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# InSights

## Initial teacher education: Data report 2019

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 possible 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 to further improve initial teacher education within Australia.

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- Department of Education (n.d.). *Employer Satisfaction Survey*. Canberra: Australian Government. Reproduced by permission.
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## Chair's Foreword



It is my pleasure to introduce the seventh edition of AITSL's *Initial Teacher Education: Data Report*. In June 2018, Education Council endorsed a series of recommendations to continue to strengthen the initial teacher education reform agenda. These recommendations, which were incorporated into the *Accreditation*

*of initial teacher education programs in Australia: Standards and Procedures* in September 2018, will require all jurisdictions to publish a summary of each ITE accreditation decision and further strengthen three key areas in the ITE accreditation system: quality assurance, teaching performance assessments (TPAs) and evidence of impact.

A Standard-Setting Advisory Group comprising experts in education measurement and psychometrics has also been established to provide advice on quality assurance processes relating to standards-based assessment. Processes are underway among the jurisdictions to confirm sound national agreement on what it means to meet the Accreditation Program Standards. Over half of Australian ITE providers are already using TPAs endorsed by the expert Advisory Group to ensure that their graduates are classroom ready.

The data gathered through the Australian Teacher Workforce Data (ATWD) collection project will be used in tandem with the data being gathered by ITE providers to build a national picture of progress and a strong evidence base on what works best in ITE in Australia.

As always, AITSL has worked closely with jurisdictional teacher regulatory authorities and ITE providers to progress its recommendations and will continue to collaborate on this work to ensure that programs are preparing classroom-ready teachers, equipped with all the skills they need to make a positive impact on student learning.

As of June 2019, AITSL has also been charged with working alongside state and territory governments and the Australian Government to develop a National Teacher Workforce Strategy. This strategy will focus partly on ITE, including understanding the supply of teachers, as well as looking at the future of the teaching workforce.

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. Notable additions to the report include longitudinal employment outcomes, employer satisfaction with ITE graduates, and additional measures of ITE student and graduate satisfaction.

As with last year's report, a digital version of the report and an accessible spreadsheet with all data from the tables and charts in this report can be found on the home page for AITSL's *Initial Teacher Education: Data Report 2019*.

The AITSL Board is excited to support the release of *Initial Teacher Education: Data Report 2019* so that it can help inform continued discussions about ITE in Australia.



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

## At a glance

### ATAR 70 and below

Of the proportion of students who commenced on the basis of an ATAR (n=5,402), those with an ATAR above 70 (64%) has increased by 6 percentage points since 2015 (58%). For all higher education courses, this figure has remained steady over the same period of time at 74%. This may indicate the various policy initiatives targeting selection of ITE students are beginning to take effect.

The proportion of students who commenced an ITE program on the basis of an ATAR 70 or below has been consistently low since 2008, with the figure standing at 6% of total ITE commencements in 2017.

### Masters commencements

Over the past decade, there has been an increase in the proportion of ITE students commencing Masters, from 8% of total commencements in 2008 to 21% in 2017. This is likely to be associated with the phasing out of one year ITE programs, which has been implemented progressively since 2011.

### Accredited program reduction

Since June 2013, there has been a considerable drop in the number of accredited ITE programs offered in Australia. This may indicate that the various policy initiatives aimed at increasing the quality of programs has resulted in the number of accredited ITE programs dropping from 425 (2013) to 325 (2019).

### Changing nature of ITE provision

The proportion of ITE students commencing through an internal (i.e. on campus) mode of attendance has declined from 75% of all commencing students in 2008, to 60% in 2017. Now, one in four ITE students commence as part of an online ITE program. Multi-modal commencements has also been steadily rising since 2010 (10% in 2010; 15% in 2017).<sup>1</sup>

### Number of completions and commencements

In 2017, 18,397 students completed an ITE program, a 5% increase on the previous year compared to 3% across all higher education commencements. Similarly, commencements increased by 5% from the previous year compared to 4% across all higher education commencements.

### Highest completion rates

Completion rates are consistently higher for postgraduate students (78%) when compared to undergraduate ITE students (51%).

Postgraduate ITE students who studied via a mixed mode of attendance had the highest overall completion rates (87%). For undergraduate ITE students, those commencing with an ATAR 91 and over had the highest completion rates (69%).

