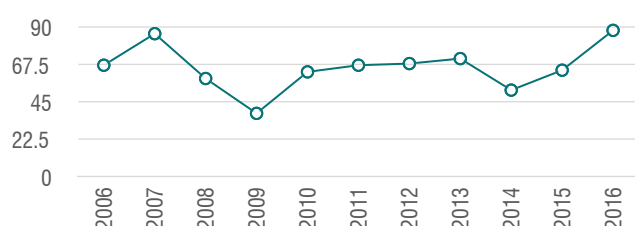
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>88</b>	<b>100%</b>
Student type	Domestic	88	100%
	International	0	0%
Gender	Male	26	30%
	Female	62	70%
Age	<20	43	49%
	20-24	17	19%
	25-29	7	8%
	30-39	8	9%
	40+	13	15%
State/territory of permanent home address*	NSW	0	0%
	VIC	np	np
	QLD	0	0%
	WA	0	0%
	SA	68	77%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	5	6%
	Low SES*	23	26%
	Medium SES*	47	53%
	High SES*	18	20%
	Metro*	72	82%
	Regional*	15	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>88</b>	<b>100%</b>
Basis of admission	Secondary education	44	51%
	Higher education course	25	29%
	VET/TAFE	< 5	np
	Mature entry	np	np
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	< 5	np
	56-60	< 5	np
	61-65	8	18%
	66-70	< 5	np
	71-75	6	14%
	76-80	< 5	np
	81-85	6	14%
	86-90	5	11%
	91-95	< 5	np
	96-100	< 5	np
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	60	68%
	Secondary	28	32%
	Other	0	0%
Mode of attendance	Internal	np	np
	External	< 5	np
	Multi-modal	0	0%
Type of attendance	Full-time	65	74%
	Part-time	23	26%
Course level	Postgraduate	19	22%
	Undergraduate	69	78%

#### 2016 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

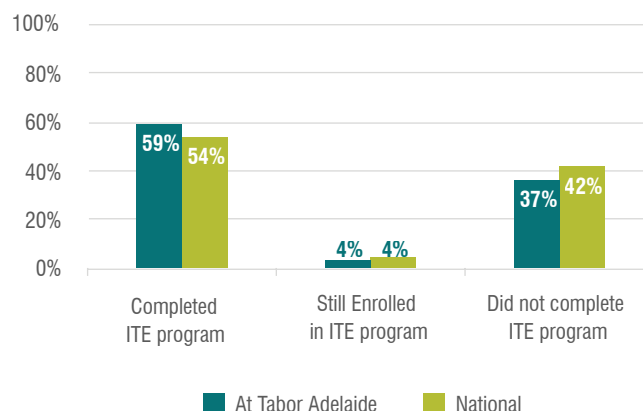
2016 completing students

		Number	%
<b>Total completing students</b>		<b>29</b>	<b>100%</b>
Gender	Male	5	17%
	Female	24	83%
Age	<20	0	0%
	20-24	19	66%
	25-29	7	24%
	30-39	< 5	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	< 5	np
	Low SES*	< 5	np
	Medium SES*	21	72%
	High SES*	5	17%
	Metro*	27	93%
	Regional*	< 5	np
Detailed field of teacher education	Remote*	0	0%
	Not specified	0	0%
	Early Childhood	0	0%
	Primary	13	45%
	Secondary	16	55%
Course level	Other	0	0%
	Postgraduate	< 5	np
	Undergraduate	np	np

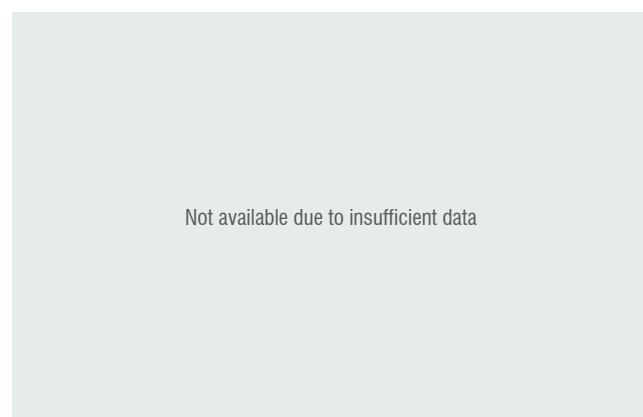
#### Average cohort completion rates after six years

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

##### Undergraduate

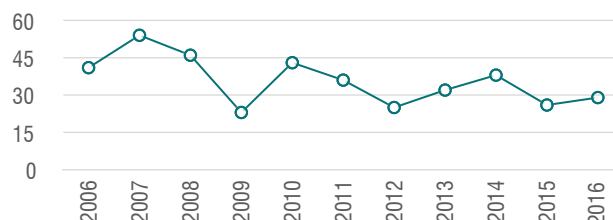


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

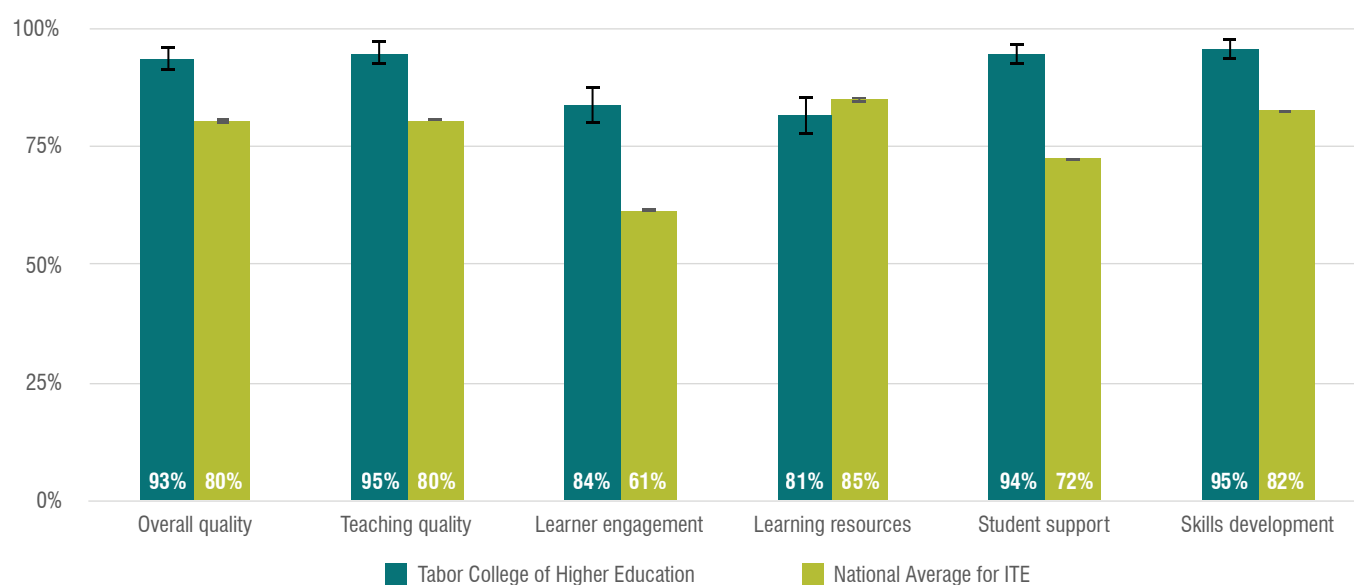
## Initial teacher education

### Student experience and graduate outcomes

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

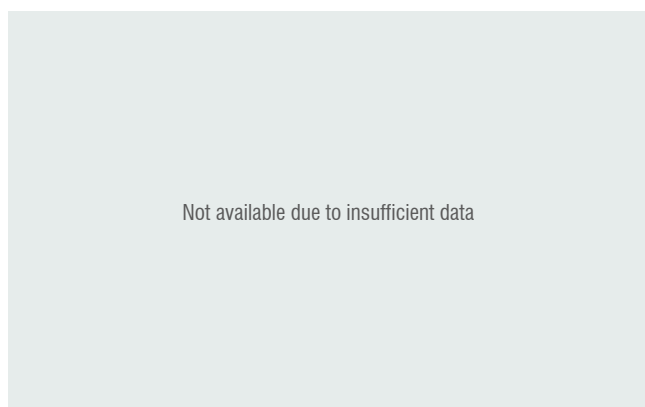
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



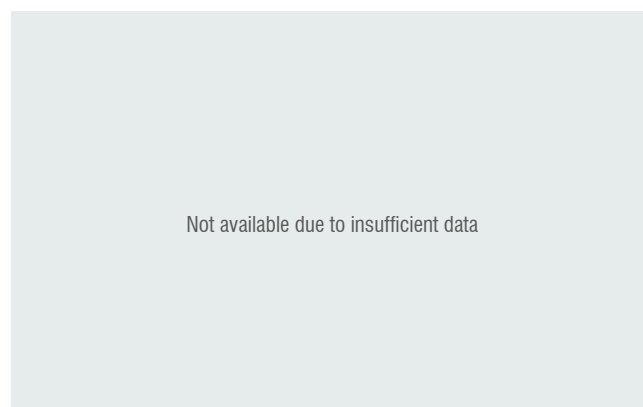
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

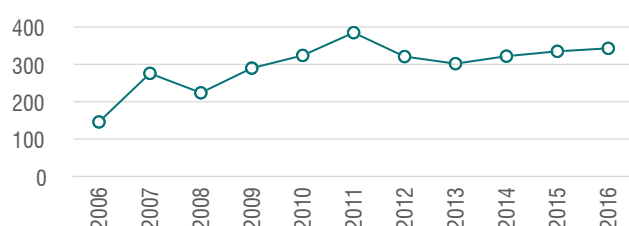
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>343</b>	<b>100%</b>
Student type	Domestic	325	95%
	International	18	5%
Gender	Male	159	46%
	Female	184	54%
Age	<20	167	49%
	20-24	86	25%
	25-29	43	13%
	30-39	22	6%
	40+	25	7%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	317	92%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	19	6%
Equity status (domestic onshore students only)	NESB	12	4%
	Indigenous	5	2%
	Disability	19	6%
	Low SES*	85	26%
	Medium SES*	169	52%
	High SES*	70	22%
	Metro*	282	87%
	Regional*	38	12%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>343</b>	<b>100%</b>
Basis of admission	Secondary education	168	49%
	Higher education course	125	37%
	VET/TAFE	< 5	np
	Mature entry	38	11%
	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	< 5	np
	61-65	< 5	np
	66-70	11	7%
	71-75	26	17%
	76-80	23	15%
	81-85	14	9%
	86-90	26	17%
	91-95	23	15%
	96-100	12	8%
	Students without ATAR	17	11%
Detailed field of teacher education	Not specified	239	70%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	104	30%
	Other	0	0%
Mode of attendance	Internal	343	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	307	90%
	Part-time	36	10%
Course level	Postgraduate	104	30%
	Undergraduate	239	70%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

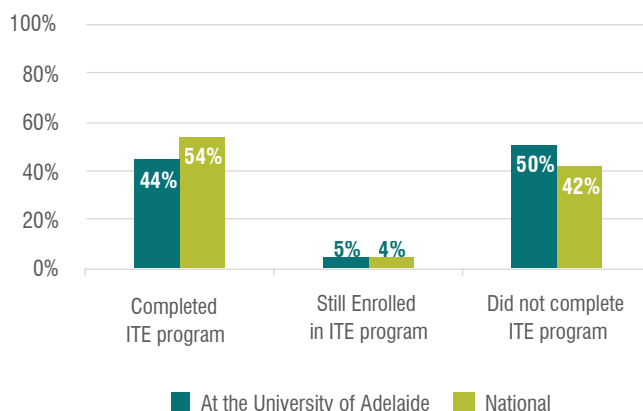
2016 completing students

		Number	%
<b>Total completing students</b>		<b>202</b>	<b>100%</b>
Gender	Male	86	43%
	Female	116	57%
Age	<20	0	0%
	20-24	119	59%
	25-29	38	19%
	30-39	21	10%
	40+	24	12%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	< 5	np
	SA	186	92%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	8	4%
Equity status (domestic onshore students only)	NESB	8	4%
	Indigenous	< 5	np
	Disability	20	10%
	Low SES*	51	27%
	Medium SES*	92	48%
	High SES*	49	26%
	Metro*	166	86%
	Regional*	25	13%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	102	50%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	100	50%
	Other	0	0%
Course level	Postgraduate	100	50%
	Undergraduate	102	50%

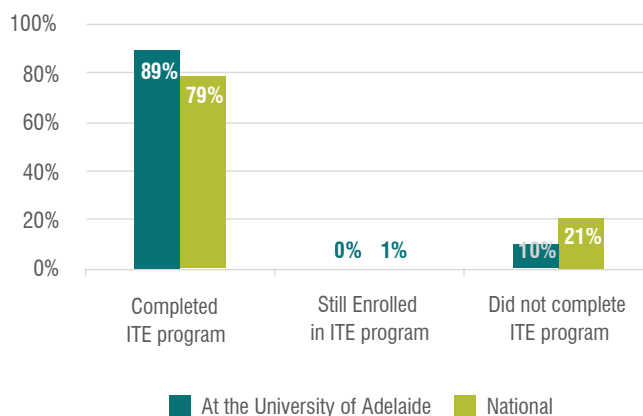
#### Average cohort completion rates after six years

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

##### Undergraduate

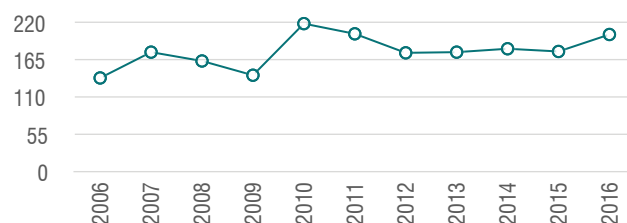


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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



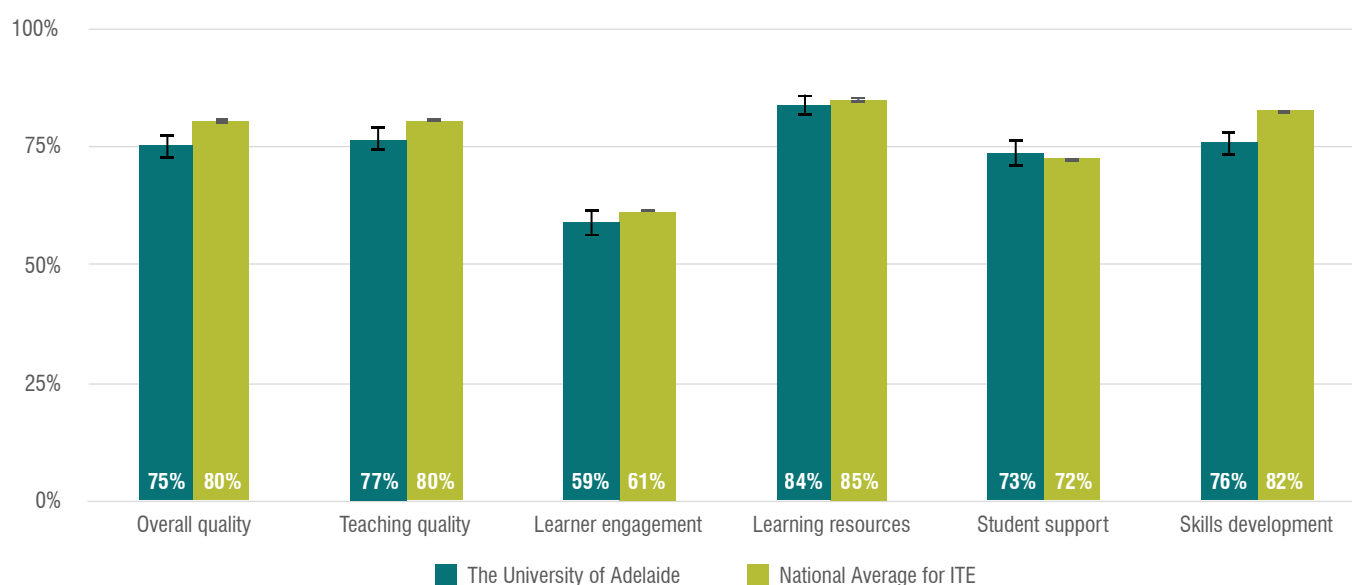
## Initial teacher education

### Student experience and graduate outcomes

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

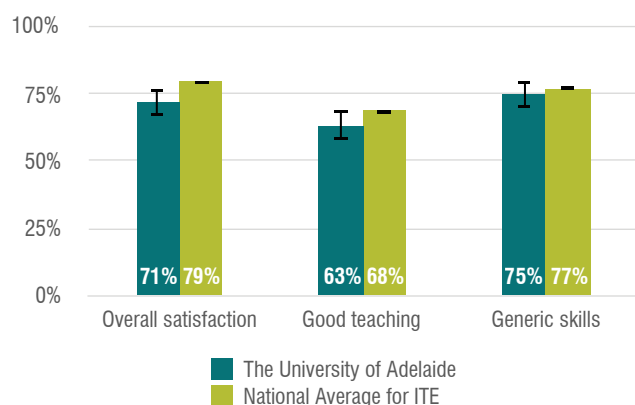
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



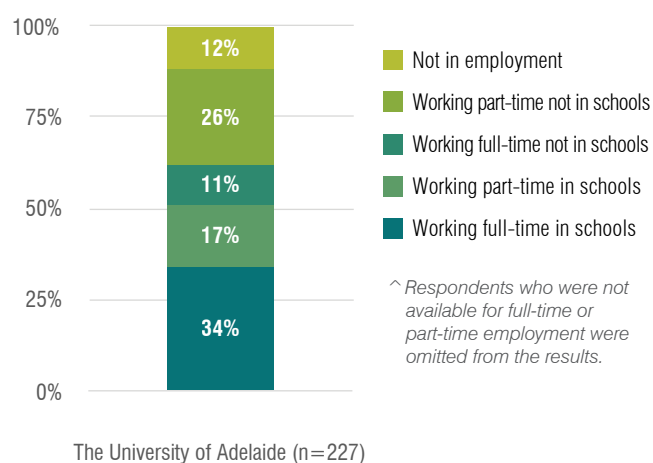
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

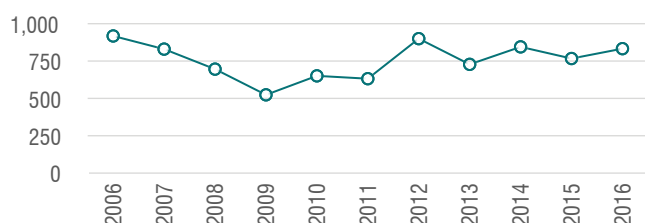
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>833</b>	<b>100%</b>
Student type	Domestic	699	84%
	International	134	16%
Gender	Male	269	32%
	Female	564	68%
Age	<20	0	0%
	20-24	479	58%
	25-29	209	25%
	30-39	98	12%
	40+	47	6%
State/territory of permanent home address*	NSW	8	1%
	VIC	656	79%
	QLD	7	1%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	5	1%
	International	145	17%
Equity status (domestic onshore students only)	NESB	16	2%
	Indigenous	< 5	np
	Disability	26	4%
	Low SES*	54	8%
	Medium SES*	260	38%
	High SES*	374	54%
	Metro*	630	92%
	Regional*	57	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>833</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	np	np
	VET/TAFE	0	0%
	Mature entry	0	0%
	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	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	119	14%
	Primary	170	20%
	Secondary	535	64%
	Other	9	1%
Mode of attendance	Internal	830	100%
	External	< 5	np
	Multi-modal	< 5	np
Type of attendance	Full-time	805	97%
	Part-time	28	3%
Course level	Postgraduate	833	100%
	Undergraduate	0	0%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	7	88%
	Undergraduate	1	13%
	Total	8	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

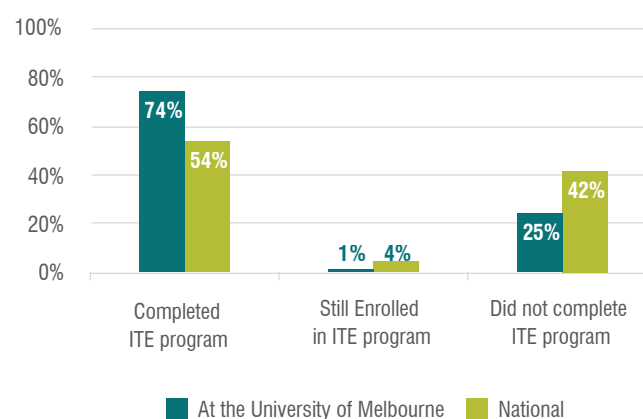
2016 completing students

		Number	%
<b>Total completing students</b>		<b>613</b>	<b>100%</b>
Gender	Male	173	28%
	Female	440	72%
Age	<20	0	0%
	20-24	274	45%
	25-29	221	36%
	30-39	83	14%
	40+	35	6%
State/territory of permanent home address*	NSW	9	1%
	VIC	516	84%
	QLD	8	1%
	WA	< 5	np
	SA	5	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	5	1%
	International	59	10%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	20	4%
	Low SES*	44	8%
	Medium SES*	199	36%
	High SES*	307	56%
	Metro*	497	90%
	Regional*	52	9%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	39	6%
	Primary	178	29%
	Secondary	389	63%
	Other	7	1%
Course level	Postgraduate	np	np
	Undergraduate	< 5	np

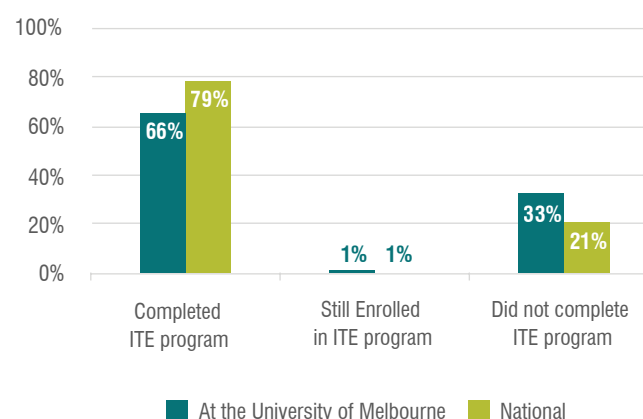
#### Average cohort completion rates after six years

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

##### Undergraduate

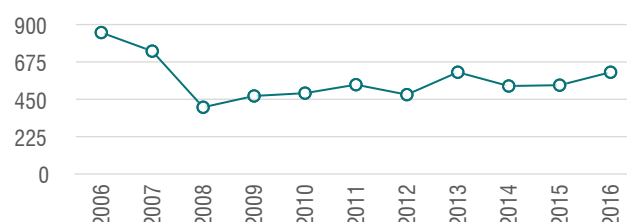


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

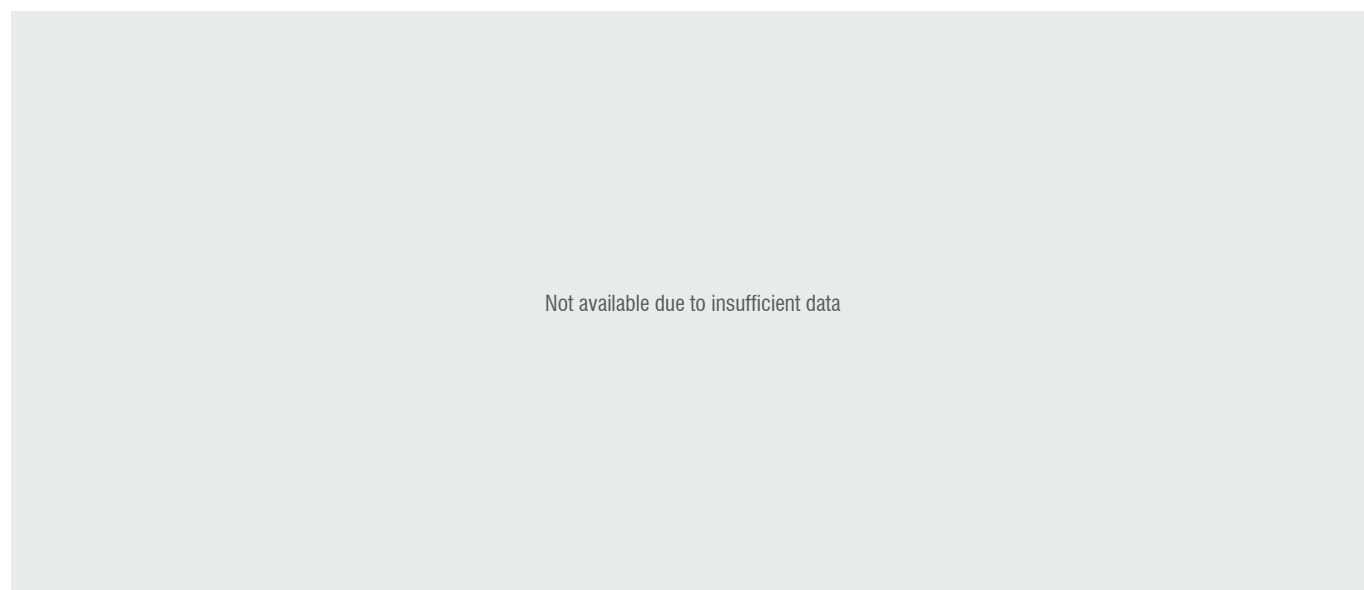
## Initial teacher education

### Student experience and graduate outcomes

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

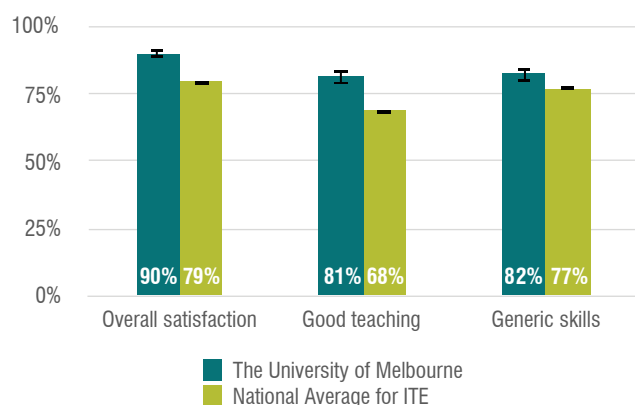
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