Postgraduate ITE students at the University of Sydney and at La Trobe University had the equal highest completion rates (93%). Amongst undergraduate ITE students, those studying at the Royal Melbourne Institute of Technology had the highest completion rate (77%).

<sup>1</sup> For further information on this trend, see AITSL's spotlight series – ([https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight\\_ite\\_online\\_.pdf?sfvrsn=22a8f73c\\_6](https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight_ite_online_.pdf?sfvrsn=22a8f73c_6))

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## Employment outcomes

In 2017, four of the top five ITE providers with the highest proportion of graduates employed at schools on a full-time basis were from Queensland. The University of Queensland was the highest with 65.4%, followed by Avondale College of Higher Education (NSW) with 65.3%, then Queensland University of Technology (64.6%), James Cook University (63.4%) and Central Queensland University (62.8%).

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## ITE graduate perceptions

A higher proportion of ITE graduates indicated their qualification prepared them for employment (undergraduate: 86%; postgraduate: 81%) in comparison to graduates from all higher education programs (for non-ITE programs – undergraduate: 69%; postgraduate: 75%).

In 2017, ITE graduates reported overall course satisfaction at 77% at the undergraduate level and 75% at the postgraduate level. As a comparison, undergraduates studying 'Social work' were amongst the most satisfied with their course (86%) and those studying 'Engineering' being the least satisfied (74%). For postgraduates, those studying 'Humanities, culture and social sciences' were most satisfied (88%), with 'Creative Arts' students along with ITE postgraduates being the least satisfied (75%).

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## Employer satisfaction

A higher proportion of employers were satisfied with ITE graduates' performance (87%) in comparison to graduates from all higher education programs (83%). Employers were most satisfied with 'Engineering' graduates (90%) and least satisfied with 'Agriculture' graduates (80%).

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## Diversity and accessibility of ITE programs

In 2017, 2% of all commencing and 2% of all completing ITE students were Indigenous. However, 3.3% of the Australian population and 5.7% of Australian school children identify as Aboriginal and/or Torres Strait Islander.<sup>2</sup> In terms of socio-economic status, 22% of ITE commencements were from low socio-economic backgrounds compared to 18% of all higher education courses. Similarly, the proportion of students from low socio-economic backgrounds completing an ITE course (20%) was higher than that of all higher education completions (15%) in 2017.

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<sup>2</sup> For further information on diversity in the teaching profession, see AITSL's spotlight series – (<https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-diversity-in-school-leadership.pdf>).

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# Executive summary

## Entry into initial teacher education

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### Commencing student numbers and characteristics

1. In 2017, 31,532 students commenced an ITE program, a 5% increase on the previous year.
2. In 2017, 72% ( $n = 22,651$ ) of commencing ITE students were female, 65% ( $n = 20,411$ ) were aged 24 or under, 54% ( $n = 16,234$ ) were from medium socio-economic status backgrounds, 76% ( $n = 22,836$ ) were from metropolitan locations, and 2% ( $n = 657$ ) were Indigenous.

### Commencing student basis of admission and ATAR

3. Between 2016 and 2017, there was a 1 percentage point increase in the proportion of commencing undergraduate ITE students who were admitted on the basis of their secondary education and had no submitted ATAR. Over the past decade, there has been a 2 percentage point increase, from 30% ( $n = 2,103$ ) in 2008 to 32% ( $n = 2,534$ ) in 2017.
4. Between 2016 and 2017, there was a 4 percentage point decrease in the proportion of students entering ITE through a secondary pathway with an ATAR of 70 or lower, from 40% ( $n = 2,014$ ) down to 36% ( $n = 1,961$ ). However, between 2008 and 2017, there was an increase in the proportion of ITE students entering with an ATAR of 70 or lower, from 31% ( $n = 1,532$ ) to 36% ( $n = 1,961$ ). This trend has been observed across all higher education programs: in 2008, 21% ( $n = 13,955$ ) of entrants had an ATAR of 70 or lower, versus 26% ( $n = 22,874$ ) in 2017.

### Commencing student study characteristics

5. In 2017, 70% ( $n = 21,924$ ) of ITE students commenced an undergraduate qualification and 30% ( $n = 9,608$ ) commenced a postgraduate qualification. Little change has been observed since 2015 in the proportion of postgraduate ITE commencements. However, over the past decade there has been an increase in the proportion of postgraduate commencements, from 27% ( $n = 6,806$ ) in 2008.
6. Over the past decade, the proportion of master's commencements increased from 8% ( $n = 1,954$ ) of total commencements in 2008 to 21% ( $n = 6,517$ ) in 2017.
7. The proportion of ITE students commencing through an internal (i.e. on campus) mode of attendance has declined from 75% ( $n = 18,722$ ) of all commencing students in 2008 to 60% ( $n = 18,929$ ) in 2017. During this time, the proportion of ITE students commencing through an external (i.e. online) mode of attendance has increased from 15% ( $n = 3,818$ ) in 2007 to 25% ( $n = 7,877$ ) in 2017.

### Initial teacher education programs and providers

8. In 2019, 325 accredited programs were offered by 48 providers at 92 different locations across Australia. This represents a decrease from 425 accredited programs in 2019.



## Progress through initial teacher education

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### First-to-second-year retention

9. The 2016 to 2017 first-to-second-year retention rate (retention from year 1 to year 2 in the same program type) in ITE was 77% ( $n = 15,748$ ) for undergraduates.
10. The 2016 to 2017 undergraduate ITE first-to-second-year retention rate was 3 percentage points lower than the mean retention rate of nine undergraduate higher education program types selected for comparison.

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

11. ITE students were slightly more likely than all higher education students to successfully complete a unit of study in 2017. The success rate in ITE was 90%, compared to 88% across all higher education programs.
12. Postgraduate ITE students had a higher success rate (94%) than undergraduate ITE students (89%) in 2017.

## Completion of initial teacher education

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### Completing student numbers and characteristics

13. In 2017, 18,397 students completed an ITE program, a 5% increase on 2016.
14. In 2017, 75% ( $n = 13,839$ ) of completing ITE students were female, 74% ( $n = 13,652$ ) were aged 20–29, 54% ( $n = 9,535$ ) were from medium socio-economic status backgrounds, 77% ( $n = 13,483$ ) were from metropolitan locations, and 2% ( $n = 266$ ) were Indigenous.

### Completing student study characteristics

15. In 2017, 61% ( $n = 11,262$ ) of ITE students completed an undergraduate qualification and 39% ( $n = 7,135$ ) completed a postgraduate qualification. The proportion of postgraduate ITE completions was 1 percentage point higher than in 2016 (38%,  $n = 6,724$ ).
16. The number of students completing secondary education qualifications is similar to the number completing primary education qualifications. In 2017, 6,233 students completed a primary qualification and 6,093 completed a secondary qualification (34% and 33% of all ITE completions, respectively). The remaining completions were in early childhood (13%,  $n = 2,304$ ) and combined primary/secondary/early childhood or unspecified ITE qualifications (21%,  $n = 3,780$ ).

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## 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 2012 was 51% ( $n = 10,848$ ) for undergraduates and 78% ( $n = 6,200$ ) for postgraduates. The undergraduate rate was 2 percentage points lower than the average for higher education programs, and the postgraduate rate was 10 percentage points higher than average. That is, postgraduate ITE students were more likely to complete their program than students from other higher education programs and undergraduate ITE students were somewhat less likely.
18. Between the 2007 and 2012 commencing cohorts, the six-year completion rate declined by 10 percentage points for ITE undergraduates and 3 percentage points for ITE postgraduates. This decline is steeper for ITE than for other higher education programs.
19. Among the 2012 commencing cohort, the following groups of ITE students had the highest six-year completion rates.

### Undergraduates who:

- commenced through a secondary education pathway with an ATAR of 91 or higher (69%,  $n = 340$ )
- commenced through a secondary education pathway (58%,  $n = 5,147$ )
- studied full-time (57%,  $n = 10,050$ )
- studied via an internal (i.e. on campus) mode of attendance (57%,  $n = 8,653$ ).

### Postgraduates who:

- studied via a mixed (i.e. on campus and online) mode of attendance (87%,  $n = 630$ )
- were aged 24 or under when commencing (86%,  $n = 3,090$ )
- studied full-time (84%,  $n = 5,799$ )
- studied via an internal (i.e. on campus) mode of attendance (82%,  $n = 4,833$ )
- resided in Queensland (81%,  $n = 749$ ) or ACT (78%,  $n = 114$ ).