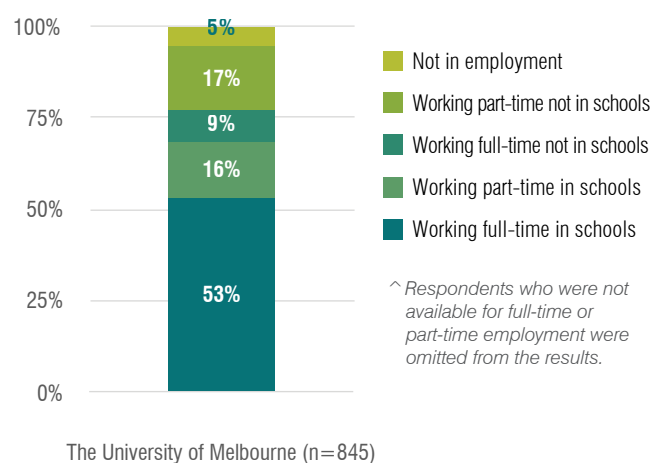
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

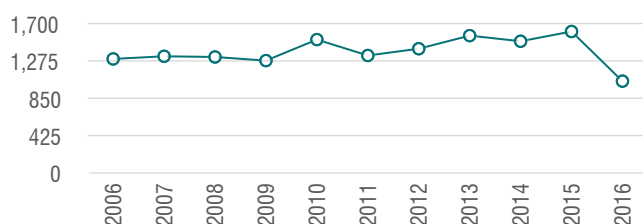
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1045</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	271	26%
	Female	774	74%
Age	<20	151	14%
	20-24	227	22%
	25-29	184	18%
	30-39	298	29%
	40+	185	18%
State/territory of permanent home address*	NSW	848	81%
	VIC	44	4%
	QLD	65	6%
	WA	21	2%
	SA	22	2%
	TAS	< 5	np
	NT	np	np
	ACT	28	3%
	International	8	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	30	3%
	Disability	88	8%
	Low SES*	298	29%
	Medium SES*	528	51%
	High SES*	206	20%
	Metro*	571	55%
	Regional*	441	43%
	Remote*	25	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1045</b>	<b>100%</b>
Basis of admission	Secondary education	69	7%
	Higher education course	750	72%
	VET/TAFE	78	7%
	Mature entry	14	1%
	Professional qualification	0	0%
	Other basis	134	13%
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	< 5	np
	71-75	6	9%
	76-80	12	17%
	81-85	15	22%
	86-90	6	9%
	91-95	10	14%
	96-100	0	0%
	Students without ATAR	17	25%
Detailed field of teacher education	Not specified	308	29%
	Early Childhood	0	0%
	Primary	254	24%
	Secondary	483	46%
	Other	0	0%
Mode of attendance	Internal	54	5%
	External	922	88%
	Multi-modal	69	7%
Type of attendance	Full-time	604	58%
	Part-time	441	42%
Course level	Postgraduate	470	45%
	Undergraduate	575	55%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	10	15%
	Undergraduate	55	85%
	Total	65	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

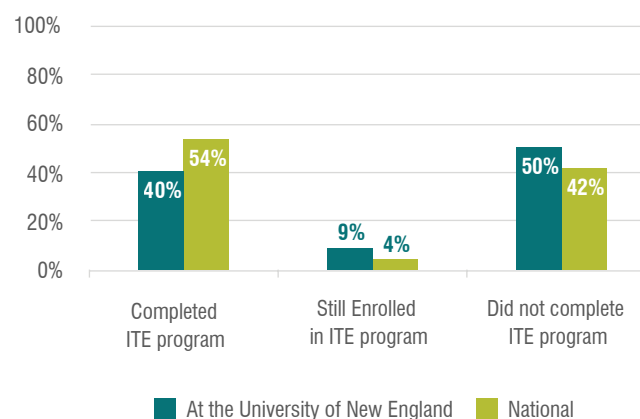
2016 completing students

		Number	%
<b>Total completing students</b>		<b>655</b>	<b>100%</b>
Gender	Male	110	17%
	Female	545	83%
Age	<20	< 5	np
	20-24	142	22%
	25-29	np	np
	30-39	216	33%
	40 +	169	26%
State/territory of permanent home address*	NSW	565	86%
	VIC	27	4%
	QLD	22	3%
	WA	8	1%
	SA	6	1%
	TAS	np	np
	NT	< 5	np
	ACT	9	1%
	International	8	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	13	2%
	Disability	33	5%
	Low SES*	192	30%
	Medium SES*	329	51%
	High SES*	125	19%
	Metro*	357	55%
	Regional*	278	43%
	Remote*	11	2%
Detailed field of teacher education	Not specified	209	32%
	Early Childhood	106	16%
	Primary	174	27%
	Secondary	166	25%
	Other	0	0%
Course level	Postgraduate	298	45%
	Undergraduate	357	55%

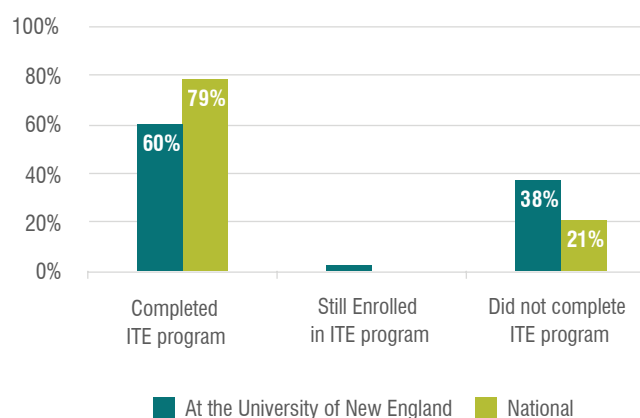
#### Average cohort completion rates after six years

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

##### Undergraduate

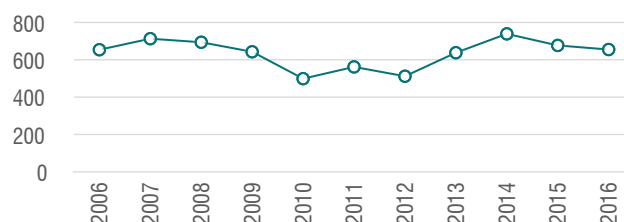


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

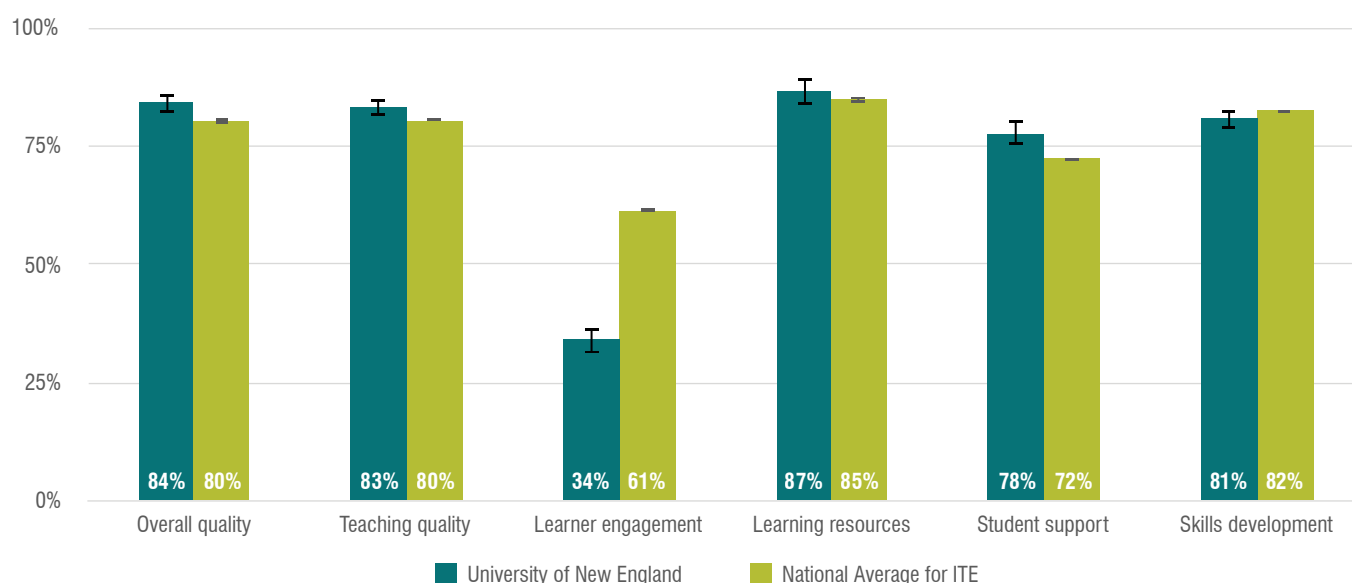
## Initial teacher education

### Student experience and graduate outcomes

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

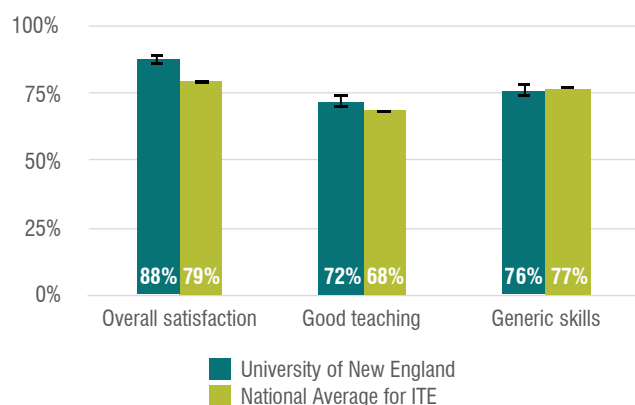
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



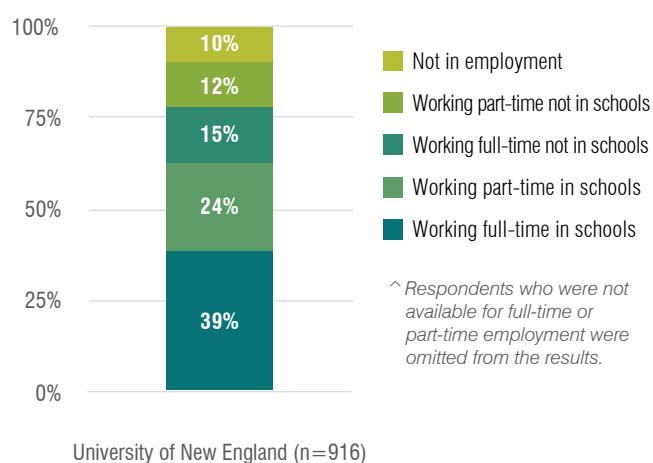
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

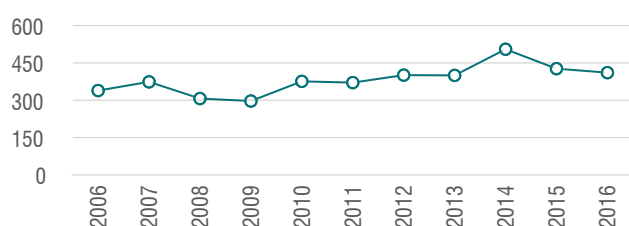
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>411</b>	<b>100%</b>
Student type	Domestic	377	92%
	International	34	8%
Gender	Male	155	38%
	Female	256	62%
Age	<20	179	44%
	20-24	149	36%
	25-29	46	11%
	30-39	23	6%
	40+	14	3%
State/territory of permanent home address*	NSW	371	90%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	35	9%
Equity status (domestic onshore students only)	NESB	19	5%
	Indigenous	5	1%
	Disability	20	5%
	Low SES*	39	10%
	Medium SES*	171	45%
	High SES*	166	44%
	Metro*	357	95%
	Regional*	19	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>411</b>	<b>100%</b>
Basis of admission	Secondary education	147	36%
	Higher education course	209	51%
	VET/TAFE	np	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	27	7%
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	25	18%
	81-85	25	18%
	86-90	27	20%
	91-95	22	16%
	96-100	np	np
	Students without ATAR	28	20%
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	np	np
	Other	0	0%
Mode of attendance	Internal	411	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	374	91%
	Part-time	37	9%
Course level	Postgraduate	142	35%
	Undergraduate	269	65%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	14%
	Undergraduate	18	86%
	Total	21	100%



## Initial teacher education

### Completion data

#### Demographic and study characteristics

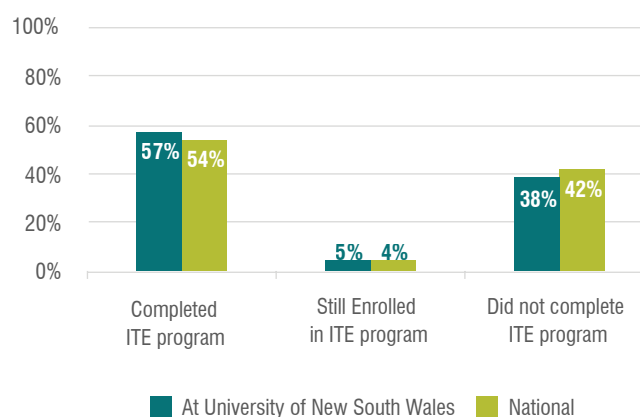
2016 completing students

		Number	%
<b>Total completing students</b>		<b>281</b>	<b>100%</b>
Gender	Male	76	27%
	Female	205	73%
Age	<20	0	0%
	20-24	205	73%
	25-29	48	17%
	30-39	21	7%
	40+	7	2%
State/territory of permanent home address*	NSW	263	94%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	< 5	np
	International	13	5%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	19	7%
	Low SES*	23	9%
	Medium SES*	122	46%
	High SES*	121	45%
	Metro*	249	93%
	Regional*	18	7%
	Remote*	0	0%
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	np	np
	Other	0	0%
Course level	Postgraduate	88	31%
	Undergraduate	193	69%

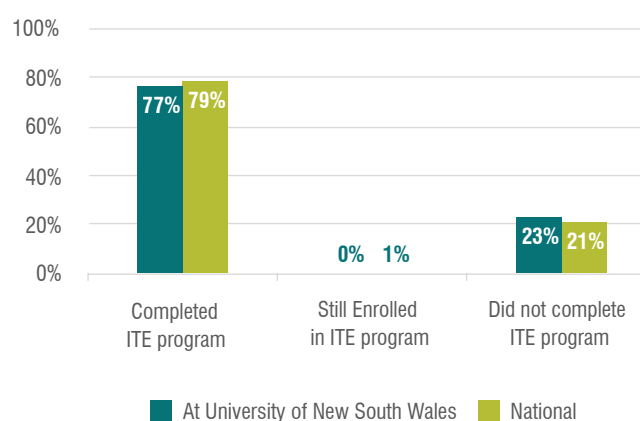
#### Average cohort completion rates after six years

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

##### Undergraduate

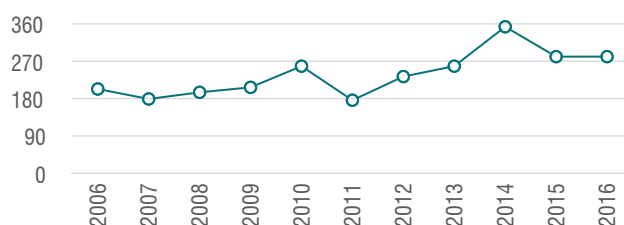


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

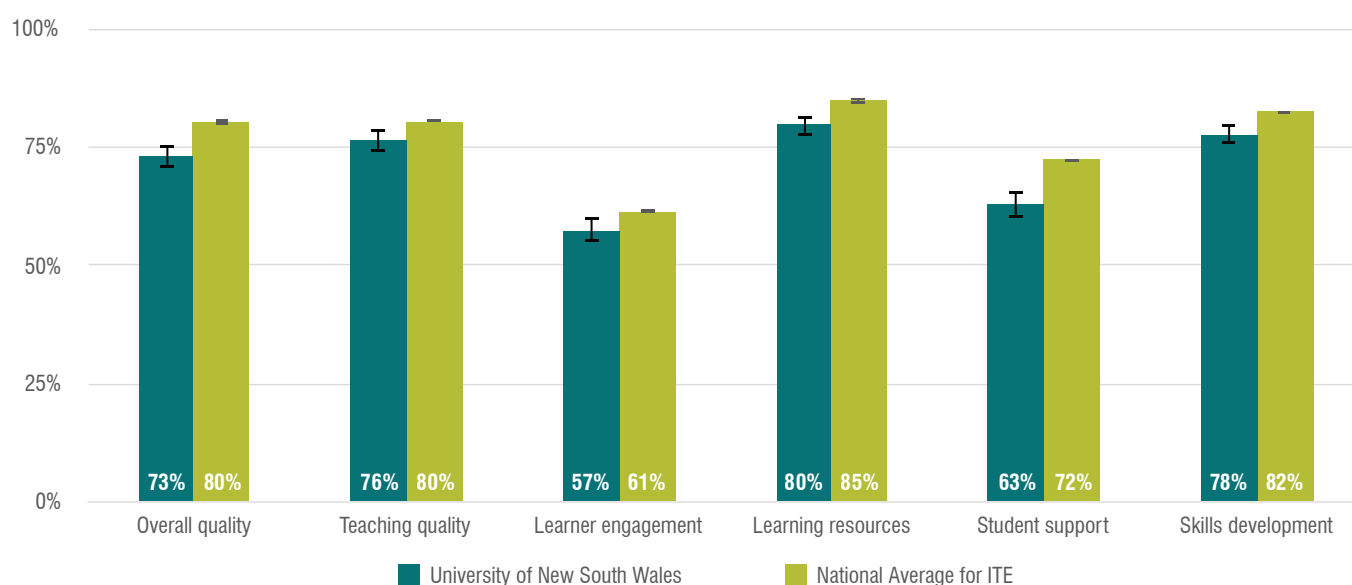
## Initial teacher education

### Student experience and graduate outcomes

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

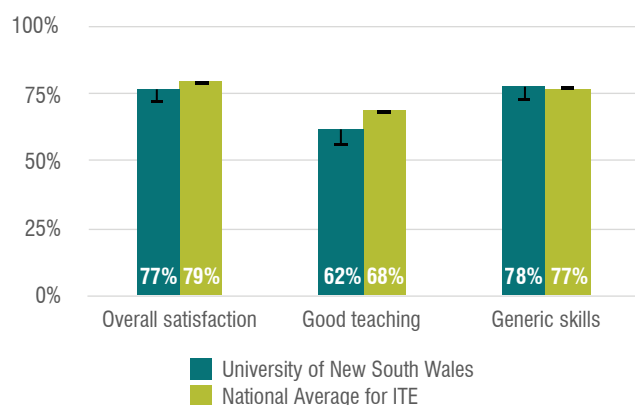
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



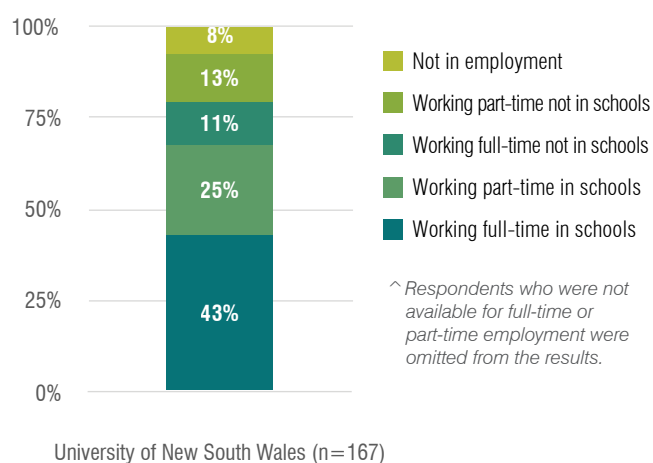
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

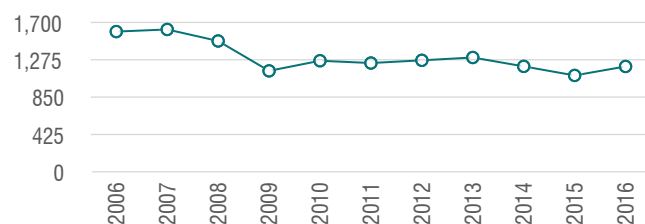
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1199</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	434	36%
	Female	765	64%
Age	<20	603	50%
	20-24	387	32%
	25-29	92	8%
	30-39	84	7%
	40+	33	3%
State/territory of permanent home address*	NSW	1192	99%
	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	< 5	np
	Indigenous	58	5%
	Disability	53	4%
	Low SES*	421	35%
	Medium SES*	689	58%
	High SES*	78	7%
	Metro*	920	77%
	Regional*	272	23%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>1199</b>	<b>100%</b>
Basis of admission	Secondary education	443	37%
	Higher education course	416	35%
	VET/TAFE	109	9%
	Mature entry	196	16%
	Professional qualification	< 5	np
	Other basis	np	np
ATAR (domestic secondary education basis of admission entrants only)	30-50	< 5	np
	51-55	12	3%
	56-60	47	11%
	61-65	55	12%
	66-70	52	12%
	71-75	50	11%
	76-80	30	7%
	81-85	22	5%
	86-90	18	4%
	91-95	9	2%
	96-100	< 5	np
	Students without ATAR	145	33%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	660	55%
	Secondary	539	45%
	Other	0	0%
Mode of attendance	Internal	1109	92%
	External	0	0%
	Multi-modal	90	8%
Type of attendance	Full-time	1061	88%
	Part-time	138	12%
Course level	Postgraduate	88	7%
	Undergraduate	1111	93%

#### 2016 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	16	89%
	Total	18	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

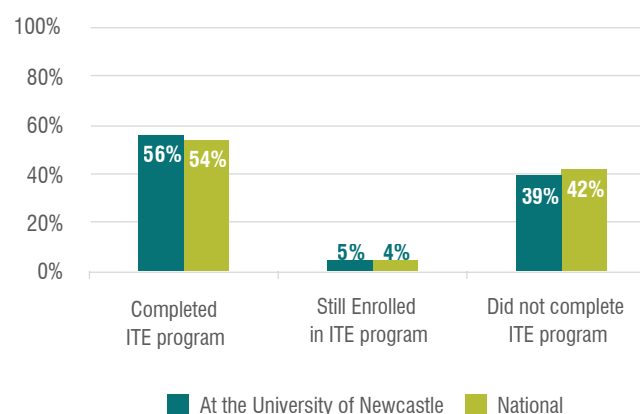
2016 completing students

		Number	%
<b>Total completing students</b>		<b>693</b>	<b>100%</b>
Gender	Male	172	25%
	Female	521	75%
Age	<20	0	0%
	20-24	488	70%
	25-29	116	17%
	30-39	53	8%
	40+	36	5%
State/territory of permanent home address*	NSW	689	99%
	VIC	0	0%
	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	20	3%
	Disability	35	5%
	Low SES*	241	35%
	Medium SES*	394	57%
	High SES*	54	8%
	Metro*	556	81%
	Regional*	133	19%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	44	6%
	Primary	390	56%
	Secondary	259	37%
	Other	0	0%
Course level	Postgraduate	63	9%
	Undergraduate	630	91%

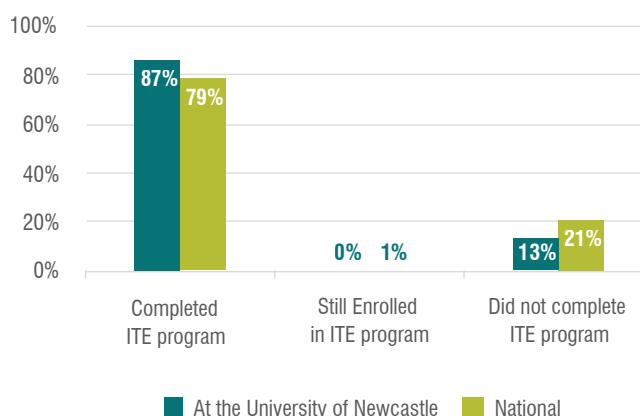
#### Average cohort completion rates after six years