20. Among the 2012 commencing cohort, the following groups of ITE students had the lowest six-year completion rates.

### Undergraduates who:

- resided in Tasmania (30%,  $n = 125$ )
- studied externally (i.e. online) (31%,  $n = 1,449$ ).

### Postgraduates

- had an Indigenous background (60%,  $n = 34$ )
- resided in Tasmania (64%,  $n = 173$ ).

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## Current student and recent graduate satisfaction

21. In 2017, current undergraduate ITE students had a high degree (78%) of satisfaction with the quality of their higher education experience, similar to the level of satisfaction of current undergraduate students from all higher education programs (79%).
22. In 2017, 21% of current undergraduate students seriously considered an early departure. This figure was 1% higher than for current undergraduates from all higher education programs (20%).
23. In 2017, among those current undergraduate ITE students with early-departure intentions, the most common reasons for wanting to leave related to 'health/stress' (50%), 'study/life balance' (36%), 'workload difficulties' (32%), and the 'need to do paid work' (32%).
24. In 2017, recent ITE graduates from both undergraduate and postgraduate programs had high overall levels of satisfaction with their course (77% and 75%, respectively).

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## Graduate perceptions of their course

25. In 2017, a higher proportion of ITE graduates reported that their qualification prepared them for employment (86% of undergraduates and 81% of postgraduates) than of graduates from all higher education programs (69% and 75%, respectively).

## Early career teaching

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### Employment outcomes of recent graduates

26. In 2017, 57% of ITE graduates from undergraduate programs were working full-time in schools. The proportion of recent ITE graduates from postgraduate programs working full-time in schools was lower, at 52%.
27. In 2017, recent ITE graduates from undergraduate programs had a 94% overall employment rate and an 83% full-time employment rate. This was significantly higher than the overall (87%) and full-time (72%) employment rates for recent graduates from all undergraduate programs.
28. In 2017, recent ITE graduates from postgraduate programs had a 92% overall employment rate and a 76% full-time employment rate. This was similar to the overall employment rate (92%) but significantly lower than the full-time employment rate (85%) for recent graduates from all postgraduate programs.
29. In 2017, three years after graduation, the ITE undergraduate full-time employment rate was 91%, versus 89% for all higher education undergraduates. For postgraduates, the equivalent full-time employment rate was 88%, versus 92% for postgraduates from all higher education programs.
30. In 2017, the full-time employment rate was significantly higher three years post-graduation than within one year of graduation for both undergraduates (91% versus 69%) and postgraduates (88% versus 63%).

### Employer perceptions of graduate readiness for employment

31. In 2017, 87% of employers of recent ITE graduates from undergraduate programs were satisfied with the graduate's performance, compared to 84% of employers of recent graduates from all higher education undergraduate programs.
32. In 2017, 86% of employers of recent ITE graduates from postgraduate programs were satisfied with the graduate's performance, compared to 82% of employers of recent graduates from all higher education postgraduate programs.
33. In 2017, most employers (95%) of recent ITE graduates from undergraduate programs reported that the graduate's qualification prepared them for employment, compared to 93% of employers of recent graduates from all undergraduate programs.
34. In 2017, 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 postgraduate programs.

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## Induction experiences of early career teachers

35. In 2019, 50% of early career teachers on a permanent contract and 18% of early career casual-relief teachers had received a formal induction.
36. In 2019, school leaders were more likely to indicate that formal induction had been provided than early career teachers themselves. Across all contract types, only 40% of early career teachers indicated that they had received a formal induction, while 69% of school leaders indicated that formal induction had been provided.
37. In 2019, 62% 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

38. In 2019, 44% of early career teachers indicated they were not likely to leave classroom teaching in the foreseeable future, while 20% indicated they would leave within one to five years, 6% indicated they would leave within six to 10 years and 3% after 10 years; 26% were unsure.

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# 1 Introduction and background

## 1.1 Purpose

This is the seventh edition of the *Initial Teacher Education: Data Report*. Over the past seven years, this report has presented the available data on initial teacher education (ITE) in a single resource.