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

##### Undergraduate

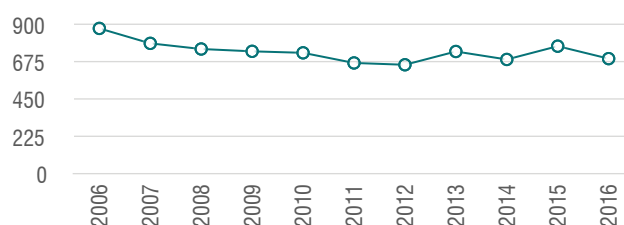


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

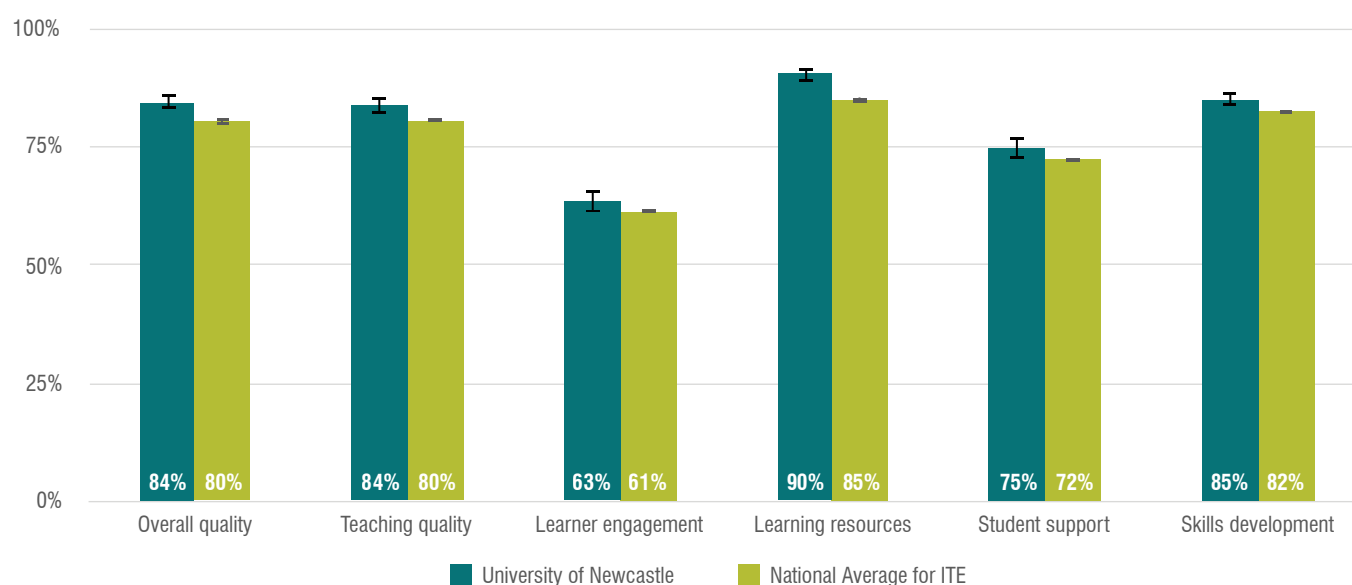
## Initial teacher education

### Student experience and graduate outcomes

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

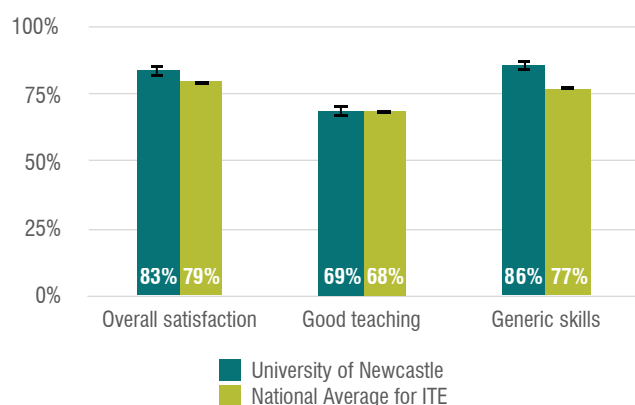
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



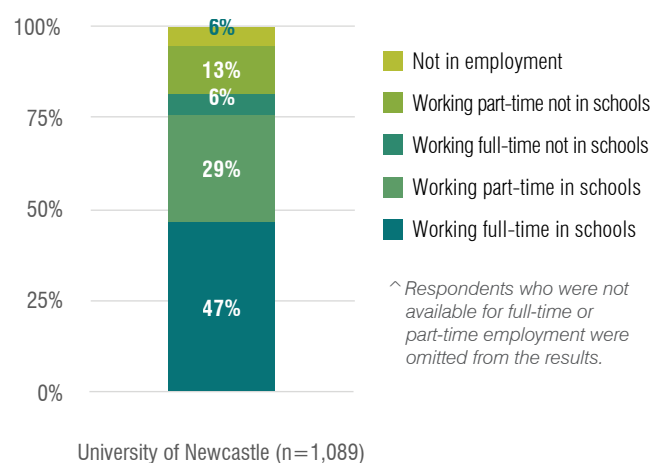
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

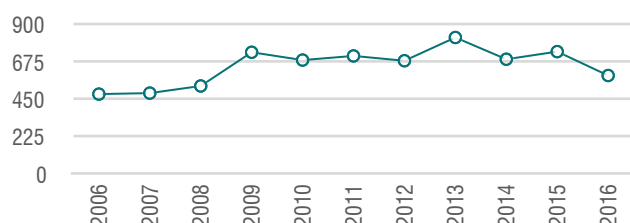
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>590</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	181	31%
	Female	409	69%
Age	<20	282	48%
	20-24	186	32%
	25-29	55	9%
	30-39	38	6%
	40+	29	5%
State/territory of permanent home address*	NSW	163	28%
	VIC	< 5	np
	QLD	< 5	np
	WA	420	71%
	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	19	3%
	Low SES*	80	14%
	Medium SES*	235	40%
	High SES*	269	46%
	Metro*	554	95%
	Regional*	28	5%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>590</b>	<b>100%</b>
Basis of admission	Secondary education	197	33%
	Higher education course	157	27%
	VET/TAFE	np	np
	Mature entry	125	21%
	Professional qualification	< 5	np
	Other basis	86	15%
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	171	100%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	84	14%
	Primary	153	26%
	Secondary	310	53%
	Other	43	7%
Mode of attendance	Internal	590	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	489	83%
	Part-time	101	17%
Course level	Postgraduate	182	31%
	Undergraduate	408	69%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	5	17%
	Undergraduate	25	83%
	Total	30	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

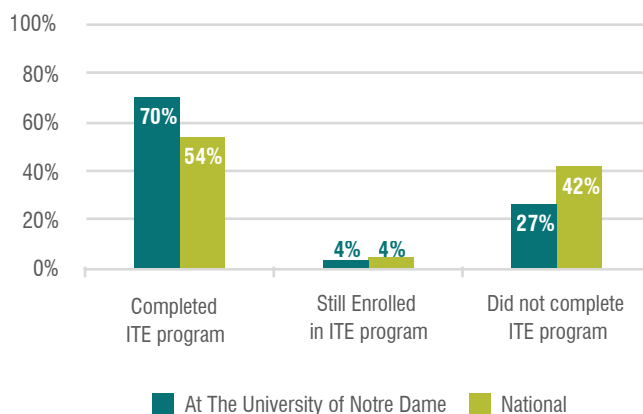
2016 completing students

		Number	%
<b>Total completing students</b>		<b>638</b>	<b>100%</b>
Gender	Male	118	18%
	Female	520	82%
Age	<20	0	0%
	20-24	494	77%
	25-29	99	16%
	30-39	26	4%
	40+	19	3%
State/territory of permanent home address*	NSW	328	51%
	VIC	< 5	np
	QLD	< 5	np
	WA	304	48%
	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	37	6%
	Low SES*	67	11%
	Medium SES*	296	47%
	High SES*	268	42%
	Metro*	608	96%
	Regional*	17	3%
	Remote*	7	1%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	114	18%
	Primary	210	33%
	Secondary	199	31%
	Other	115	18%
Course level	Postgraduate	124	19%
	Undergraduate	514	81%

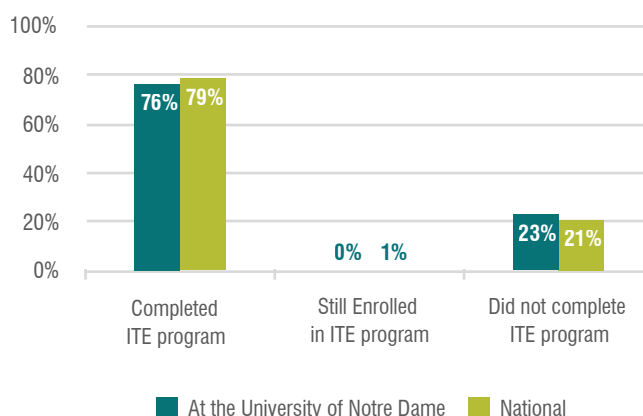
#### Average cohort completion rates after six years

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

##### Undergraduate

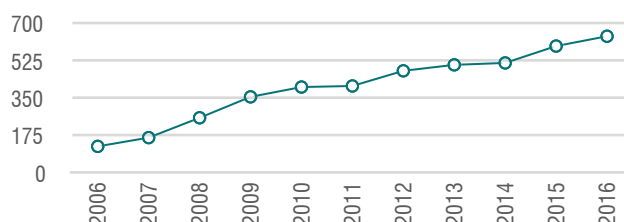


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

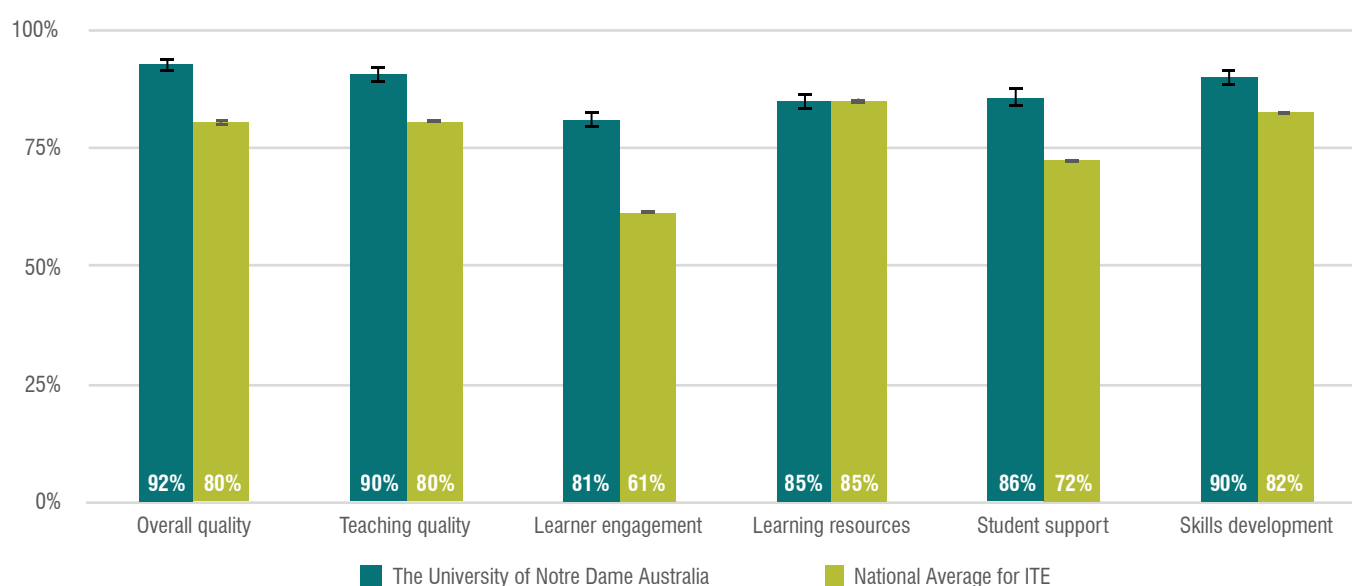
## Initial teacher education

### Student experience and graduate outcomes

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

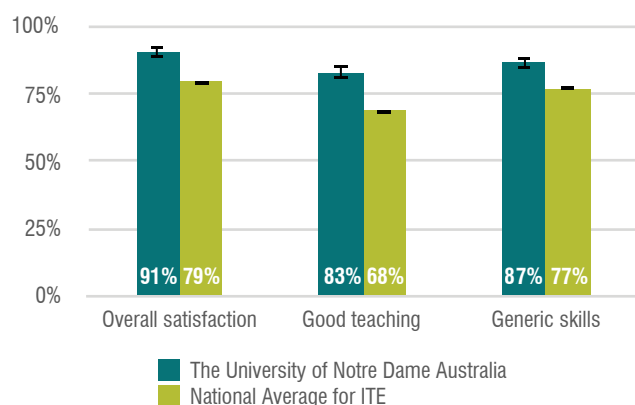
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



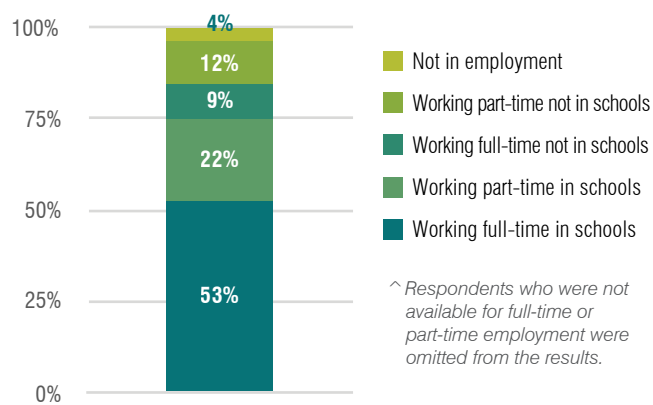
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



The University of Notre Dame Australia (n=623)

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

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



## Initial teacher education

### Program and commencement data

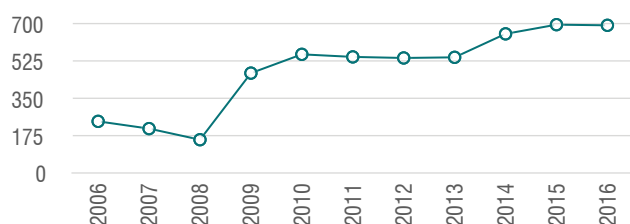
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>692</b>	<b>100%</b>
Student type	Domestic	678	98%
	International	14	2%
Gender	Male	267	39%
	Female	425	61%
Age	<20	373	54%
	20-24	183	26%
	25-29	71	10%
	30-39	31	4%
	40+	34	5%
State/territory of permanent home address*	NSW	5	1%
	VIC	< 5	np
	QLD	666	96%
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	16	2%
Equity status (domestic onshore students only)	NESB	13	2%
	Indigenous	14	2%
	Disability	24	4%
	Low SES*	105	16%
	Medium SES*	297	44%
	High SES*	274	41%
	Metro*	588	87%
	Regional*	86	13%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>692</b>	<b>100%</b>
Basis of admission	Secondary education	295	43%
	Higher education course	352	51%
	VET/TAFE	27	4%
	Mature entry	0	0%
	Professional qualification	7	1%
	Other basis	11	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	< 5	np
	76-80	52	18%
	81-85	67	23%
	86-90	44	15%
	91-95	33	11%
	96-100	np	np
	Students without ATAR	75	26%
Detailed field of teacher education	Not specified	363	52%
	Early Childhood	0	0%
	Primary	137	20%
	Secondary	192	28%
	Other	0	0%
Mode of attendance	Internal	638	92%
	External	0	0%
	Multi-modal	54	8%
Type of attendance	Full-time	645	93%
	Part-time	47	7%
Course level	Postgraduate	241	35%
	Undergraduate	451	65%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	16%
	Undergraduate	16	84%
	Total	19	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

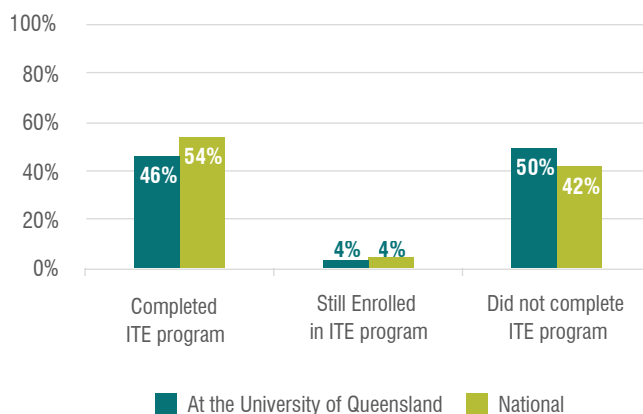
2016 completing students

		Number	%
<b>Total completing students</b>		<b>397</b>	<b>100%</b>
Gender	Male	128	32%
	Female	269	68%
Age	<20	0	0%
	20-24	278	70%
	25-29	62	16%
	30-39	32	8%
	40+	25	6%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	365	92%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	23	6%
Equity status (domestic onshore students only)	NESB	6	2%
	Indigenous	6	2%
	Disability	10	3%
	Low SES*	47	13%
	Medium SES*	146	39%
	High SES*	181	48%
	Metro*	334	89%
	Regional*	40	11%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	140	35%
	Early Childhood	0	0%
	Primary	89	22%
	Secondary	168	42%
	Other	0	0%
Course level	Postgraduate	176	44%
	Undergraduate	221	56%

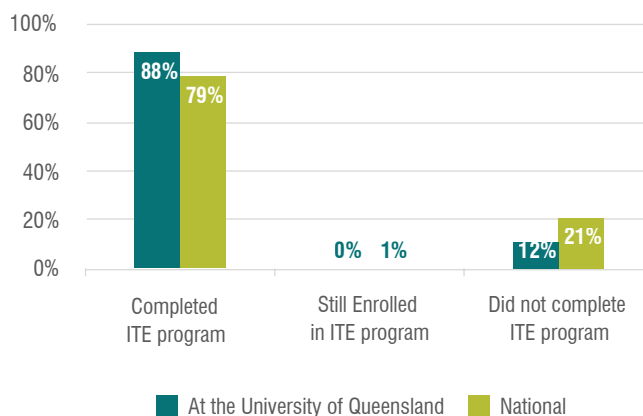
#### Average cohort completion rates after six years

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

##### Undergraduate

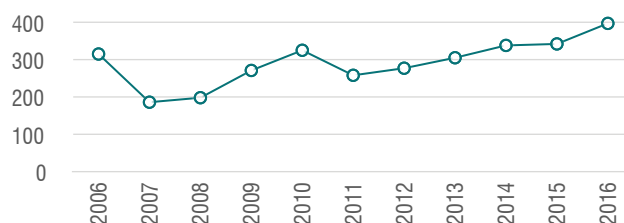


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

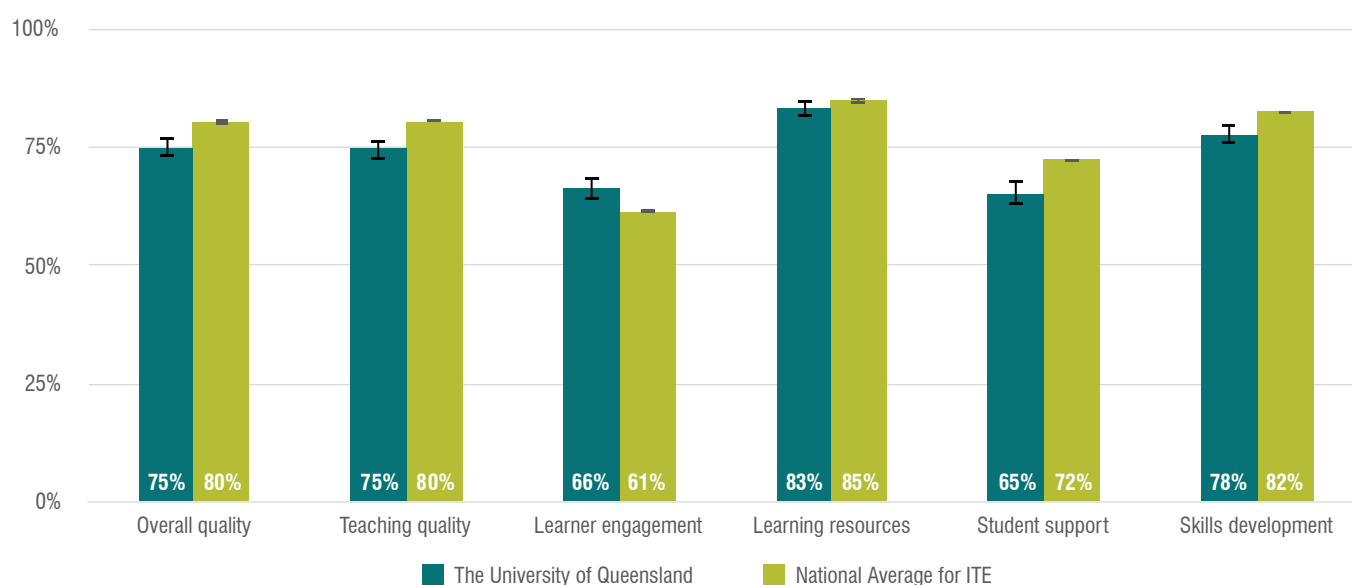
## Initial teacher education

### Student experience and graduate outcomes

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

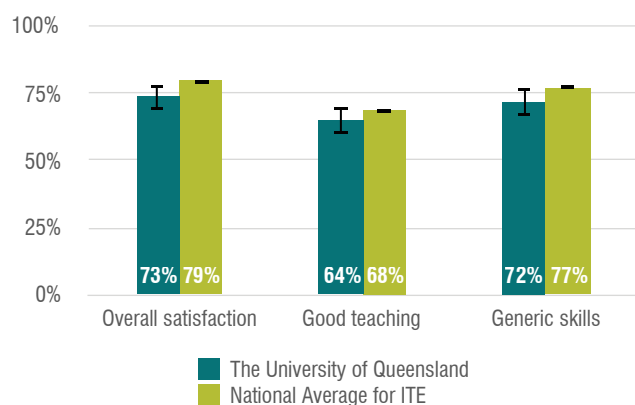
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



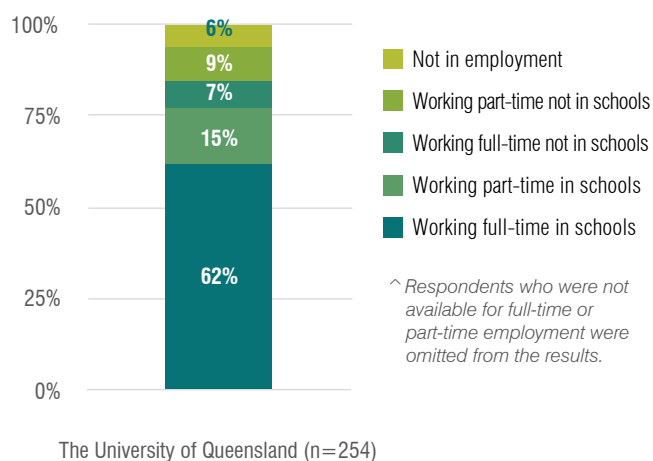
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

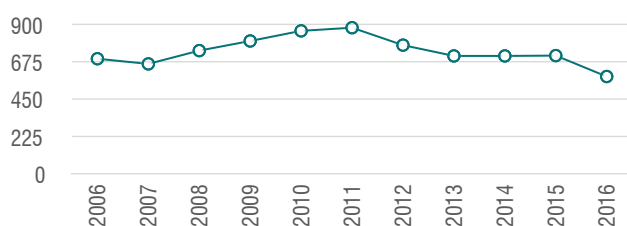
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>586</b>	<b>100%</b>
Student type	Domestic	528	90%
	International	58	10%
Gender	Male	138	24%
	Female	448	76%
Age	<20	316	54%
	20-24	185	32%
	25-29	48	8%
	30-39	21	4%
	40+	16	3%
State/territory of permanent home address*	NSW	513	88%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	65	11%
Equity status (domestic onshore students only)	NESB	25	5%
	Indigenous	9	2%
	Disability	22	4%
	Low SES*	57	11%
	Medium SES*	212	41%
	High SES*	251	48%
	Metro*	483	93%
	Regional*	38	7%
	Remote*	0	0%

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>586</b>	<b>100%</b>
Basis of admission	Secondary education	322	55%
	Higher education course	244	42%
	VET/TAFE	< 5	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	15	3%
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	38	13%
	86-90	75	25%
	91-95	41	14%
	96-100	20	7%
	Students without ATAR	107	36%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	np	np
	Primary	184	32%
	Secondary	341	58%
	Other	< 5	np
Mode of attendance	Internal	573	98%
	External	0	0%
	Multi-modal	13	2%
Type of attendance	Full-time	567	97%
	Part-time	19	3%
Course level	Postgraduate	189	32%
	Undergraduate	397	68%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	5	36%
	Undergraduate	9	64%
	Total	14	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

2016 completing students

		Number	%
<b>Total completing students</b>		<b>382</b>	<b>100%</b>
Gender	Male	86	23%
	Female	296	77%
Age	<20	0	0%
	20-24	260	68%
	25-29	70	18%
	30-39	35	9%
	40+	17	4%
State/territory of permanent home address*	NSW	351	92%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	np	np
Equity status (domestic onshore students only)	NESB	12	3%
	Indigenous	10	3%
	Disability	15	4%
	Low SES*	28	8%
	Medium SES*	141	40%
	High SES*	184	52%
	Metro*	340	96%
	Regional*	13	4%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	40	10%
	Primary	147	38%
	Secondary	195	51%
	Other	0	0%
Course level	Postgraduate	175	46%
	Undergraduate	207	54%

#### Average cohort completion rates after six years

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

##### Undergraduate

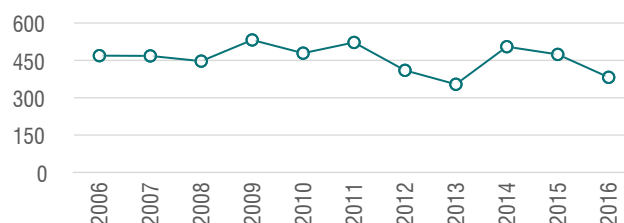
Due to the structure of some ITE programs at the University of Sydney it was not possible to calculate accurate completion and attrition rates.