The *Initial Teacher Education: Data Report 2019* 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 of public release of data, most of the data used in this report are from 2017.

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 a broader public discussion of issues related to ITE.

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### New to the 2019 report are:

- a new section, 'At a glance', which highlights notable findings in the report
- a retitling of the 'Summary of key findings' to 'Executive summary'
- an update to the induction experiences and career intentions of early career teachers using data from the 2019 Stakeholder Survey, and
- a progress update on TEMAG implementation.

## 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. 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 (ATWD) collection project will unite Higher Education Student Data Collection (HESDC) data, Quality Indicators for Learning and Teaching (QILT) data, and teacher workforce data from Teacher Registration Authorities, supplemented by a Teacher Survey, to provide an accurate, holistic picture of ITE and the teacher workforce at the national level. The first reports to come out of the ATWD will likely be available late 2019 or early 2020.

## 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 Commonwealth governments; teacher regulatory authorities (TRAs); teacher education providers; teacher employers, schools, and their communities; representative groups; and individual teachers. With many datasets on ITE and the teaching workforce being based largely within jurisdictions, our knowledge and understanding of the outcomes of ITE programs, as well as workforce supply and demand at a national level and between states and territories, remains limited.

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' (TEMAG, 2014:9).

In December 2016, Education Council<sup>3</sup> agreed that AITSL would implement the Australian Teacher Workforce Data (ATWD) initiative. The ATWD will unite existing national and jurisdiction-based ITE and teacher workforce datasets 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 of the workforce outcomes of ITE and the trajectory of teaching careers. For the first time, Australia will have a complete, nationwide, longitudinal, evidence-based picture of the teaching workforce, from ITE to exit.

As data from the ATWD become available, the knowledge gained will identify national and local workforce trends. This will in turn inform and 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 will 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 on workforce outcomes and trends.

Implementation of the ATWD is well underway through the collaboration of many key stakeholders, including state, territory, and Commonwealth governments and TRAs. Initial data for some states are already available, and the dataset will be augmented over the next three years to provide a complete, longitudinal picture of ITE and the teacher workforce.

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3 The Council of Australian Governments (COAG) Education Council provides the mechanism through which national policy on school education can be coordinated between Commonwealth, state, and territory governments. More information about the COAG Education Council can be found at <http://www.educationcouncil.edu.au/>.

The data collected by the ATWD will complete the minimum dataset and architecture outlined in *A Blueprint for Initial Teacher Education and Teacher Workforce Data* (Centre for International Research on Educational Systems and the Mitchell Institute, 2015). This minimum dataset is outlined in Table 1. As data from the ATWD become available, it is envisioned that the *Initial Teacher Education: Data Report* series will be incorporated into ATWD reporting.

**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 2019 is structured to conform to 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.

In accordance with the Blueprint, the structure of this report corresponds to 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 are presented in Sections 2 to 5 of the report. Specifically:

- **Section 2** corresponds to the 'entry into ITE' phase listed in the Blueprint. It provides student commencement data, including information about student entry into ITE and about ITE programs.
- **Section 3** corresponds to the 'progress through ITE' phase listed in the Blueprint. It provides data on all enrolled ITE students, including first-to-second-year retention rates and success rates.
- **Section 4** corresponds to the 'completion of ITE' phase listed in the Blueprint. It provides student completion data, six-year completion rates, and data on the satisfaction and engagement of current ITE students and recent graduates.
- **Section 5** corresponds to the 'early career teacher' phase listed in the Blueprint. It 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. These 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. Where appropriate, the data are separated into 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 (the Department) 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>4</sup> or as customised data upon request. HESDC data from this report were derived from customised, aggregated tables generated by the Department. At the time of writing of this report, data from the HESDC were available only up until the end of 2017. Please refer to Appendix 3 for additional information about the HESDC.

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### University Applications and Offers Data Collection

The University Applications and Offers Data Collection records all applications by domestic applicants for Commonwealth-supported places in higher education undergraduate award courses through Australian Tertiary Admissions 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 for the HESDC. Please refer to Appendix 3 for additional information about the University 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 comprise 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>4</sup> For more information about the uCube, please visit <http://highereducationstatistics.education.gov.au/>.