##### Postgraduate

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 Attachment 2 for information about how to interpret the data.

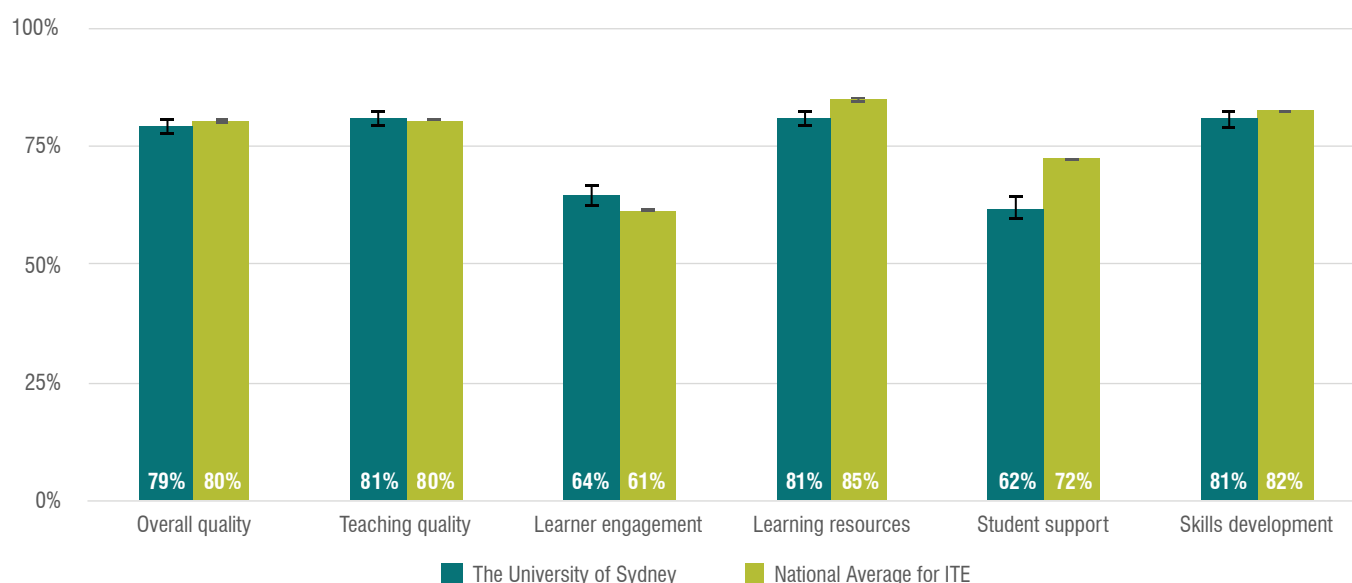
## Initial teacher education

### Student experience and graduate outcomes

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

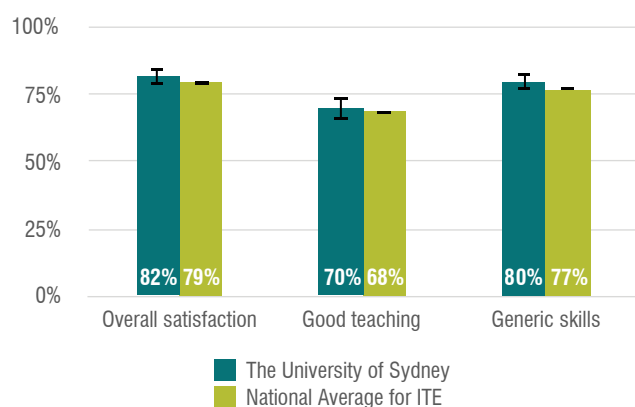
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

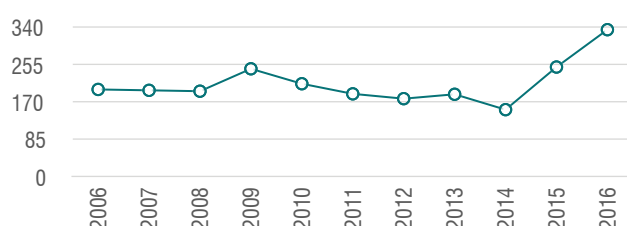
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>334</b>	<b>100%</b>
Student type	Domestic	316	95%
	International	18	5%
Gender	Male	118	35%
	Female	216	65%
Age	<20	0	0%
	20-24	166	50%
	25-29	76	23%
	30-39	56	17%
	40+	36	11%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	310	93%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	18	5%
Equity status (domestic onshore students only)	NESB	9	3%
	Indigenous	< 5	np
	Disability	31	10%
	Low SES*	32	10%
	Medium SES*	118	37%
	High SES*	164	52%
	Metro*	291	92%
	Regional*	22	7%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>334</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	334	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	261	79%
	Other	< 5	np
Mode of attendance	Internal	np	np
	External	< 5	np
	Multi-modal	0	0%
Type of attendance	Full-time	294	88%
	Part-time	40	12%
Course level	Postgraduate	334	100%
	Undergraduate	0	0%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

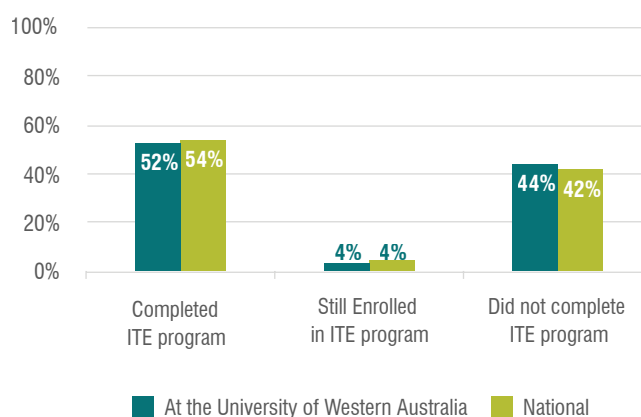
2016 completing students

		Number	%
<b>Total completing students</b>		<b>293</b>	<b>100%</b>
Gender	Male	95	32%
	Female	198	68%
Age	<20	0	0%
	20-24	148	51%
	25-29	64	22%
	30-39	47	16%
	40+	34	12%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	276	94%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	12	4%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	20	7%
	Low SES*	26	9%
	Medium SES*	105	38%
	High SES*	147	53%
	Metro*	250	90%
	Regional*	27	10%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	65	22%
	Early Childhood	< 5	np
	Primary	0	0%
	Secondary	225	78%
	Other	< 5	np
Course level	Postgraduate	293	100%
	Undergraduate	0	0%

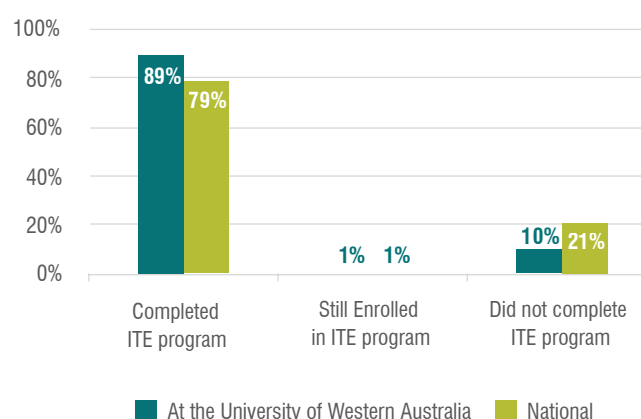
#### Average cohort completion rates after six years

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

##### Undergraduate

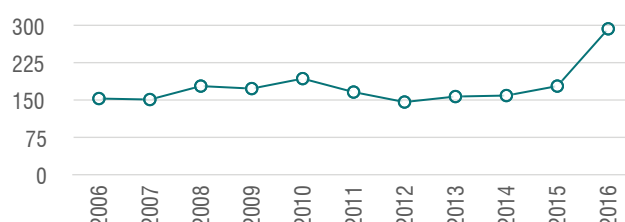


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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



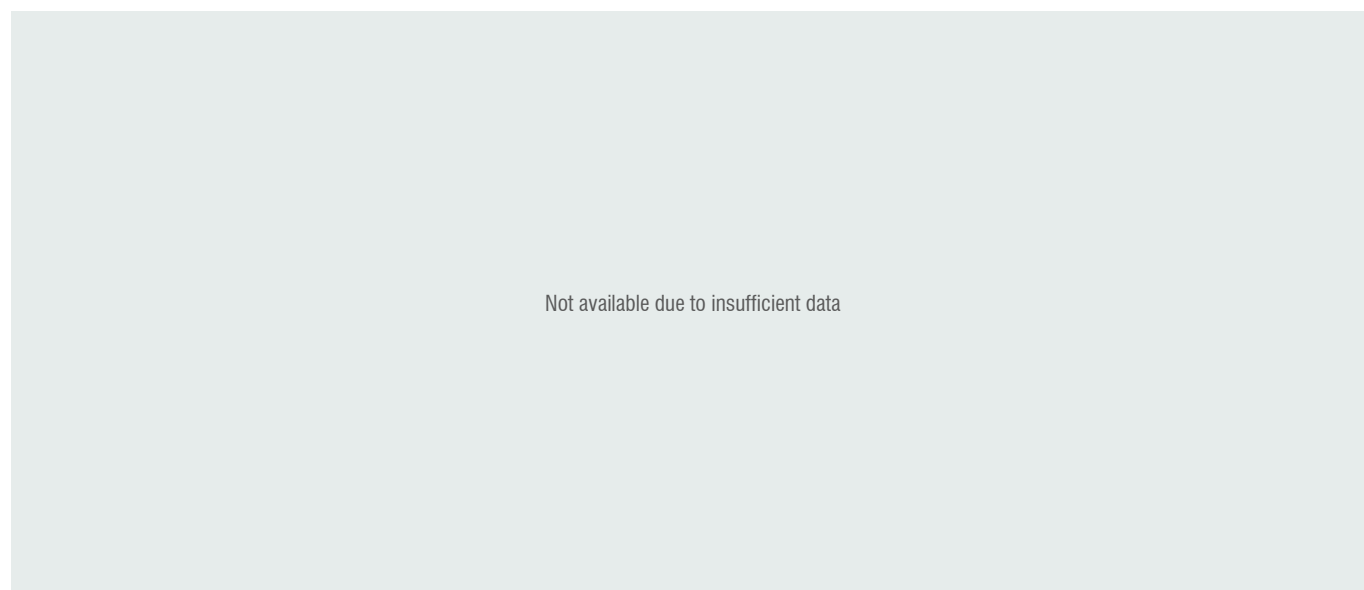
## Initial teacher education

### Student experience and graduate outcomes

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

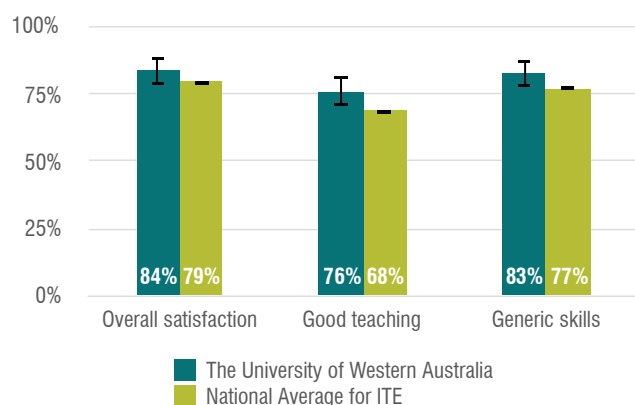
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



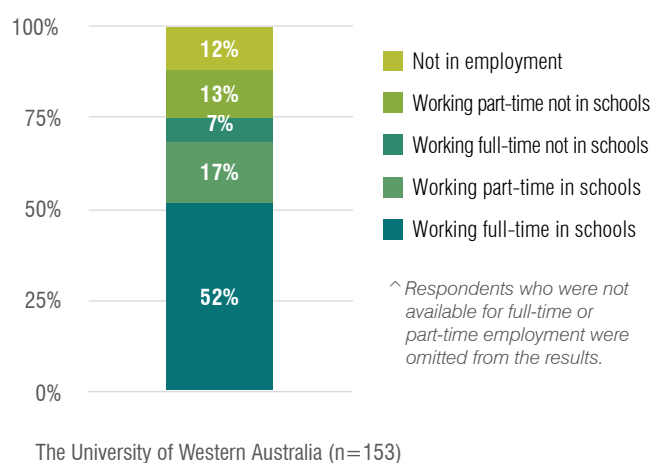
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

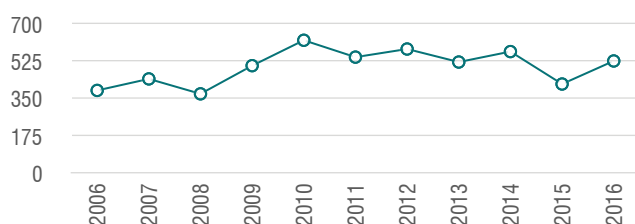
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>527</b>	<b>100%</b>
Student type	Domestic	514	98%
	International	13	2%
Gender	Male	202	38%
	Female	325	62%
Age	<20	179	34%
	20-24	221	42%
	25-29	59	11%
	30-39	46	9%
	40+	22	4%
State/territory of permanent home address*	NSW	155	29%
	VIC	< 5	np
	QLD	5	1%
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	349	66%
	International	14	3%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	15	3%
	Disability	33	6%
	Low SES*	36	7%
	Medium SES*	190	37%
	High SES*	287	56%
	Metro*	401	78%
	Regional*	110	21%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>527</b>	<b>100%</b>
Basis of admission	Secondary education	155	29%
	Higher education course	232	44%
	VET/TAFE	54	10%
	Mature entry	26	5%
	Professional qualification	0	0%
	Other basis	60	11%
ATAR (domestic secondary education basis of admission entrants only)	30-50	< 5	np
	51-55	8	5%
	56-60	11	7%
	61-65	29	19%
	66-70	22	14%
	71-75	16	10%
	76-80	19	12%
	81-85	17	11%
	86-90	9	6%
	91-95	6	4%
	96-100	< 5	np
	Students without ATAR	12	8%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	278	53%
	Secondary	np	np
	Other	< 5	np
Mode of attendance	Internal	406	77%
	External	0	0%
	Multi-modal	121	23%
Type of attendance	Full-time	424	80%
	Part-time	103	20%
Course level	Postgraduate	52	10%
	Undergraduate	475	90%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	15%
	Undergraduate	22	85%
	Total	26	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

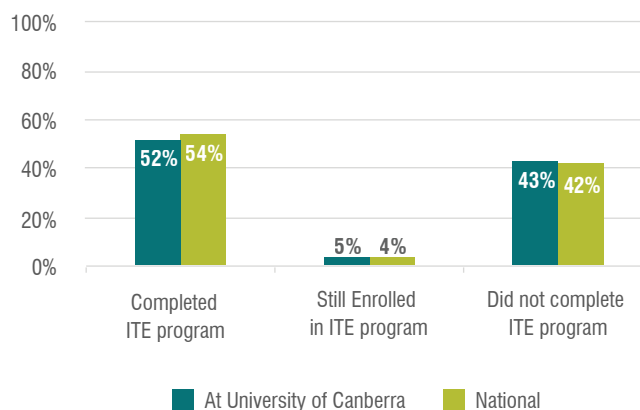
2016 completing students

		Number	%
<b>Total completing students</b>		<b>226</b>	<b>100%</b>
Gender	Male	64	28%
	Female	162	72%
Age	<20	0	0%
	20-24	137	61%
	25-29	44	19%
	30-39	18	8%
	40+	27	12%
State/territory of permanent home address*	NSW	78	35%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	138	61%
	International	7	3%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	6	3%
	Disability	11	5%
	Low SES*	24	11%
	Medium SES*	82	37%
	High SES*	113	52%
	Metro*	155	71%
	Regional*	64	29%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	< 5	np
	Primary	142	63%
	Secondary	50	22%
	Other	np	np
Course level	Postgraduate	31	14%
	Undergraduate	195	86%

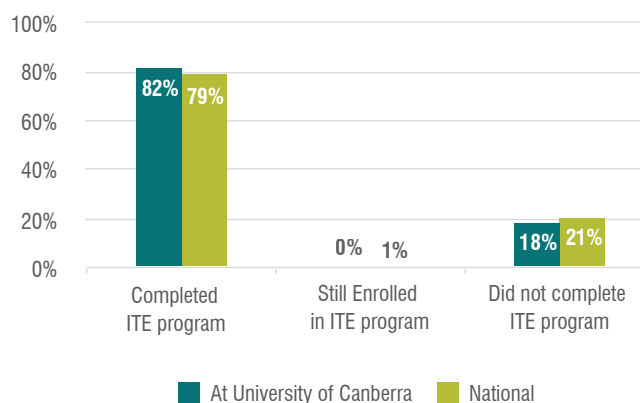
#### Average cohort completion rates after six years

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

##### Undergraduate

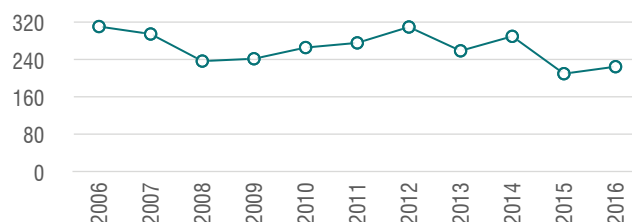


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

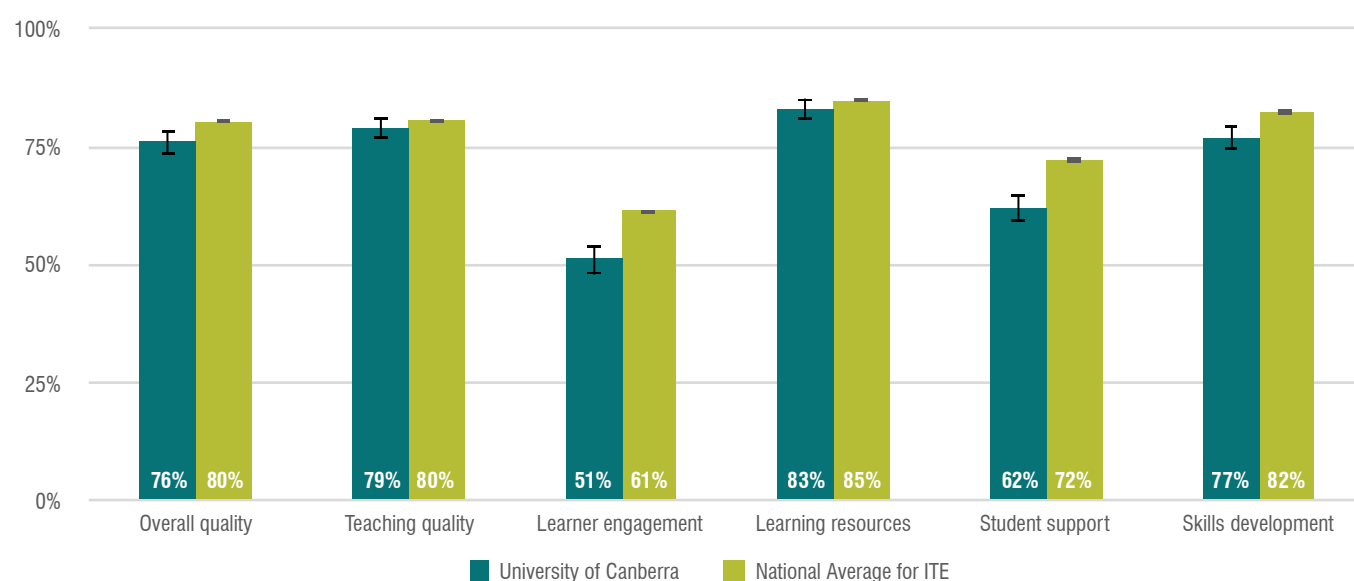
## Initial teacher education

### Student experience and graduate outcomes

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

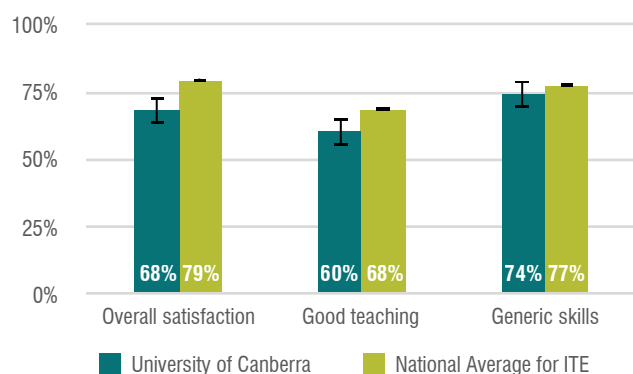
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



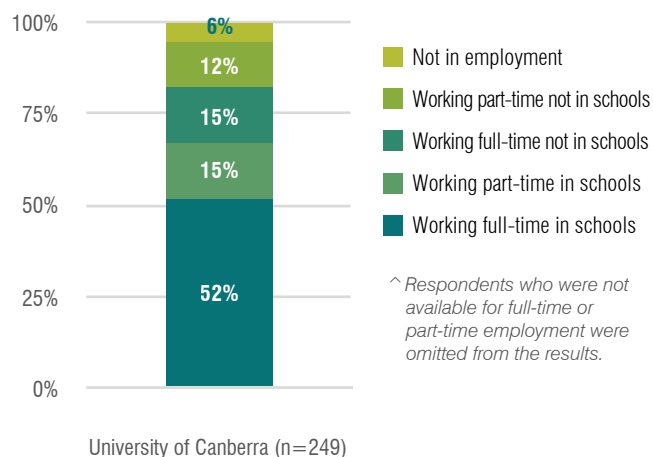
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

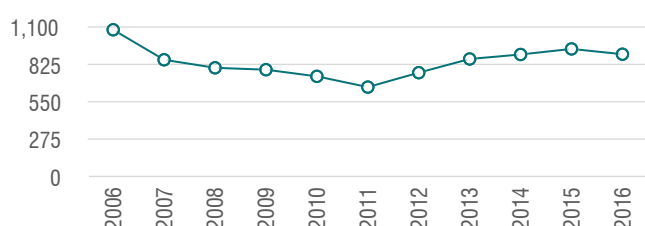
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>900</b>	<b>100%</b>
Student type	Domestic	839	93%
	International	61	7%
Gender	Male	217	24%
	Female	683	76%
Age	<20	349	39%
	20-24	254	28%
	25-29	136	15%
	30-39	122	14%
	40+	39	4%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	834	93%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	62	7%
Equity status (domestic onshore students only)	NESB	14	2%
	Indigenous	18	2%
	Disability	65	8%
	Low SES*	235	28%
	Medium SES*	472	56%
	High SES*	131	16%
	Metro*	677	81%
	Regional*	143	17%
	Remote*	18	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>900</b>	<b>100%</b>
Basis of admission	Secondary education	389	43%
	Higher education course	381	42%
	VET/TAFE	73	8%
	Mature entry	33	4%
	Professional qualification	0	0%
	Other basis	24	3%
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	35	9%
	76-80	42	11%
	81-85	44	11%
	86-90	42	11%
	91-95	26	7%
	96-100	np	np
	Students without ATAR	172	44%
Detailed field of teacher education	Not specified	209	23%
	Early Childhood	214	24%
	Primary	267	30%
	Secondary	210	23%
	Other	0	0%
Mode of attendance	Internal	505	56%
	External	72	8%
	Multi-modal	323	36%
Type of attendance	Full-time	774	86%
	Part-time	126	14%
Course level	Postgraduate	325	36%
	Undergraduate	575	64%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	13	48%
	Undergraduate	14	52%
	Total	27	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

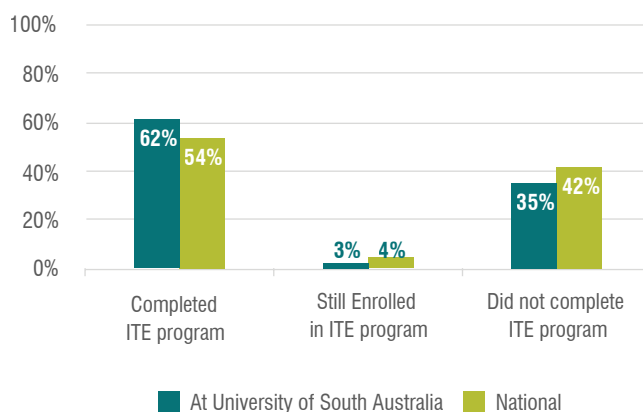
2016 completing students

		Number	%
<b>Total completing students</b>		<b>627</b>	<b>100%</b>
Gender	Male	143	23%
	Female	484	77%
Age	<20	0	0%
	20-24	404	64%
	25-29	112	18%
	30-39	75	12%
	40+	36	6%
State/territory of permanent home address*	NSW	0	0%
	VIC	5	1%
	QLD	0	0%
	WA	< 5	np
	SA	573	91%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	46	7%
Equity status (domestic onshore students only)	NESB	9	2%
	Indigenous	13	2%
	Disability	38	7%
	Low SES*	135	23%
	Medium SES*	340	59%
	High SES*	105	18%
	Metro*	501	86%
	Regional*	72	12%
	Remote*	7	1%
Detailed field of teacher education	Not specified	169	27%
	Early Childhood	140	22%
	Primary	154	24%
	Secondary	171	27%
	Other	0	0%
Course level	Postgraduate	226	36%
	Undergraduate	401	64%

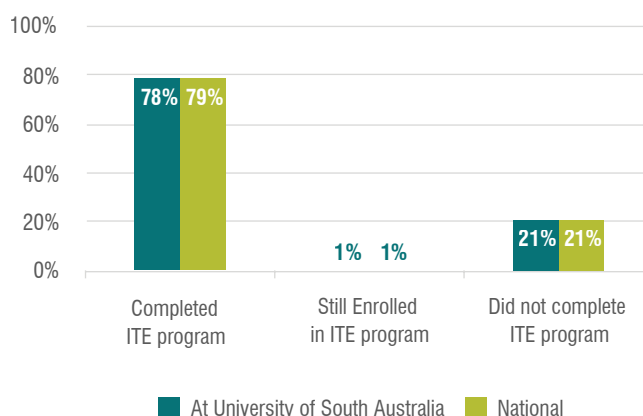
#### Average cohort completion rates after six years

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

##### Undergraduate

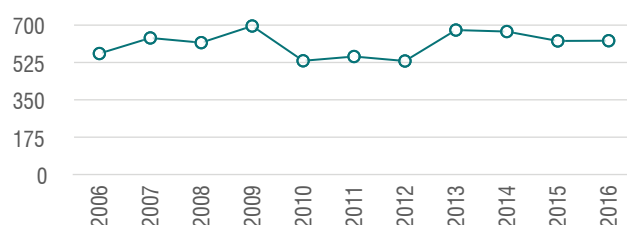


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

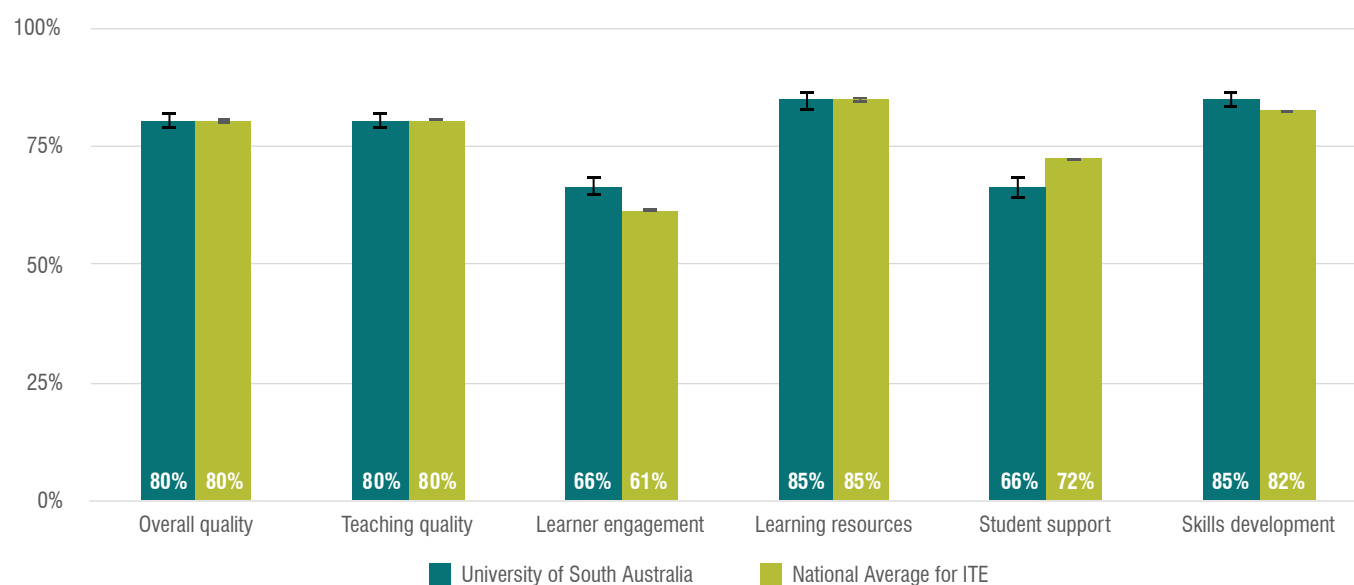
## Initial teacher education

### Student experience and graduate outcomes

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

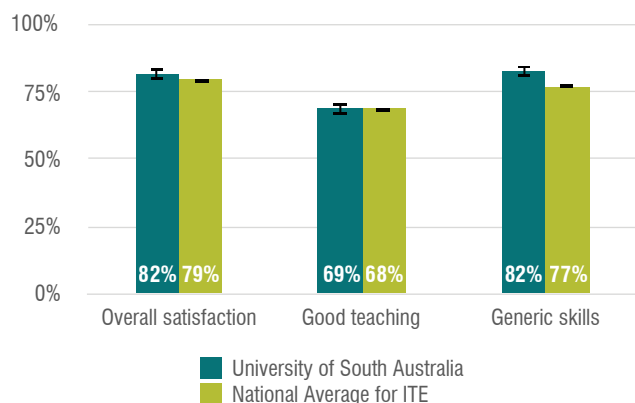
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



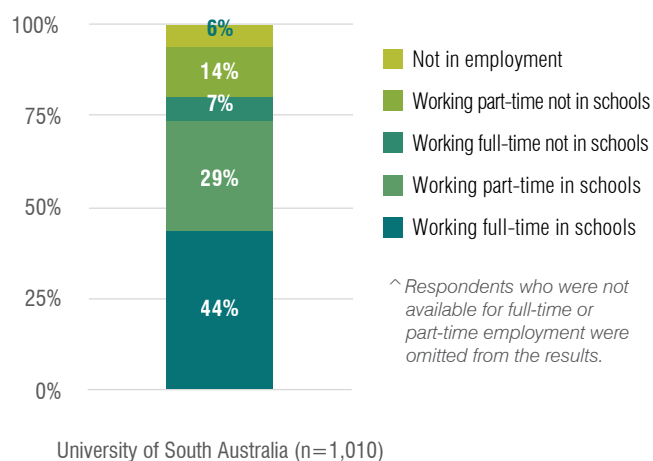
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

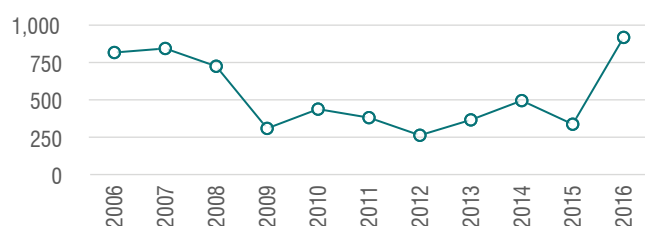
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>918</b>	<b>100%</b>
Student type	Domestic	906	99%
	International	12	1%
Gender	Male	274	30%
	Female	644	70%
Age	<20	267	29%
	20-24	173	19%
	25-29	146	16%
	30-39	203	22%
	40+	129	14%
State/territory of permanent home address*	NSW	54	6%
	VIC	24	3%
	QLD	775	84%
	WA	16	2%
	SA	9	1%
	TAS	7	1%
	NT	8	1%
	ACT	7	1%
	International	18	2%
Equity status (domestic onshore students only)	NESB	7	1%
	Indigenous	25	3%
	Disability	36	4%
	Low SES*	316	35%
	Medium SES*	481	53%
	High SES*	98	11%
	Metro*	502	56%
	Regional*	369	41%
	Remote*	25	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>918</b>	<b>100%</b>
Basis of admission	Secondary education	229	25%
	Higher education course	503	55%
	VET/TAFE	106	12%
	Mature entry	< 5	np
	Professional qualification	np	np
	Other basis	72	8%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	13	6%
	66-70	51	22%
	71-75	36	16%
	76-80	37	16%
	81-85	33	14%
	86-90	26	11%
	91-95	25	11%
	96-100	np	np
	Students without ATAR	< 5	np
Detailed field of teacher education	Not specified	846	92%
	Early Childhood	66	7%
	Primary	0	0%
	Secondary	0	0%
	Other	6	1%
Mode of attendance	Internal	143	16%
	External	599	65%
	Multi-modal	176	19%
Type of attendance	Full-time	625	68%
	Part-time	293	32%
Course level	Postgraduate	308	34%
	Undergraduate	610	66%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	14%
	Undergraduate	6	86%
	Total	7	100%



## Initial teacher education

### Completion data

#### Demographic and study characteristics

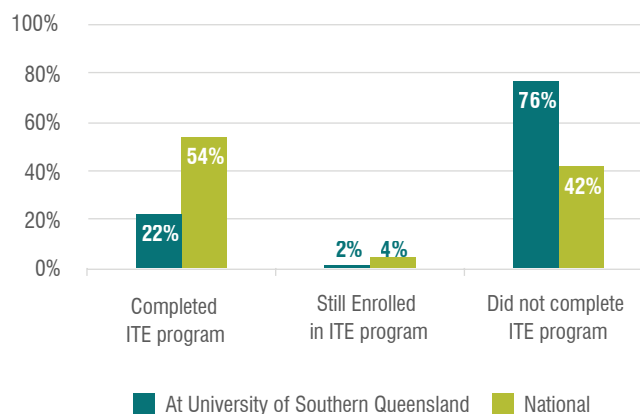
2016 completing students

		Number	%
<b>Total completing students</b>		<b>589</b>	<b>100%</b>
Gender	Male	145	25%
	Female	444	75%
Age	<20	0	0%
	20-24	185	31%
	25-29	115	20%
	30-39	164	28%
	40+	125	21%
State/territory of permanent home address*	NSW	39	7%
	VIC	23	4%
	QLD	500	85%
	WA	5	1%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	11	2%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	9	2%
	Disability	28	5%
	Low SES*	194	34%
	Medium SES*	322	56%
	High SES*	61	11%
	Metro*	301	52%
	Regional*	262	45%
	Remote*	15	3%
Detailed field of teacher education	Not specified	559	96%
	Early Childhood	25	4%
	Primary	< 5	np
	Secondary	0	0%
	Other	np	np
Course level	Postgraduate	239	41%
	Undergraduate	350	59%

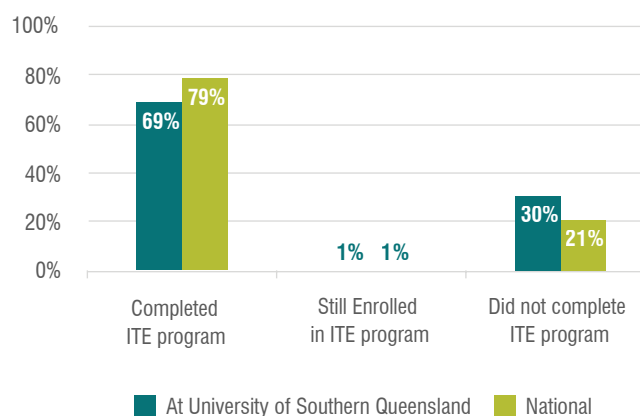
#### Average cohort completion rates after six years

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

##### Undergraduate

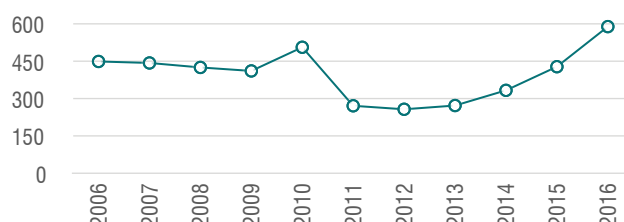


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

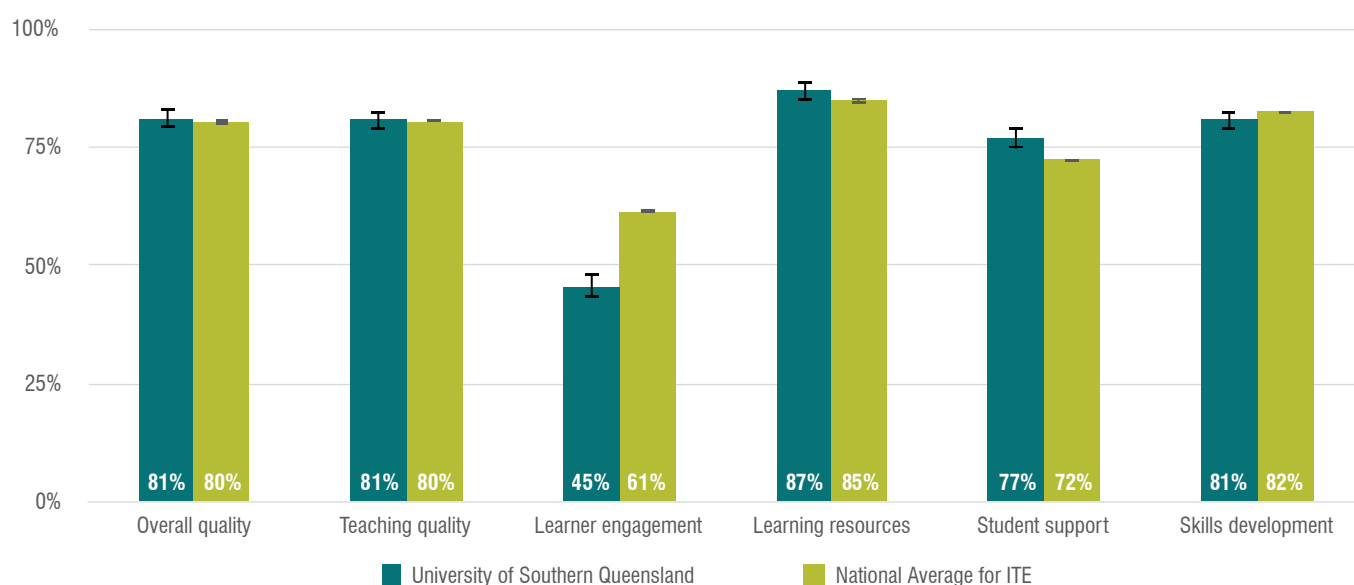
## Initial teacher education

### Student experience and graduate outcomes

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

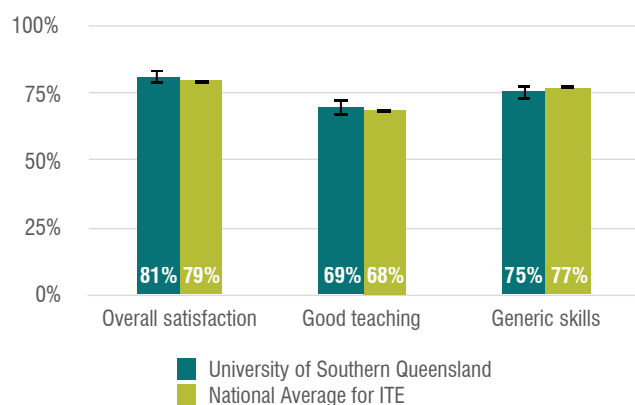
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



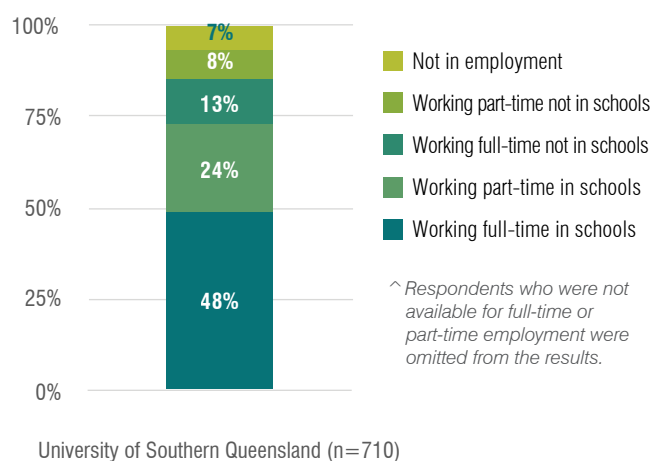
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

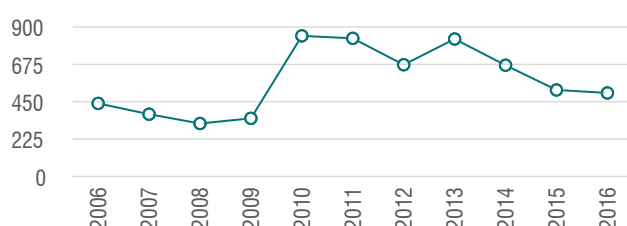
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>503</b>	<b>100%</b>
Student type	Domestic	485	96%
	International	18	4%
Gender	Male	129	26%
	Female	374	74%
Age	<20	103	20%
	20-24	153	30%
	25-29	86	17%
	30-39	105	21%
	40+	56	11%
State/territory of permanent home address*	NSW	15	3%
	VIC	44	9%
	QLD	9	2%
	WA	< 5	np
	SA	6	1%
	TAS	403	80%
	NT	0	0%
	ACT	< 5	np
	International	21	4%
Equity status (domestic onshore students only)	NESB	5	1%
	Indigenous	19	4%
	Disability	23	5%
	Low SES*	198	41%
	Medium SES*	225	47%
	High SES*	56	12%
	Metro*	45	9%
	Regional*	427	89%
	Remote*	7	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>503</b>	<b>100%</b>
Basis of admission	Secondary education	131	26%
	Higher education course	254	50%
	VET/TAFE	65	13%
	Mature entry	20	4%
	Professional qualification	0	0%
	Other basis	33	7%
ATAR (domestic secondary education basis of admission entrants only)	30-50	< 5	np
	51-55	< 5	np
	56-60	5	4%
	61-65	< 5	np
	66-70	11	9%
	71-75	6	5%
	76-80	7	6%
	81-85	9	8%
	86-90	< 5	np
	91-95	7	6%
	96-100	< 5	np
	Students without ATAR	63	53%
Detailed field of teacher education	Not specified	221	44%
	Early Childhood	0	0%
	Primary	282	56%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	134	27%
	External	274	54%
	Multi-modal	95	19%
Type of attendance	Full-time	379	75%
	Part-time	124	25%
Course level	Postgraduate	221	44%
	Undergraduate	282	56%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

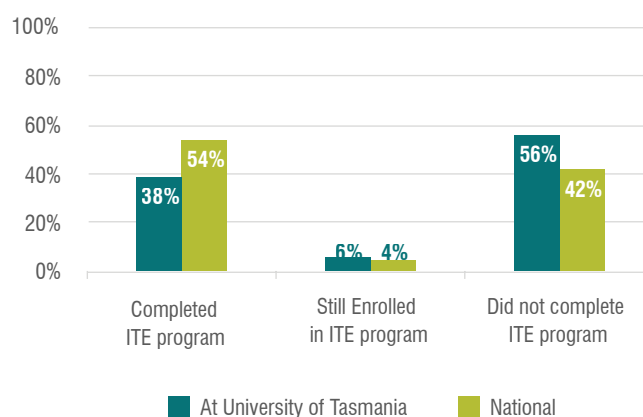
2016 completing students

		Number	%
<b>Total completing students</b>		<b>302</b>	<b>100%</b>
Gender	Male	62	21%
	Female	240	79%
Age	<20	0	0%
	20-24	128	42%
	25-29	63	21%
	30-39	52	17%
	40+	59	20%
State/territory of permanent home address*	NSW	9	3%
	VIC	39	13%
	QLD	5	2%
	WA	< 5	np
	SA	< 5	np
	TAS	234	77%
	NT	< 5	np
	ACT	< 5	np
	International	5	2%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	6	2%
	Disability	20	7%
	Low SES*	110	37%
	Medium SES*	130	44%
	High SES*	56	19%
	Metro*	50	17%
	Regional*	243	82%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	135	45%
	Early Childhood	0	0%
	Primary	167	55%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	130	43%
	Undergraduate	172	57%

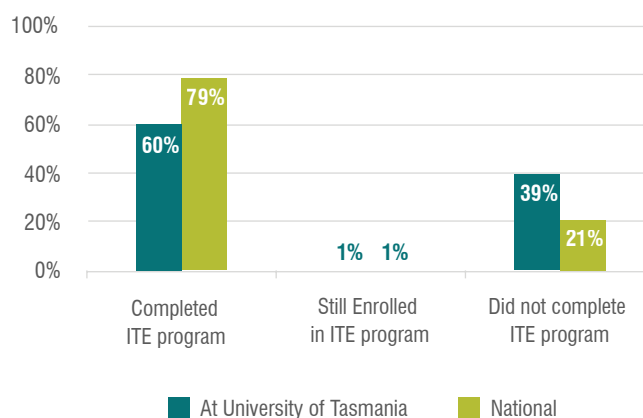
#### Average cohort completion rates after six years

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

##### Undergraduate

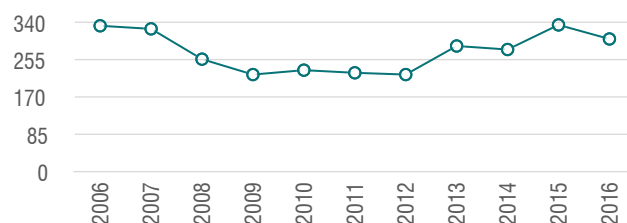


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

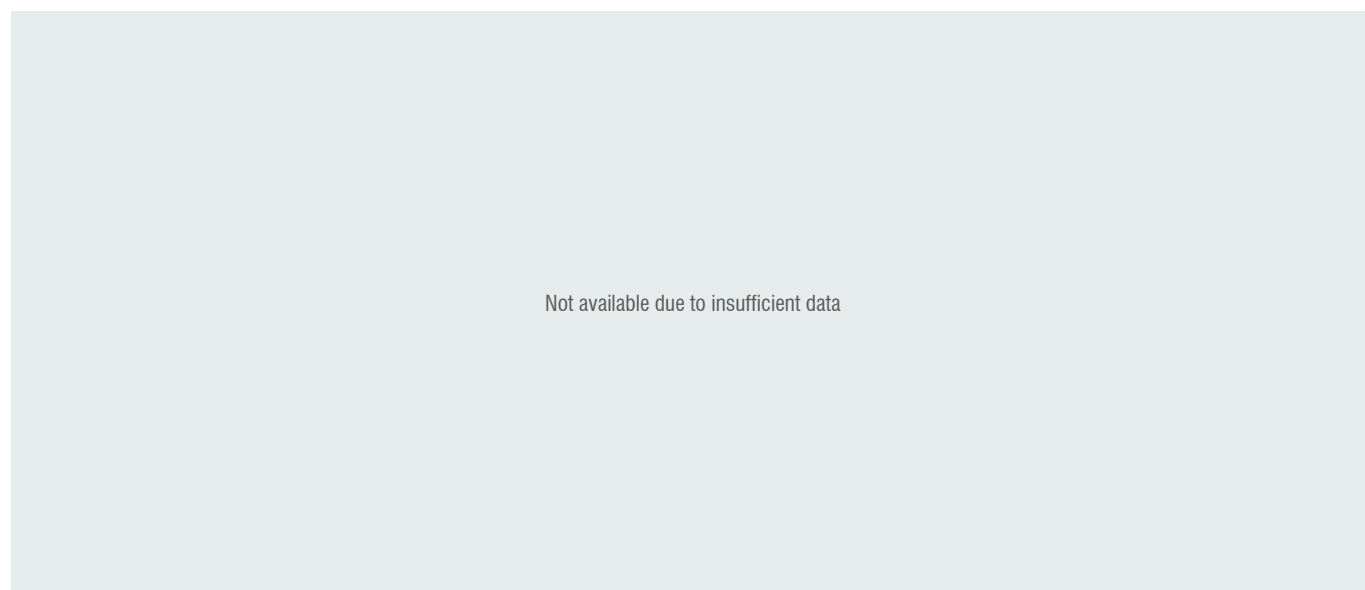
## Initial teacher education

### Student experience and graduate outcomes

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

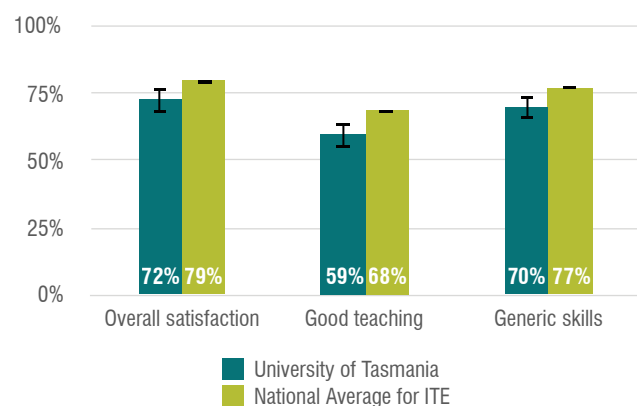
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