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## Australian Graduate Survey/Graduate Outcomes Survey

The Australian Graduate Survey (AGS) comprises 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 both 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.

In 2016, the GDS, PDS, and CEQ were combined into the Graduate Outcomes Survey (GOS), which is part of the QILT suite of 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 the precision of the results. 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 of 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 follow the 2014 graduate cohort.

GOS-L data presented in this report include 95% confidence intervals to indicate the precision of the results. 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 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 education institutions, including both universities and non-university higher education institutions. The ESS collects 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 the precision of the results. 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, providers, teachers, school leaders, and other education organisations. It measures awareness, engagement, effectiveness, and perceptions of AITSL and its policies, tools, and resources. It also explores key issues facing teachers and school leaders.

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

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## AITSL Accredited Programs Database

The AITSL Accredited Programs Database 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 TRAs for 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 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, as well as many different types of ITE programs with different areas of focus.

This section presents information about 2017 commencing ITE students, including data on:

- demographics, basis of admission, and Australian Tertiary Admissions Rank (ATAR)
- different ITE qualification types and levels, study areas, and types of attendance, and
- 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

- In 2017, 27,733 highest-preference undergraduate applications were made to ITE programs through Tertiary Admissions Centres and 22,383 offers were made, 15,469 of which were made to highest-preference applicants. The highest-preference offer rate (percentage of highest-preference applications that received an offer) was 56%.

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## Commencing student numbers and demographics

- In 2017, 31,532 students commenced an ITE program, a 5% increase 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 2017, 72% ( $n = 22,651$ ) of commencing ITE students were female, 65% ( $n = 20,411$ ) were aged 24 and under, 54% ( $n = 16,234$ ) were from medium socio-economic status backgrounds, 76% ( $n = 22,836$ ) were from metropolitan locations, and 2% ( $n = 657$ ) were Indigenous.
- Compared to commencing students from all higher education programs, ITE had a higher proportion of females (72% versus 56%), a lower proportion of students from high socio-economic status backgrounds (24% versus 33%), and a lower proportion of students from non-English speaking backgrounds (NESB) (2% versus 4%).
- Based on the permanent home address of students, between 2016 and 2017 Queensland recorded the largest within-state/territory increase in commencing students (18%,  $n = 936$ ), while Tasmania recorded the largest decrease (15%,  $n = 72$ ). International student admissions increased significantly during this time (36%,  $n = 437$ ).

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## Commencing student basis of admission and ATAR

- In 2017, at the undergraduate level, 37% ( $n = 8,206$ ) of commencing ITE students entered from a secondary education pathway, a 1 percentage point increase on the previous year. At the postgraduate level, 97% ( $n = 9,300$ ) entered through a higher education pathway; this was consistent with the results for 2016.
- Between 2016 and 2017, the proportion of commencing undergraduate ITE students who were admitted on the basis of their secondary education and had no submitted ATAR increased by 1 percentage point. Over the past decade, this proportion has increased by 2 percentage points, from 30% ( $n = 2,103$ ) in 2008 to 32% ( $n = 2,534$ ) in 2017.
- In 2017, 36% ( $n = 1,961$ ) 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% ( $n = 22,874$ ) across all higher education programs.
- Between 2016 and 2017, there was a 4 percentage point decrease in the proportion of students who entered ITE through a secondary education pathway with an ATAR of 70 or lower, from 40% ( $n = 2,014$ ) to 36% ( $n = 1,961$ ). However, between 2008 and 2017, there was an increase in the proportion of ITE students entering with an ATAR of 70 or lower, from 31% ( $n = 1,532$ ) to 36% ( $n = 1,961$ ). This trend has been observed across all higher education programs: in 2008, 21% ( $n = 13,955$ ) of entrants had an ATAR of 70 or lower, versus 26% ( $n = 22,874$ ) in 2017.

- 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. In 2017, students entering via a secondary education pathway with an ATAR between 30 and 50 accounted for just 1% ( $n = 183$ ) of total ITE commencements, while those with an ATAR between 51 and 60 accounted for 2% ( $n = 585$ ) and those with an ATAR between 61 and 70 accounted for 4% ( $n = 1,193$ ).