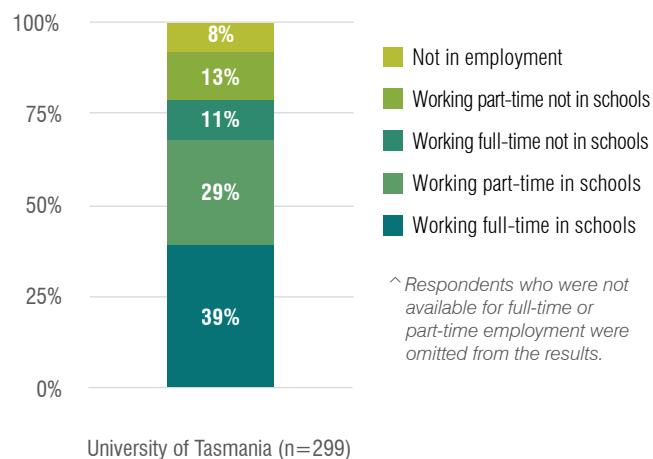
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

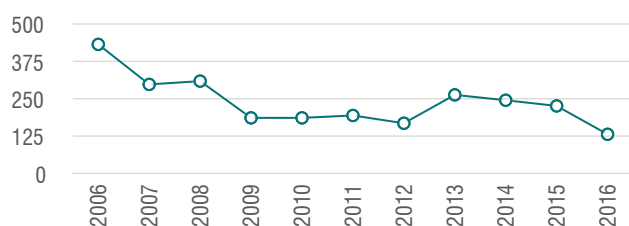
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>131</b>	<b>100%</b>
Student type	Domestic	125	95%
	International	6	5%
Gender	Male	66	50%
	Female	65	50%
Age	<20	0	0%
	20-24	68	52%
	25-29	33	25%
	30-39	18	14%
	40+	12	9%
State/territory of permanent home address*	NSW	125	95%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	6	5%
Equity status (domestic onshore students only)	NESB	7	6%
	Indigenous	< 5	np
	Disability	8	6%
	Low SES*	25	20%
	Medium SES*	52	42%
	High SES*	48	38%
	Metro*	124	99%
	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>131</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	np	np
	VET/TAFE	0	0%
	Mature entry	0	0%
	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	0	0%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	< 5	np
	Secondary	np	np
	Other	0	0%
Mode of attendance	Internal	105	80%
	External	0	0%
	Multi-modal	26	20%
Type of attendance	Full-time	118	90%
	Part-time	13	10%
Course level	Postgraduate	np	np
	Undergraduate	< 5	np

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	25%
	Undergraduate	3	75%
	Total	4	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

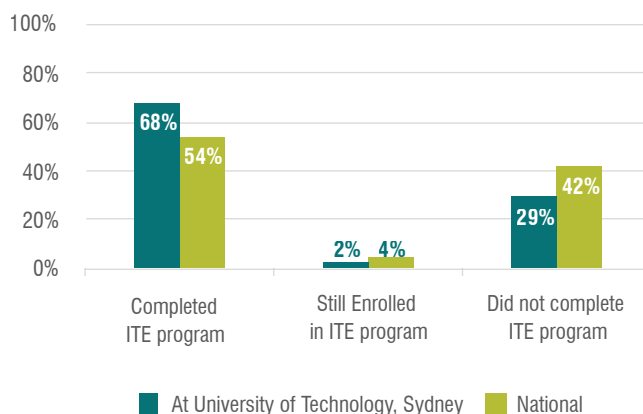
2016 completing students

		Number	%
<b>Total completing students</b>		<b>132</b>	<b>100%</b>
Gender	Male	35	27%
	Female	97	73%
Age	<20	0	0%
	20-24	79	60%
	25-29	26	20%
	30-39	22	17%
	40+	5	4%
State/territory of permanent home address*	NSW	126	95%
	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	< 5	np
	Indigenous	0	0%
	Disability	7	6%
	Low SES*	6	5%
	Medium SES*	44	35%
	High SES*	77	61%
	Metro*	122	96%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	66	50%
	Secondary	66	50%
	Other	0	0%
Course level	Postgraduate	54	41%
	Undergraduate	78	59%

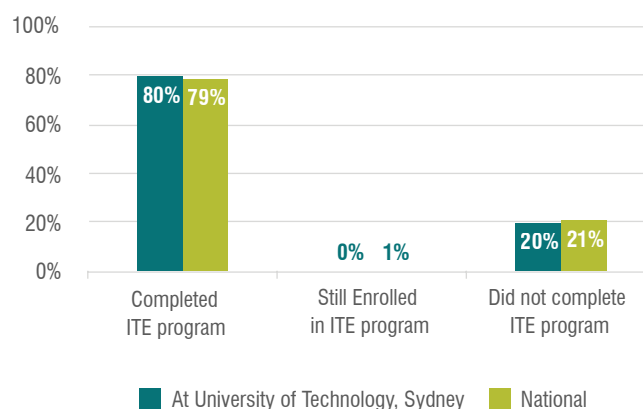
#### Average cohort completion rates after six years

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

##### Undergraduate

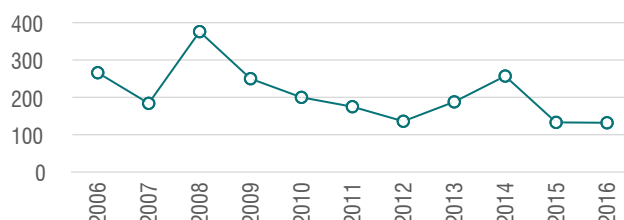


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

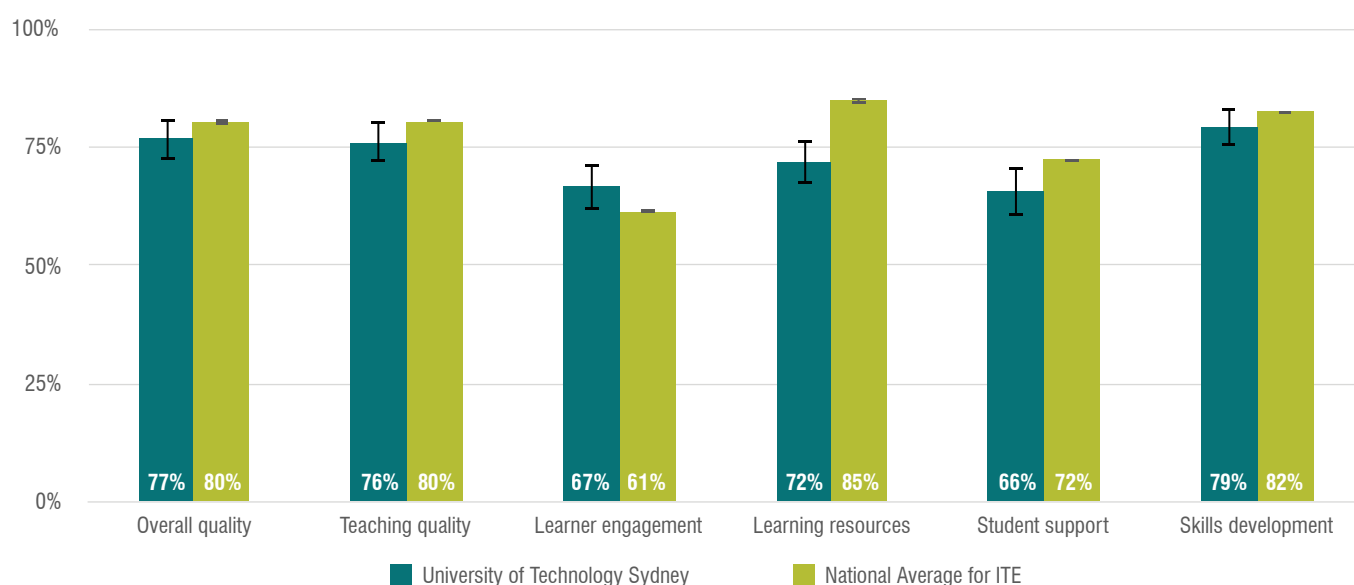
## Initial teacher education

### Student experience and graduate outcomes

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

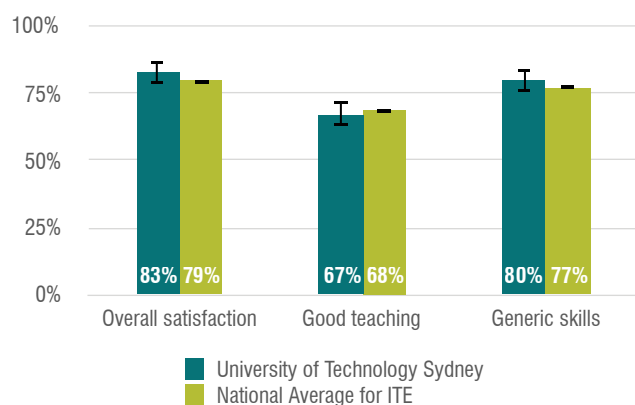
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



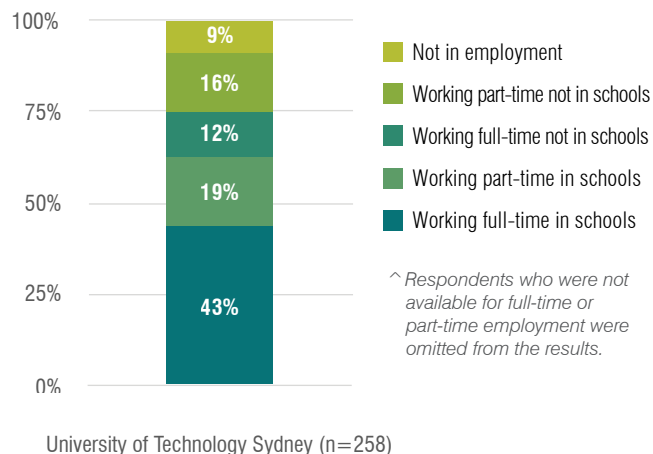
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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



## Initial teacher education

### Program and commencement data

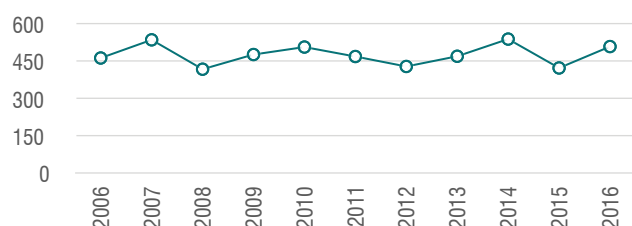
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>507</b>	<b>100%</b>
Student type	Domestic	477	94%
	International	30	6%
Gender	Male	151	30%
	Female	356	70%
Age	<20	219	43%
	20-24	131	26%
	25-29	46	9%
	30-39	63	12%
	40+	48	9%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	474	93%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	30	6%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	12	3%
	Disability	26	5%
	Low SES*	110	23%
	Medium SES*	359	75%
	High SES*	8	2%
	Metro*	340	71%
	Regional*	137	29%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>507</b>	<b>100%</b>
Basis of admission	Secondary education	155	31%
	Higher education course	250	49%
	VET/TAFE	np	np
	Mature entry	0	0%
	Professional qualification	< 5	np
	Other basis	62	12%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	8	5%
	66-70	19	12%
	71-75	20	13%
	76-80	18	12%
	81-85	16	10%
	86-90	10	7%
	91-95	np	np
	96-100	< 5	np
	Students without ATAR	49	32%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	32	6%
	Primary	173	34%
	Secondary	302	60%
	Other	0	0%
Mode of attendance	Internal	507	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	445	88%
	Part-time	62	12%
Course level	Postgraduate	151	30%
	Undergraduate	356	70%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	18%
	Undergraduate	9	82%
	Total	11	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

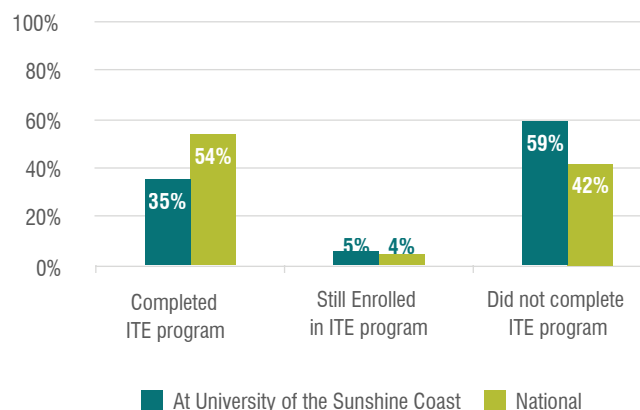
2016 completing students

		Number	%
<b>Total completing students</b>		<b>262</b>	<b>100%</b>
Gender	Male	87	33%
	Female	175	67%
Age	<20	0	0%
	20-24	141	54%
	25-29	34	13%
	30-39	45	17%
	40+	42	16%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	236	90%
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	23	9%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	5	2%
	Disability	6	3%
	Low SES*	22	9%
	Medium SES*	213	89%
	High SES*	< 5	np
	Metro*	201	84%
	Regional*	37	15%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	20	8%
	Primary	83	32%
	Secondary	159	61%
	Other	0	0%
Course level	Postgraduate	116	44%
	Undergraduate	146	56%

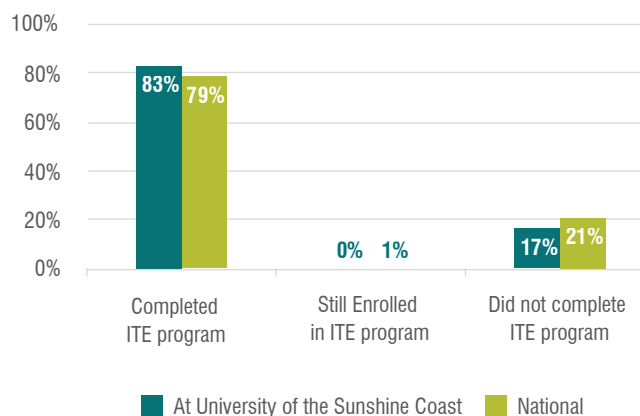
#### Average cohort completion rates after six years

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

##### Undergraduate

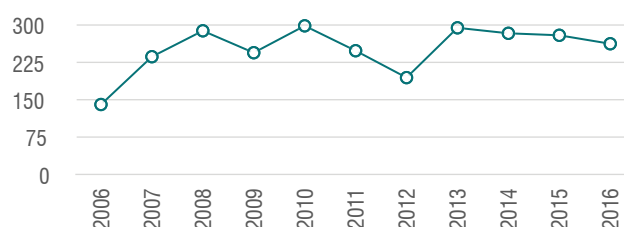


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

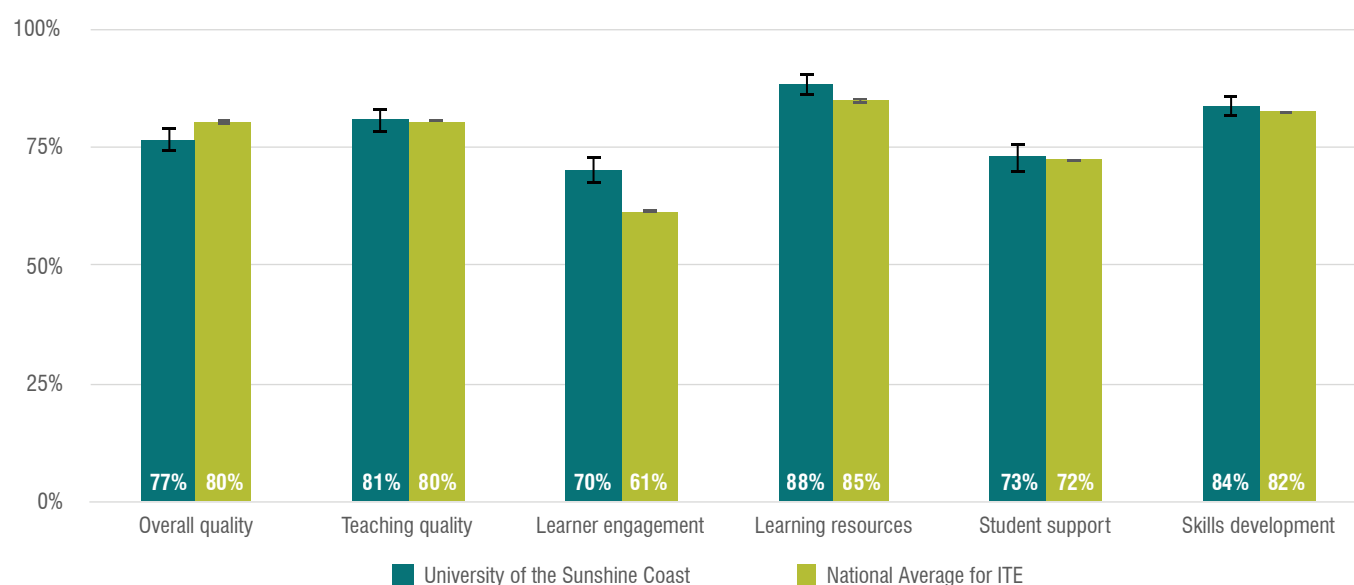
## Initial teacher education

### Student experience and graduate outcomes

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

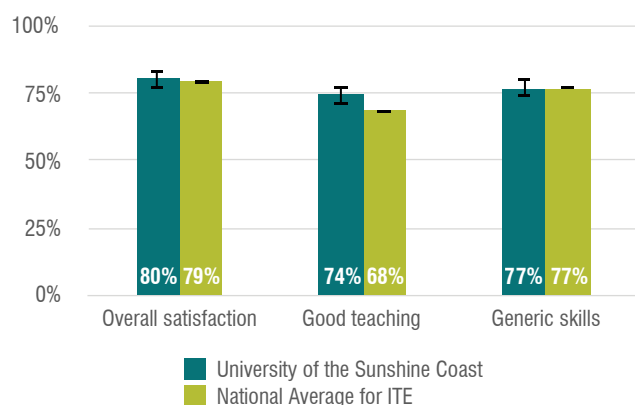
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



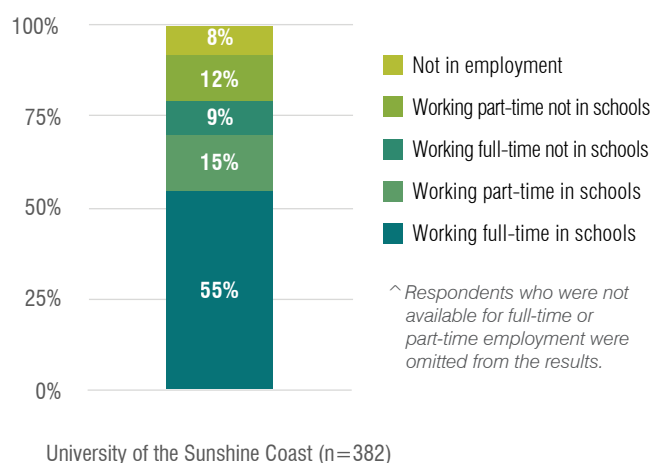
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

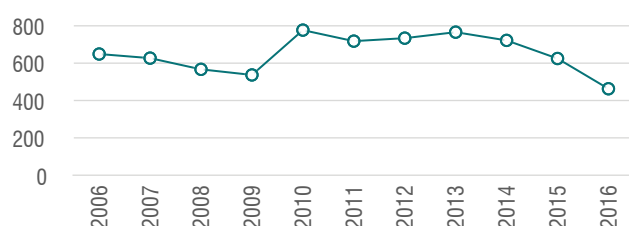
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>463</b>	<b>100%</b>
Student type	Domestic	451	97%
	International	12	3%
Gender	Male	130	28%
	Female	333	72%
Age	<20	206	44%
	20-24	165	36%
	25-29	39	8%
	30-39	31	7%
	40+	22	5%
State/territory of permanent home address*	NSW	440	95%
	VIC	< 5	np
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	12	3%
Equity status (domestic onshore students only)	NESB	np	np
	Indigenous	13	3%
	Disability	54	12%
	Low SES*	107	24%
	Medium SES*	292	65%
	High SES*	52	12%
	Metro*	308	68%
	Regional*	142	31%
	Remote*	< 5	np

#### Time series

Number of commencements



\*Students with unknown addresses were excluded from the results.

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

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>463</b>	<b>100%</b>
Basis of admission	Secondary education	169	37%
	Higher education course	227	49%
	VET/TAFE	22	5%
	Mature entry	9	2%
	Professional qualification	0	0%
	Other basis	36	8%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	np	np
	61-65	20	12%
	66-70	26	16%
	71-75	17	10%
	76-80	16	10%
	81-85	18	11%
	86-90	13	8%
	91-95	5	3%
	96-100	< 5	np
	Students without ATAR	45	27%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	55	12%
	Primary	178	38%
	Secondary	213	46%
	Other	17	4%
Mode of attendance	Internal	454	98%
	External	9	2%
	Multi-modal	0	0%
Type of attendance	Full-time	422	91%
	Part-time	41	9%
Course level	Postgraduate	171	37%
	Undergraduate	292	63%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	16	62%
	Undergraduate	10	38%
	Total	26	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

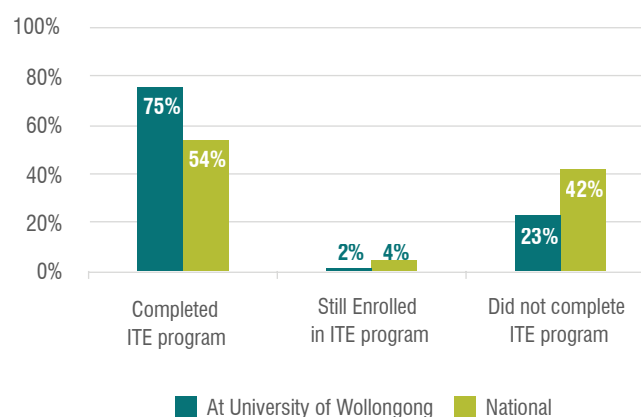
2016 completing students

		Number	%
<b>Total completing students</b>		<b>417</b>	<b>100%</b>
Gender	Male	113	27%
	Female	304	73%
Age	<20	0	0%
	20-24	315	76%
	25-29	54	13%
	30-39	33	8%
	40+	15	4%
State/territory of permanent home address*	NSW	409	98%
	VIC	< 5	np
	QLD	0	0%
	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	7	2%
	Disability	46	11%
	Low SES*	95	23%
	Medium SES*	287	69%
	High SES*	31	8%
	Metro*	286	69%
	Regional*	127	31%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	16	4%
	Primary	246	59%
	Secondary	147	35%
	Other	8	2%
Course level	Postgraduate	142	34%
	Undergraduate	275	66%

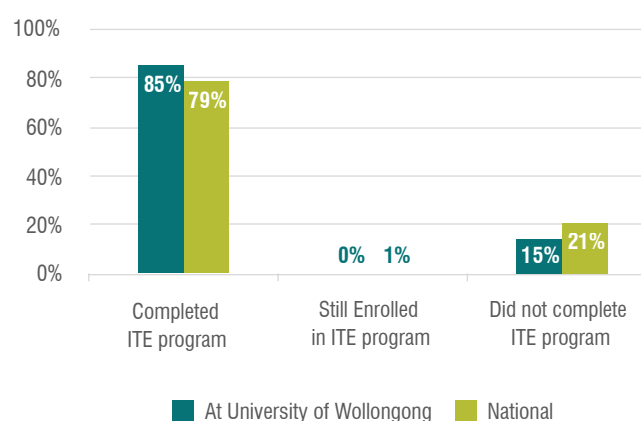
#### Average cohort completion rates after six years

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

##### Undergraduate

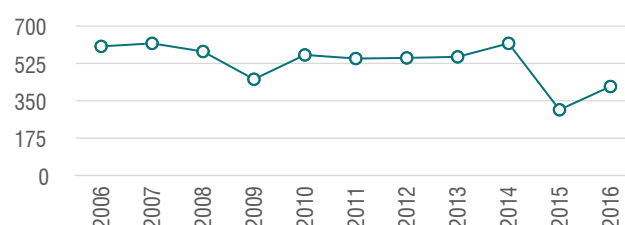


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

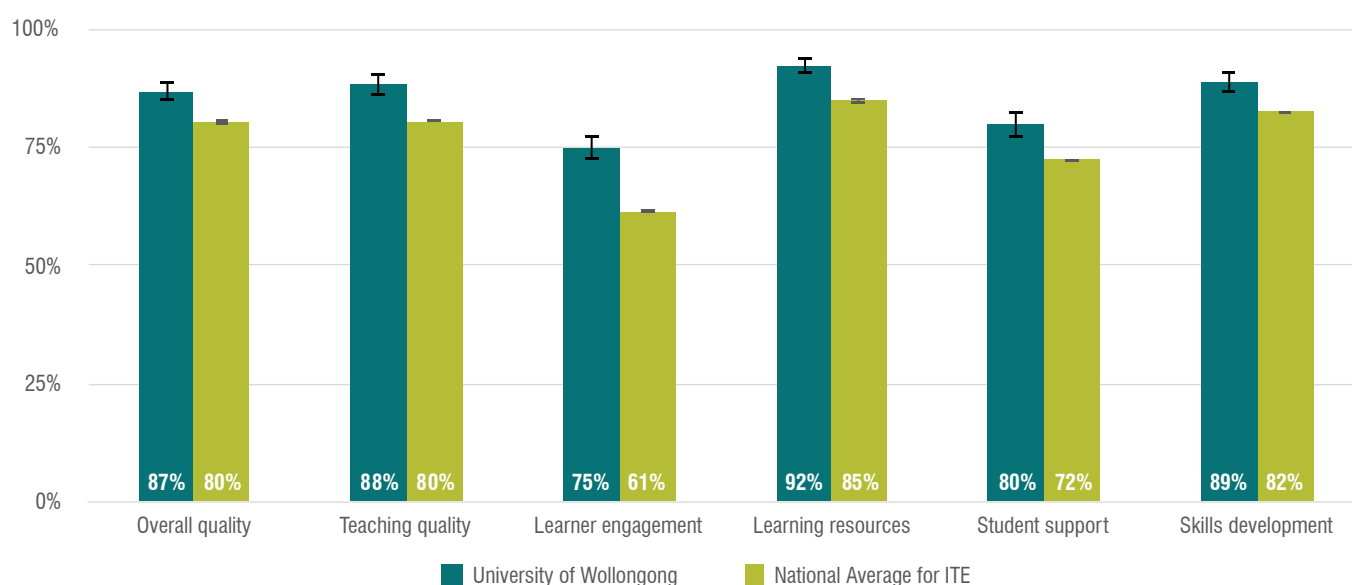
## Initial teacher education

### Student experience and graduate outcomes

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

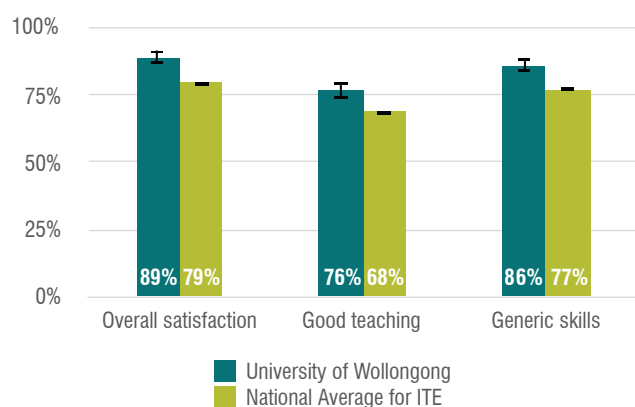
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



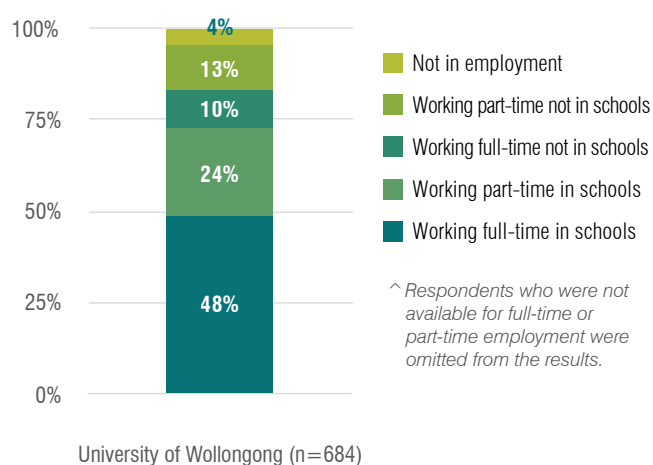
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

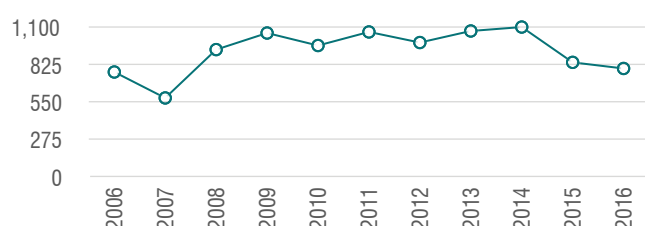
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>795</b>	<b>100%</b>
Student type	Domestic	773	97%
	International	22	3%
Gender	Male	236	30%
	Female	559	70%
Age	<20	7	1%
	20-24	572	72%
	25-29	104	13%
	30-39	76	10%
	40+	36	5%
State/territory of permanent home address*	NSW	771	97%
	VIC	< 5	np
	QLD	< 5	np
	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	14	2%
	Indigenous	28	4%
	Disability	31	4%
	Low SES*	204	26%
	Medium SES*	452	58%
	High SES*	117	15%
	Metro*	727	94%
	Regional*	46	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>795</b>	<b>100%</b>
Basis of admission	Secondary education	< 5	np
	Higher education course	767	97%
	VET/TAFE	np	np
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	19	2%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	np
	51-55	0	np
	56-60	< 5	np
	61-65	0	np
	66-70	0	np
	71-75	0	np
	76-80	0	np
	81-85	0	np
	86-90	0	np
	91-95	0	np
	96-100	0	np
	Students without ATAR	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	443	56%
	Secondary	339	43%
	Other	13	2%
Mode of attendance	Internal	789	99%
	External	< 5	np
	Multi-modal	np	np
Type of attendance	Full-time	718	90%
	Part-time	77	10%
Course level	Postgraduate	778	98%
	Undergraduate	17	2%

#### 2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	6	86%
	Undergraduate	1	14%
	Total	7	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

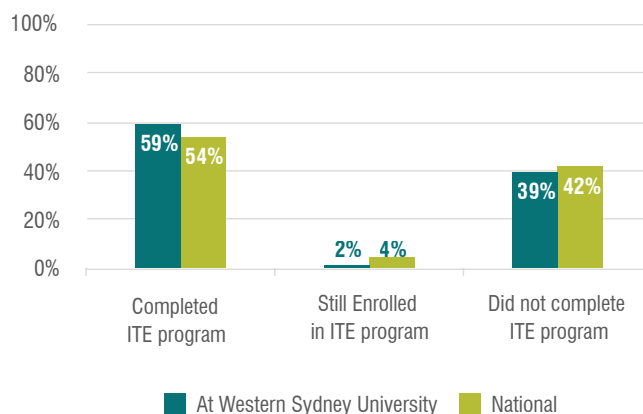
2016 completing students

		Number	%
<b>Total completing students</b>		<b>636</b>	<b>100%</b>
Gender	Male	149	23%
	Female	487	77%
Age	<20	0	0%
	20-24	420	66%
	25-29	120	19%
	30-39	66	10%
	40+	30	5%
State/territory of permanent home address*	NSW	623	98%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	np	np
Equity status (domestic onshore students only)	NESB	13	2%
	Indigenous	16	3%
	Disability	26	4%
	Low SES*	165	26%
	Medium SES*	372	60%
	High SES*	87	14%
	Metro*	596	96%
	Regional*	28	4%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	445	70%
	Secondary	178	28%
	Other	13	2%
Course level	Postgraduate	628	99%
	Undergraduate	8	1%

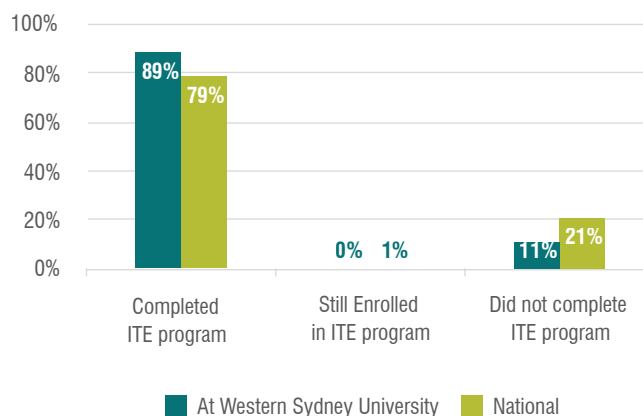
#### Average cohort completion rates after six years

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

##### Undergraduate

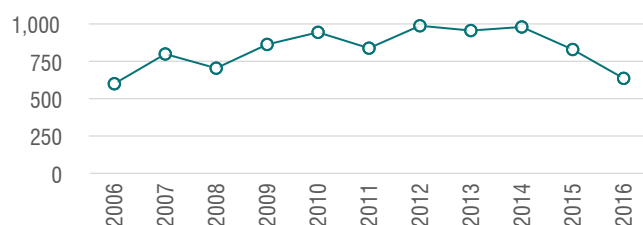


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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



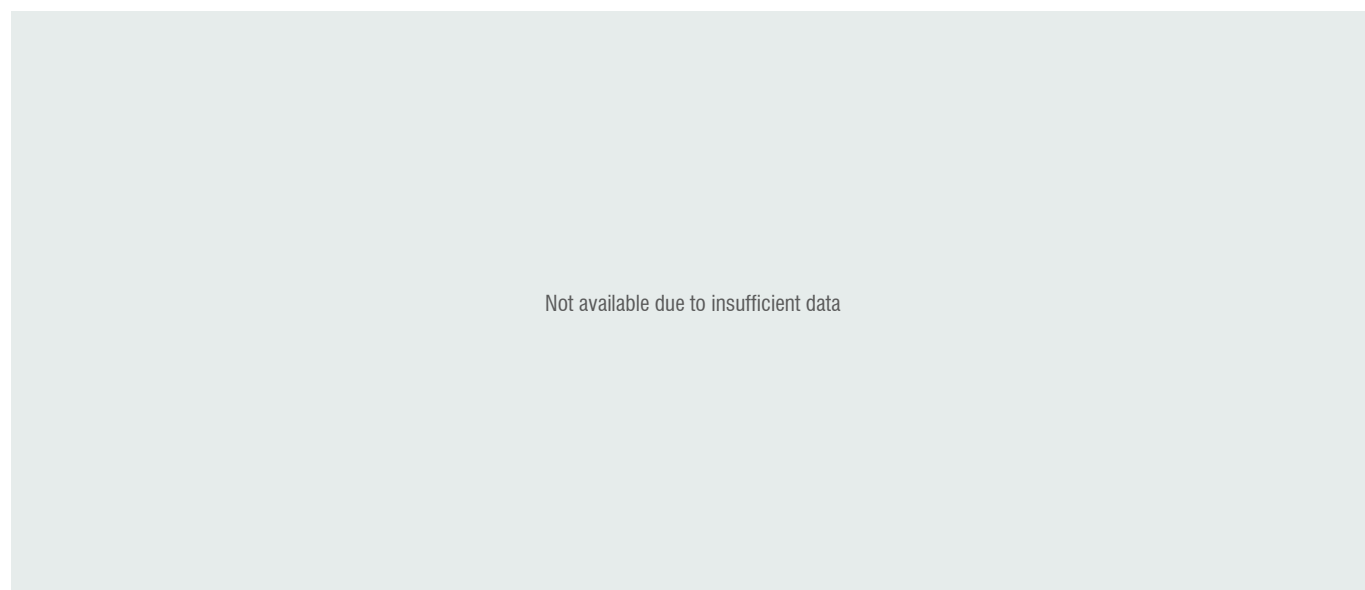
## Initial teacher education

### Student experience and graduate outcomes

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

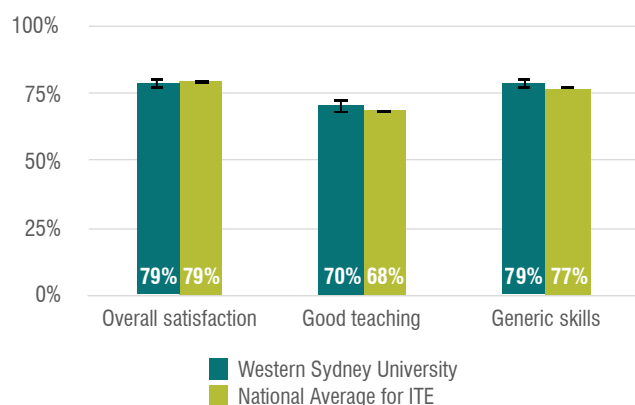
### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



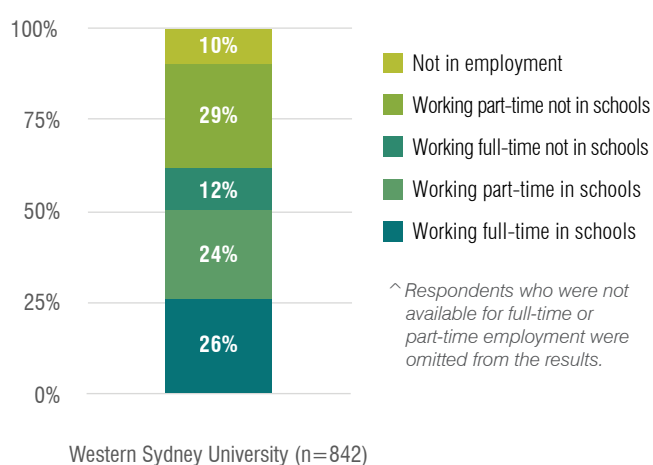
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



### Graduate employment outcomes

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



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

## Initial teacher education

### Program and commencement data

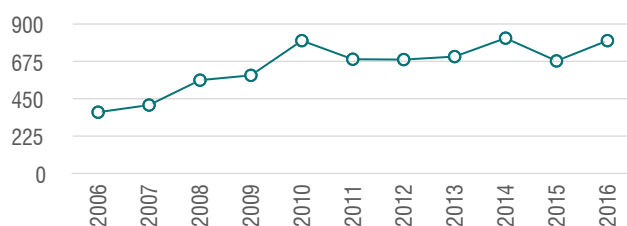
#### Student demographics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>800</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	260	33%
	Female	540	68%
Age	<20	374	47%
	20-24	295	37%
	25-29	59	7%
	30-39	46	6%
	40+	26	3%
State/territory of permanent home address*	NSW	7	1%
	VIC	779	97%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	5	1%
Equity status (domestic onshore students only)	NESB	12	2%
	Indigenous	< 5	np
	Disability	45	6%
	Low SES*	181	23%
	Medium SES*	481	61%
	High SES*	130	16%
	Metro*	706	89%
	Regional*	88	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 Attachment 2 for information about how to interpret the data.

#### Student entry and study characteristics

2016 commencing students

		Number	%
<b>Total commencing students</b>		<b>800</b>	<b>100%</b>
Basis of admission	Secondary education	302	38%
	Higher education course	183	23%
	VET/TAFE	279	35%
	Mature entry	22	3%
	Professional qualification	0	0%
	Other basis	14	2%
ATAR (domestic secondary education basis of admission entrants only)	30-50	133	44%
	51-55	47	16%
	56-60	28	9%
	61-65	18	6%
	66-70	19	6%
	71-75	17	6%
	76-80	13	4%
	81-85	np	np
	86-90	< 5	np
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	18	6%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	185	23%
	Primary	0	0%
	Secondary	66	8%
	Other	549	69%
Mode of attendance	Internal	800	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	753	94%
	Part-time	47	6%
Course level	Postgraduate	0	0%
	Undergraduate	800	100%

#### 2016 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

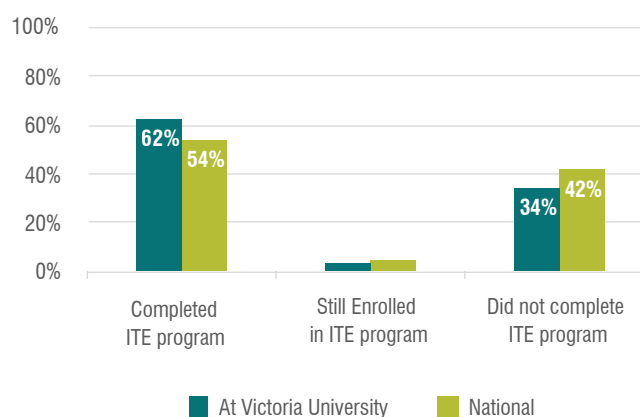
2016 completing students

		Number	%
<b>Total completing students</b>		<b>444</b>	<b>100%</b>
Gender	Male	103	23%
	Female	341	77%
Age	<20	0	0%
	20-24	315	71%
	25-29	86	19%
	30-39	32	7%
	40+	11	2%
State/territory of permanent home address*	NSW	0	0%
	VIC	441	99%
	QLD	0	0%
	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	7	2%
	Indigenous	< 5	np
	Disability	18	4%
	Low SES*	81	18%
	Medium SES*	293	66%
	High SES*	68	15%
	Metro*	411	93%
	Regional*	31	7%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	84	19%
	Primary	11	2%
	Secondary	349	79%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	444	100%

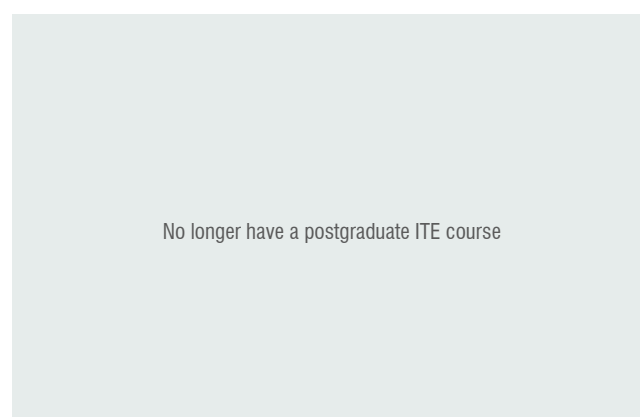
#### Average cohort completion rates after six years

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

##### Undergraduate

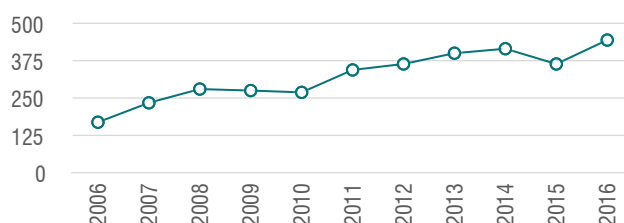


##### Postgraduate



#### Time series

Number of completions



\*Students with unknown addresses were excluded from the results.

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

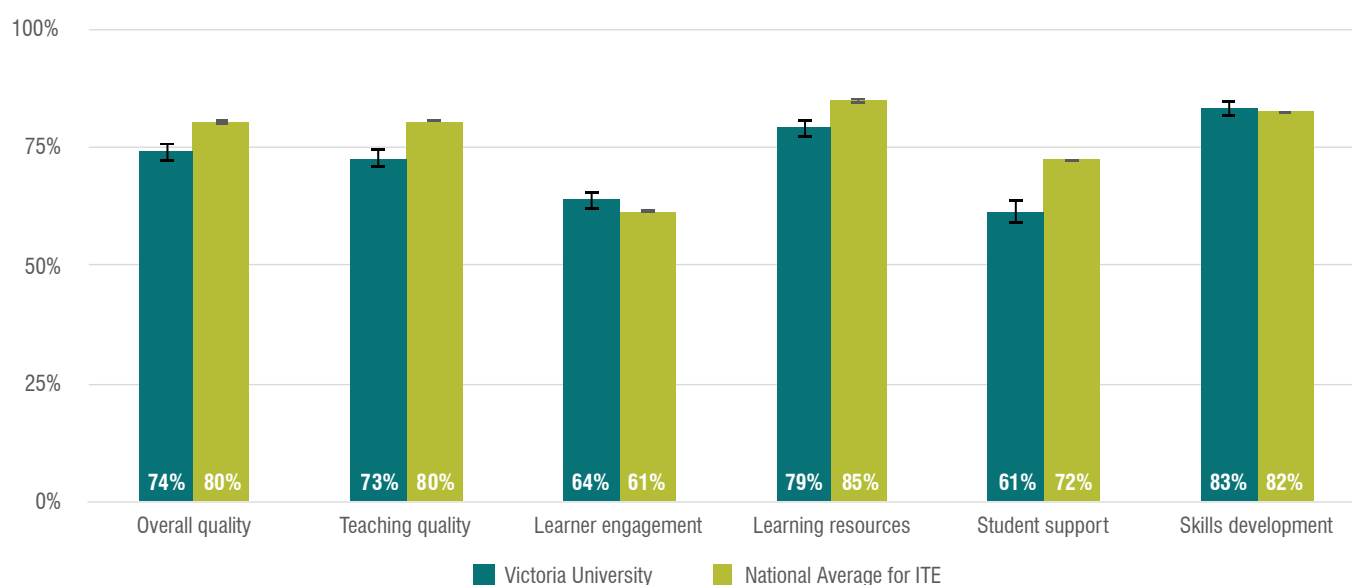
## Initial teacher education

### Student experience and graduate outcomes

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

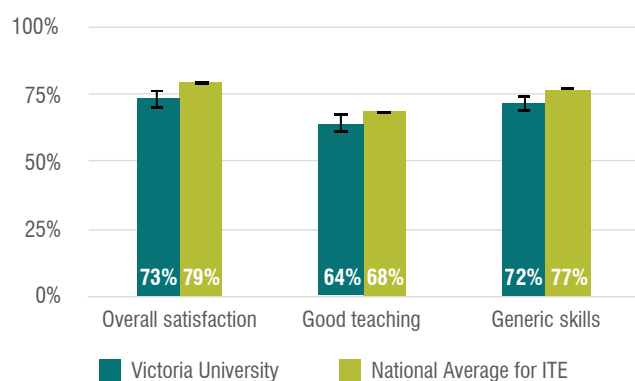
#### Student perceptions of ITE Course

Student Experience Survey 2014 – 2016\*



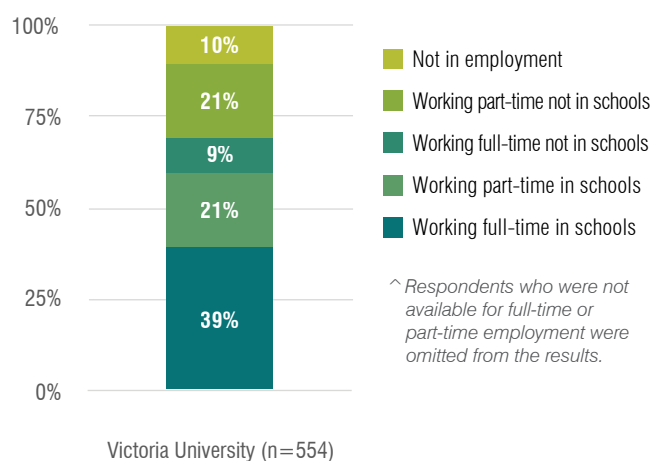
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016\*



#### Graduate employment outcomes

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



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

# Appendix 1

## Glossary

Word	Explanation
Accredited initial teacher education pro-grams	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"> <li>1 Natural and physical sciences</li> <li>2 Information technology</li> <li>3 Engineering and related technologies</li> <li>4 Architecture and building</li> <li>5 Agriculture, environmental and related studies</li> <li>6 Health</li> <li>7 Education</li> <li>8 Management and commerce</li> <li>9 Society and culture</li> <li>10 Creative arts</li> <li>11 Food, hospitality and personal services</li> <li>12 Mixed field programmes</li> </ol> <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"> <li>• Level I: 12 broad fields of education (2 digit code, e.g. 01, for Natural and Physical Sciences).</li> <li>• Level II: 83 narrow fields of education (4 digit code including the relevant Level I code).</li> <li>• Level III: 439 detailed fields of education (6 digit code including the relevant Level I and Level II codes).</li> </ul> <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, HEIMSHelp Glossary).
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"> <li>unit of study for which the student is enrolled and is undertaken through attendance at the Higher Education Provider on a regular basis; or</li> <li>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.</li> </ul> <p>External Mode of Attendance</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Multi modal Mode of Attendance</p> <ul style="list-style-type: none"> <li>a unit of study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.</li> </ul>
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"> <li>they are a domestic student;</li> <li>they arrived in Australia less than 10 years prior to the Reference Year; and</li> <li>a language other than English is spoken at home.</li> </ul> <p>This glossary item applies to the collection types:</p> <ul style="list-style-type: none"> <li>Higher Education Student Collection</li> </ul>
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"> <li>Teacher Education (Includes education programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations).</li> </ul>
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
CHESN	Commonwealth Higher Education Student Support Number
DET	Australian Government Department of Education and Training
EFTSL	Equivalent full-time student load
ESS	Employer Satisfaction Survey
GDS	Graduate Destination Survey
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey Longitudinal
HEIMS	Higher Education Information Management System
HEP	Higher Education Provider
HESDC	Higher Education Student Data Collection
ITE	Initial Teacher Education
nd	No date
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

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## Appendix 3

### Data sources and data quality

The *Initial teacher education: data report 2018* is comprised of data from eight separate data collections:

- Higher Education Student Data Collection
- University Applications and Offers Data Collection
- Student Experience Survey
- Australian Graduate Survey/Graduate Outcomes Survey
- Graduate Outcomes Survey – Longitudinal
- Employer Satisfaction Survey
- AITSL Stakeholder Survey
- AITSL Accredited Programs List.

Information about each data source is outlined below along with an indication of data quality.

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#### 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 2016. 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.<sup>45</sup>

### Data quality

The HEDSC is a census of all higher education students in Australia.

HEIs 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

<sup>45</sup> Department of Education and Training 2016, Data Requests, Data Protocols and Data Privacy, Canberra, viewed 13 April 2018, <[www.education.gov.au/data-requests-data-protocols-and-data-privacy](http://www.education.gov.au/data-requests-data-protocols-and-data-privacy)>.

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## 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.

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## 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'. The SES is part of the suite of Quality Indicators for Learning and Teaching (QILT) surveys which also include the Graduate Outcomes Survey, Graduate Outcomes Survey – Longitudinal, and Employer Satisfaction Survey.

### Data quality

The national response rate for the SES was 45.6% in 2016. 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 2016 SES National Report<sup>46</sup>.

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. For ITE and all higher education respondent's females are slightly overrepresented and males are slightly underrepresented.

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<sup>46</sup> Social Research Centre (2017), 2016 Student Experience Survey National Report, Department of Education and Training, Canberra. Viewed 13 April 2018 < [https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2016-ses-national-report-final.pdf?sfvrsn=14e0e33c\\_5](https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2016-ses-national-report-final.pdf?sfvrsn=14e0e33c_5) >

**Table 10**

Student Experience Survey, undergraduate ITE respondents compared to the total in-scope population by sub-group, 2014 – 2016

Survey population variables	2014				2015				2016			
	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	1,278	15	6,124	23	1,963	17	6,698	24	2,366	19	6,622	24
Female	7,055	85	20,784	77	9,566	83	21,765	77	10,209	81	20,804	76
Full-time	7,186	86	23,295	87	10,155	88	24,605	86	10,945	87	23,555	86
Part-time	1,147	14	3,613	13	1,374	12	3,859	14	1,631	13	3,872	14
19 and under	2,932	35	9,547	36	4,051	35	9,604	34	4,250	34	8,723	32
20-24	2,976	36	11,025	41	4,444	39	12,113	43	4,962	40	11,922	44
25-29	764	9	2,559	10	1,053	9	2,722	10	1,230	10	2,827	10
30-39	977	12	2,405	9	1,189	10	2,560	9	1,250	10	2,486	9
40 and over	684	8	1,372	5	792	7	1,465	5	884	7	1,469	5
First in family	2,761	61	8,912	61	3,492	59	8,612	59	3,765	59	8,107	59
Not first in family	1,783	39	5,743	39	2,417	41	5,968	41	2,597	41	5,591	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
<b>All</b>	<b>7,651</b>	<b>100</b>	<b>26,379</b>	<b>100</b>	<b>8,333</b>	<b>100</b>	<b>26,908</b>	<b>100</b>	<b>11,529</b>	<b>100</b>	<b>28,464</b>	<b>100</b>

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.

**Table 11**

Student Experience Survey, all undergraduate higher education respondents compared to the total in-scope population by sub-group, 2014 – 2016

Survey population variables	2014				2015				2016			
	SES respondents		In-scope population		SES respondents		In-scope population		SES respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	32,889	33	143,721	43	47,575	34	167,794	43	62,481	36	172,372	43
Female	65,568	67	190,090	57	93,696	66	223,589	57	109,701	64	229,470	57
Full-time	88,063	89	295,705	89	124,624	88	336,426	86	151,485	88	343,623	86
Part-time	10,394	11	38,106	11	16,659	12	54,979	14	20,751	12	58,316	15
19 and under	39,833	41	133,188	40	57,121	40	149,630	38	66,956	39	148,361	37
20-24	36,360	37	137,222	41	52,216	37	162,655	42	66,748	39	167,790	42
25-29	8,152	8	28,519	9	12,160	9	35,376	9	15,364	9	38,307	10
30-39	7,646	8	21,068	6	10,956	8	25,992	7	13,024	8	28,092	7
40 and over	6,466	7	13,814	4	8,823	6	17,739	5	10,139	6	19,380	5
First in family	24,975	48	82,589	47	34,879	47	91,532	47	40,370	47	91,779	47
Not first in family	27,493	52	91,774	53	39,221	53	102,472	53	46,493	54	103,426	53
Indigenous	1,144	1	4,132	1	1,754	1	4,904	1	2,148	1	5,223	1
Not Indigenous	97,313	99	329,679	99	139,529	99	386,501	99	170,088	99	396,716	99
<b>All</b>	<b>98,457</b>	<b>100</b>	<b>333,811</b>	<b>100</b>	<b>141,283</b>	<b>100</b>	<b>391,405</b>	<b>100</b>	<b>172,236</b>	<b>100</b>	<b>401,939</b>	<b>100</b>

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 / Graduate Outcomes 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.

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 Graduate Outcomes Survey (GOS) which is part of the suite of QILT surveys. While the purpose of the GOS is similar to that of the AGS, there were several differences in methodology between the surveys that are worth noting:

- The GOS is sampled and collected by a central agency whilst for the GDS, each higher education institution was responsible for their own sampling and collection of data
- GOS data collection was restricted to online methods only, while in the GDS other methods of data collection such as, paper distribution and collecting data as part of the graduation ceremony, were incorporated
- The collection period for GOS ranged between 4-8 weeks as opposed to 3-10 months for the GDS.

### Data quality

The AGS surveys were 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'. 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). Each HEP conducts its own data collection. The GOS used a centralised approach to sampling based on data extracted from the Higher Education Information Management System with all graduates who completed the requirements of undergraduate or postgraduate award at an Australian during 2015.

The GOS departs from the GDS in that it conforms to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS). The national response rate for the 2016 GOS was 39.7%<sup>47</sup>. The GOS places a greater emphasis on representativeness of sample as opposed to larger response rates.

Table 12, Table 13, Table 14 and Table 15 below provide the response characteristics for the AGS / GOS 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. 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.

47 QILT, viewed 13 April 2018 <[https://www.qilt.edu.au/docs/default-source/gos-reports/2016/gos-national-report.pdf?sfvrsn=423de23c\\_12](https://www.qilt.edu.au/docs/default-source/gos-reports/2016/gos-national-report.pdf?sfvrsn=423de23c_12)>



For ITE undergraduates, older graduates are marginally overrepresented and younger graduates are marginally underrepresented. This trend is seen for both ITE and all higher education postgraduates.

In general, for the GOS, sample parameters closely match the respondent profile. 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.

**Table 12**

Graduate Destination Survey/Graduate Outcomes Survey, undergraduate ITE respondents compared to the total in-scope population by sub-group, 2014 – 2016

Survey population variables	2014				2015				2016			
	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	1,314	23	2,072	21	1,604	28	2,514	23	727	24	1,837	20
Primary	2,559	45	4,462	44	2,559	45	4,354	40	1,257	42	3,933	42
Secondary	1,175	21	2,193	22	1,154	20	2,502	23	658	22	2,410	26
Teacher Ed	587	10	1,318	13	421	7	1,409	13	359	12	1,176	13
Male	875	16	1,847	18	848	15	1,850	17	594	17	2,036	20
Female	4,759	85	8,198	82	4,890	85	8,929	83	2,917	83	8,108	80
19 and under	0	0	19	0	0	0	20	0	10	0	17	0
20-24	3,116	55	6,488	65	3,291	58	7,011	65	2,271	65	6,909	68
25-29	1,081	19	1,491	15	1,003	18	1,485	14	469	13	1,402	14
30-39	720	13	1,151	12	710	13	1,285	12	428	12	1,077	11
40 and over	717	13	896	9	698	12	978	9	333	10	739	7
Indigenous	94	2	187	2	97	2	208	2	78	2	208	2
Not Indigenous	5,503	98	9,858	98	5,570	98	10,571	98	3,433	98	9,936	98
<b>All</b>	<b>5,635</b>	<b>100</b>	<b>10,045</b>	<b>100</b>	<b>5,738</b>	<b>100</b>	<b>10,779</b>	<b>100</b>	<b>3,511</b>	<b>100</b>	<b>10,144</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes 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/Graduate Outcomes Survey, all undergraduate higher education respondents compared to the total in-scope population by sub-group, 2014 – 2016

Survey population variables	2014				2015				2016			
	GDS respondents		In-scope population		GDS respondents		In-scope population		GOS respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	27,333	38	49,167	40	25,201	37	50,676	40	18,077	36	51,096	40
Female	44,670	62	73,946	60	42,283	63	76,914	60	32,642	64	76,186	60
19 and under	53	0	7,103	6	67	0	7,786	6	3,237	6	8,447	7
20-24	47,730	66	83,817	68	44,085	66	86,573	68	32,468	64	84,954	67
25-29	11,959	17	14,915	12	11,226	17	15,413	12	6,001	12	15,367	12
30-39	6,610	9	9,914	8	6,349	9	10,293	8	4,736	9	10,580	8
40 and over	5,651	8	7,364	6	5,538	8	7,525	6	4,284	8	7,939	6
Indigenous	687	1	1,172	1	658	1	1,295	1	528	1	1,390	1
Not Indigenous	70,949	99	121,941	99	66,241	99	126,295	99	50,198	99	125,897	99
<b>All</b>	<b>72,015</b>	<b>100</b>	<b>123,113</b>	<b>100</b>	<b>67,508</b>	<b>100</b>	<b>127,590</b>	<b>100</b>	<b>50,726</b>	<b>100</b>	<b>127,287</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes 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/Graduate Outcomes Survey, ITE  
postgraduate respondents compared to the total in-scope population  
by sub-group, 2014 – 2016

Survey population variables	2014				2015				2016			
	ITE PDS respondents		In-scope ITE population		ITE PDS respondents		In-scope ITE population		ITE GOS respondents		In-scope ITE population	
	N	%	N	%	N	%	N	%	N	%	N	%
Early Childhood	263	7	368	4	259	7	377	4	92	4	186	3
Primary	1,247	32	2,263	27	1,384	35	2,251	25	669	28	1,594	27
Secondary	1,895	48	4,020	48	1,965	49	4,188	47	1,120	47	2,930	50
Teacher Ed	554	14	1,798	21	394	10	2,153	24	501	21	1,149	20
Male	993	25	2,434	29	1,033	26	2,647	30	704	27	1,839	30
Female	2,966	75	6,015	71	2,969	74	6,322	71	1,918	73	4,354	70
19 and under	0	0	2	0	0	0	2	0	0	0	1	0
20-24	1,049	27	3,476	41	1,001	25	3,513	39	809	31	2,277	37
25-29	1,113	28	1,980	23	1,103	28	2,099	23	587	22	1,497	24
30-39	909	23	1,706	20	946	24	1,895	21	652	25	1,397	23
40 and over	888	22	1,285	15	945	24	1,460	16	574	22	1,021	17
Indigenous	21	1	49	1	33	1	72	1	21	1	54	1
Not Indigenous	3,876	100	8,400	99	3,919	99	8,897	99	2,601	99	6,139	99
<b>All</b>	<b>3,959</b>	<b>100</b>	<b>8,449</b>	<b>100</b>	<b>4,002</b>	<b>100</b>	<b>8,969</b>	<b>100</b>	<b>2,622</b>	<b>100</b>	<b>6,193</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes 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/Graduate Outcomes Survey, all postgraduate higher education respondents compared to the total in-scope population by sub-group, 2014 – 2016

Survey population variables	2014				2015				2016			
	PDS respondents		In-scope population		PDS respondents		In-scope population		GOS respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	10,638	38.4	20,575	39.8	9,637	38.2	21,914	39.9	8,184	36.9	24,061	38.5
Female	17,083	61.6	31,066	60.2	15,623	61.8	33,001	60.1	14,011	63.1	38,463	61.5
19 and under	1	0	14	0	1	0	14	0	3	0	14	0
20-24	4,193	15.1	13,490	26.1	3,560	14.1	14,372	26.2	4,435	20	13,529	21.6
25-29	6,932	25	12,652	24.5	6,393	25.3	13,611	24.8	4,910	22.1	14,901	23.8
30-39	7,998	28.9	13,502	26.1	7,490	29.7	14,598	26.6	6,500	29.3	18,070	28.9
40 and over	8,598	31	11,983	23.2	7,783	30.9	12,320	22.4	6,349	28.6	16,010	25.6
Indigenous	256	0.9	352	0.7	184	0.7	387	0.7	160	0.7	572	0.9
Not Indigenous	27,065	99.1	51,289	99.3	24,602	99.3	54,528	99.3	22,037	99.3	61,952	99.1
<b>All</b>	<b>27,730</b>	<b>100</b>	<b>51,641</b>	<b>100</b>	<b>25,289</b>	<b>100</b>	<b>54,915</b>	<b>100</b>	<b>22,197</b>	<b>100</b>	<b>62,524</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes Survey provided by the Social Research Centre. Note: The sub-group totals may not equal the row totals due to missing data.

## Graduate Outcomes Survey – Longitudinal

The Graduate Outcomes Survey – Longitudinal (GOS-L) is a continuation from the Graduate Outcomes Survey. The GOS-L is a cohort analysis measuring the medium-term employment outcomes of graduates, approximately three years after graduation. Participation in the 2016 GOS-L was open to any higher education institution that participated in the 2013 AGS.

The GOS-L is comprised of 46 individual survey items that measure short and medium term outcomes similar to those collected through the GOS. Please refer to Appendix 4 for a detailed list of the survey items from the GOS-L. The GOS-L is administered to any higher education institution which participated in the 2013 Australian Graduate Survey (AGS). Responses from ITE students were identified by limiting the data to the linked HEIMS data element E312=22 'initial teacher education'.

## Data quality

The national response rate for the GOS-L was 34.2% in 2016<sup>48</sup>. While the overall response rate provides a measure of administrative effectiveness of the survey, the GOS-L in scope population consisted of all graduates who completed a course of study at an Australian higher education institution in 2012, completed the 2013 AGS and agreed to recontact. These GOS-L response rates are available in the 2016 Graduate Outcomes Survey – Longitudinal (GOS-L) report<sup>49</sup>.

Table 16 and 17 below provide the response characteristics for the GOS-L survey data used in this report. As in the body of this report, the tables present ITE and all higher education data 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. For ITE respondents, older students are slightly overrepresented whilst younger students are under-represented. For all higher education respondents females are slightly overrepresented and males underrepresented.

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48 QILT, viewed 13 April 2018 <[https://www.qilt.edu.au/docs/default-source/gos-reports/2016/qilt-gos-l-national-report-v2.pdf?sfvrsn=463de23c\\_14](https://www.qilt.edu.au/docs/default-source/gos-reports/2016/qilt-gos-l-national-report-v2.pdf?sfvrsn=463de23c_14)>

49 QILT, viewed 13 April 2018 <[https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2016-ses-national-report-final.pdf?sfvrsn=14e0e33c\\_5](https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2016-ses-national-report-final.pdf?sfvrsn=14e0e33c_5)>

**Table 16**

Graduate Outcomes Survey - Longitudinal all ITE undergraduate and postgraduate respondents compared to the total in-scope population by sub-group, 2016

Survey population variables	Undergraduate				Postgraduate			
	GOS-L respondents		In-scope population		GOS-L respondents		In-scope population	
	N	%	N	%	N	%	N	%
Early Childhood	258	25.0	789	23.2	82	8.2	208	8.0
Primary	414	40.1	1475	43.4	243	24.4	655	25.2
Secondary	272	26.3	818	24.1	529	53.1	1,266	48.7
Teacher Ed	89	8.6	316	9.3	143	14.3	471	18.1
Male	157	15.2	555	16.3	256	25.7	656	25.2
Female	876	84.8	2,843	83.7	741	74.3	1,944	74.8
19 and under	1	0.1	12	0.4	0	0.0	0	0.0
20-24	503	48.7	1863	54.8	232	23.3	689	26.5
25-29	186	18.0	674	19.8	241	24.2	718	27.6
30-39	155	15.0	421	12.4	274	27.5	646	24.8
40 and over	188	18.2	428	12.6	250	25.1	547	21.0
Indigenous	18	1.7	53	1.6	4	0.4	9	0.4
Not Indigenous	1,014	98.3	3,340	98.4	974	99.6	2,552	99.6
<b>All</b>	<b>1,033</b>	<b>100</b>	<b>3,398</b>	<b>100</b>	<b>997</b>	<b>100</b>	<b>2,600</b>	<b>100</b>

Source: Customised data from the Graduate Outcomes Survey-Longitudinal provided by the Social Research Centre. Note: The sub-group totals may not equal the row totals due to missing data

**Table 17**

Graduate Outcomes Survey - Longitudinal all undergraduate and postgraduate higher education respondents compared to the total in-scope population by sub-group, 2016

Survey population variables	Undergraduate				Postgraduate			
	GOS-L respondents		In-scope population		GOS-L respondents		In-scope population	
	N	%	N	%	N	%	N	%
Male	5,368	33.5	17,195	37.5	2,418	34.7	8,065	37.3
Female	10,639	66.5	28,601	62.5	4,557	65.3	13,572	62.7
19 and under	24	0.1	120	0.3	0	0.0	1	0.0
20-24	10,394	64.9	30,208	66.0	886	12.7	2,710	12.5
25-29	2,575	16.1	7,760	16.9	1,550	22.2	5,080	23.5
30-39	1,497	9.4	4,124	9.0	2,028	29.1	6,419	29.7
40 and over	1,518	9.5	3,585	7.8	2,511	36.0	7,427	34.3
Indigenous	97	0.6	349	0.8	47	0.7	161	0.8
Not Indigenous	15,758	99.4	45,016	99.2	6,786	99.3	20,912	99.2
<b>All</b>	<b>16,008</b>	<b>100</b>	<b>45,799</b>	<b>100</b>	<b>6,975</b>	<b>100</b>	<b>21,638</b>	<b>100</b>

Source: Customised data from the Graduate Outcomes Survey-Longitudinal provided by the Social Research Centre. Note: The sub-group totals may not equal the row totals due to missing data.

## Employer Satisfaction Survey

The Employer Satisfaction Survey (ESS) was developed in order to provide a measure of employer perceptions of the outcomes of graduates entering the workplace.

The ESS is comprised individual survey items that measure the attributes of recent graduates from Australian higher education institutions including both university and non-university higher education institutions (NUHEIs) on a range of attributes, which included; foundation, adaptive, collaborative, technical and employability skills. Please refer to Appendix 4 for a detailed list of the survey items from the ESS. The ESS is administered to employers (or direct supervisors) of recent graduates from higher institution including universities and non-university higher education institutions (NUHEIs).

### Data quality

The national response rate for the ESS was 44.5%. While the overall response rate provides a measure of administrative effectiveness of the survey, the ESS targets stratum-level response rates at the level of foundational skills, adaptive skills, collaborative skills, technical skills, and employability skills. These ESS response rates are available in the 2016 Employer Satisfaction Survey Methodology Report<sup>50</sup>.

50 QILT, viewed 3 May 2018 < [https://www.qilt.edu.au/docs/default-source/gos-reports/2017/ess-2016-national-report-final.pdf?sfvrsn=f0e0e33c\\_6](https://www.qilt.edu.au/docs/default-source/gos-reports/2017/ess-2016-national-report-final.pdf?sfvrsn=f0e0e33c_6) >

## 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 18 below is limited to school-based respondents. No in-scope population profile was available.

**Table 18**

School respondent profile by role, experience, sector and school level, AITSL Stakeholder Survey, 2016

	Number	%
<b>Role</b>		
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>
<b>Experience</b>		
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	%
<b>Sector</b>		
Catholic	497	13%
Government	2,536	68%
Independent	650	17%
Multiple sectors	53	1%
<i>Total</i>	<i>3,736</i>	<i>100%</i>
<b>School level</b> (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>

Source: 2016 AITSL Stakeholder Survey.



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## AITSL Accredited Programs Database

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 data base contains data on all accredited programs, including those pending accreditation. Data from the accredited programs data base are not directly comparable to ITE programs coded to the HESDC due to different coding processes and data definitions. The AITSL Accredited Programs Database can be considered the most accurate national database on the number and characteristics of ITE programs.

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## Appendix 4

Specific survey items for the Student Experience Survey, and Graduate Destination Survey / Graduate Outcomes Survey and Employer Satisfaction Survey

### Student Experience Survey<sup>51</sup>

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?

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<sup>51</sup> QILT, viewed 13 April 2018, < <https://www.qilt.edu.au/about-this-site/student-experience> >.

### 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?

### 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?

## Graduate Destinations Survey / Graduate Outcomes Survey

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### Course Experience Questionnaire<sup>52</sup>

#### 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.
5. The teaching staff worked hard to make their studies interesting.
6. The staff made a real effort to understand difficulties I might be having with my work.

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<sup>52</sup> QILT, viewed 13 April 2017, < <https://www.qilt.edu.au/about-this-site/graduate-satisfaction> >.

### 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.

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### Graduate Destination Survey<sup>53</sup>

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

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<sup>53</sup> Quality Indicators for Learning and Teaching, Graduate Employment, viewed 13 April 2018, < <https://www.qilt.edu.au/about-this-site/graduate-employment> >

*What was your employer's main business?*

For example: medical hospital, primary education, accounting

5. <text box>
6. No answer

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## Graduate Outcomes Survey / Graduate Outcomes Survey – Longitudinal<sup>54</sup>

The GOS 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:

*Thinking about last week, the week starting <daystart>, and ending last <dayend>*

Last week, did you do any work at all in a job, business or farm?

1. Yes
2. No
3. Permanently unable to work
4. Permanently not intending to work (only display if aged 65+)

*How many hours do you usually work each week in your main job?*

5. Enter hours

*What is your occupation in your <main job/job/business>?*

6. Enter occupation

## Graduate attributes<sup>55</sup>

Within the GOS a series of questions measuring the extent employment preparedness were targeted towards recently employed graduates. Graduates were asked to indicate the extent to which they agreed with a series of statements themed under the following attributes; Foundation skills, adaptive skills and attributes and teamwork and interpersonal skills.

For each of the following skills or attributes, to what extent do you agree or disagree that your <Finalcourse> from<Institution> prepared you for this job? If the skill is not required in your role, you can answer 'Not applicable'.

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<sup>54</sup> Quality Indicators for Learning and Teaching, Graduate Employment, viewed 13 April 2018, < <https://www.qilt.edu.au/about-this-site/graduate-employment> >

<sup>55</sup> Quality Indicators for Learning and Teaching, Graduate Employment, viewed 13 April 2018, < <https://www.qilt.edu.au/about-this-site/graduate-employment> >

## Foundation skills

- foundation1** Oral communication skills
- foundation2** Written communication skills
- foundation3** Numeracy skills
- foundation4** Ability to develop relevant knowledge
- foundation5** Ability to develop relevant skills
- foundation6** Ability to solve problems
- foundation7** Ability to integrate knowledge
- foundation8** Ability to think independently about problems

## Adaptive skills and attributes

- adaptive1** Broad general knowledge
- adaptive2** Ability to develop innovative ideas
- adaptive3** Ability to identify new opportunities
- adaptive4** Ability to adapt knowledge in different contexts
- adaptive5** Ability to apply skills in different contexts

## Teamwork and interpersonal skills

- collab1** Working well in a team
- collab2** Getting on well with others in the workplace
- collab3** Working collaboratively with colleagues to complete tasks
- collab4** Understanding of different points of view
- collab5** Ability to interact with co-workers from different or multicultural backgrounds

## Response frame

- a. Strongly disagree
- b. Disagree
- c. Neither disagree nor agree
- d. Agree
- e. Strongly agree
- f. Not applicable



## Employer Satisfaction Survey<sup>56</sup>

The employer satisfaction survey (ESS) asked employers about their overall satisfaction with the graduate and the extent to which they felt the qualification prepared them for employment. Employers were asked to indicate the overall satisfaction with the graduate and the extent to which they agreed with a series of statements themed under the following attributes; Foundation skills, adaptive skills and attributes, teamwork skills, technical skills and employability skills.

Overall, how well did <Recentemployee>'s <qualfinal> prepare <him/her> for their job?

1. Not at all prepared
2. Not well prepared
3. Well prepared
4. Very well prepared
5. Don't know / Unsure

### Foundation skills

1. Oral communication skills
2. Written communication skills
3. Numeracy skills
4. Ability to develop relevant knowledge
5. Ability to develop relevant skills
6. Ability to solve problems
7. Ability to integrate knowledge
8. Ability to think independently about problems

### Adaptive skills and attributes

9. Broad background knowledge
10. Ability to develop innovative ideas
11. Ability to identify new opportunities
12. Ability to adapt knowledge to different contexts
13. Ability to apply skills in different contexts
14. Capacity to work independently

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<sup>56</sup> Quality Indicators for Learning and Teaching, Graduate Employment, viewed 13 April 2018  
<<https://www.qilt.edu.au/about-this-site/employer-satisfaction>>

**Teamwork and interpersonal skills**

15. Working well in a team
16. Getting on well with others in the workplace
17. Working collaboratively with colleagues to complete tasks
18. Understanding different points of view
19. Ability to interact with co-workers from different or multi-cultural backgrounds

**Technical and professional skills**

20. Applying professional knowledge to job tasks
21. Using technology effectively
22. Applying technical skills in the workplace
23. Maintaining professional standards
24. Observing ethical standards
25. Using research skills to gather evidence

**Employability and enterprise skills**

26. Ability to work under pressure
27. Capacity to be flexible in the workplace
28. Ability to meet deadlines
29. Understanding the nature of your business or organisation
30. Demonstrating leadership skills
31. Demonstrating management skills
32. Taking responsibility for personal professional development
33. Demonstrating initiative in the workplace

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## Appendix 5

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