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## Commencing student study characteristics

- In 2017, 70% ( $n = 21,924$ ) of ITE students commenced an undergraduate qualification and 30% ( $n = 9,608$ ) commenced a postgraduate qualification. From 2015 to 2017, there was little change in the proportion of postgraduate ITE commencements. However, over the past decade the proportion of postgraduate commencements has increased (from 27%,  $n = 6,806$  in 2008).
- Over the past decade, the proportion of master's commencements increased, from 8% ( $n = 1,954$ ) of total commencements in 2008 to 21% ( $n = 6,517$ ) in 2017.
- The number of students studying to become secondary teachers has increased steadily since 2008. However, in 2017, commencements in primary ITE qualifications ( $n = 10,868$ ) outnumbered those in secondary ITE qualifications ( $n = 9,870$ ).
- Commencements in early childhood qualifications have been rising steadily and have almost doubled over the past decade, from 2,801 in 2008 to 4,017 in 2017.
- In 2017, 80% ( $n = 25,149$ ) of ITE students commenced full-time and 20% ( $n = 6,383$ ) commenced part-time study. These proportions remained unchanged from 2016.
- In 2017, 60% ( $n = 18,929$ ) of ITE students commenced via an internal (i.e. on campus) mode of attendance, while 25% ( $n = 7,877$ ) commenced via an external (i.e. online) mode of attendance. The remainder commenced via a mixed mode of attendance (i.e. a combination of on campus and online).
- Between 2008 and 2017, there was a 15 percentage point decline in the proportion of students commencing via an internal (i.e. on campus) mode of attendance and a 10 percentage point increase in the proportion commencing via an external (i.e. online) mode of attendance.
- In 2019, there were 325 accredited programs offered by 48 providers at 92 different locations across Australia.

## 2.2 Applications and offers for undergraduate places

Table 2 provides data on applications and offers to ITE programs for students entering an undergraduate program via a secondary education pathway. In 2017:

- 27,733 highest preference applications were made for ITE programs.
- 15,469 highest preference offers were made for ITE programs. As such, first round offers were made to 56% of applicants who listed that particular ITE program as their highest preference.
- 22,383 offers were made for ITE programs in total.

**Table 2:** Total undergraduate applications and offers made through Tertiary Admissions Centres for initial teacher education, 2015–2017

	2015 <sup>5</sup>	2016	2017
<b>Applications</b> – number of highest preference applications for ITE programs	27,857	27,185	27,733
<b>Highest preference offers</b> – number of offers made to applicants who selected the particular ITE program as their highest preference	17,184	16,283	15,469
<b>Total offers</b> – total number of offers made for ITE programs (irrespective of preference)	23,689	22,215	22,383
<b>Highest preference offer rate</b> – highest-preference offers as a proportion of highest-preference applications	62%	60%	56%

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

5 Data in 2015 does not include WA figures due to the 'half-year' year 12 cohort effect. The 'half-year' cohort arose due to the Western Australian State Government changing the starting age for school children in 2003. Before 2003, children began Year 1 at the beginning of the calendar year when they turned six. From 2003 onwards, children began year 1 if they turned six between 1 July of the previous year and 30 June of the year they started school. This policy change was introduced without staggered implementation across years, which meant that in 2003 only children born between 1 January 1997 and 30 June 1997 started school. This 'half-year' cohort reached year 12 in 2014, affecting the 2015 tertiary application data.

## 2.3 Number of commencing students

A total of 31,532 students commenced an ITE program in 2017, an increase of 5% from 2016. Commencements across all higher education programs increased by 4% between 2016 and 2017 (Table 3).

**Table 3:** Total commencements in initial teacher education and all higher education, 2017 and 2016

Initial teacher education	Commencements
Total 2017	31,532
Total 2016	29,961
% change 2016 to 2017	5%
All higher education	Commencements
Total 2017	577,346
Total 2016	553,180
% change 2016 to 2017	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 that:

- 29,865 domestic students living in Australia commenced an ITE program in 2017, along with 64 domestic students whose home address was overseas
- 1,603 commencing ITE students were international.

**Table 4:** Domestic and international commencements in initial teacher education, 2017

Initial teacher education	Commencements
Domestic students whose permanent home address is in Australia	29,865
Domestic students whose permanent home address is overseas	64
International	1,603
<b>Total</b>	<b>31,532</b>

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

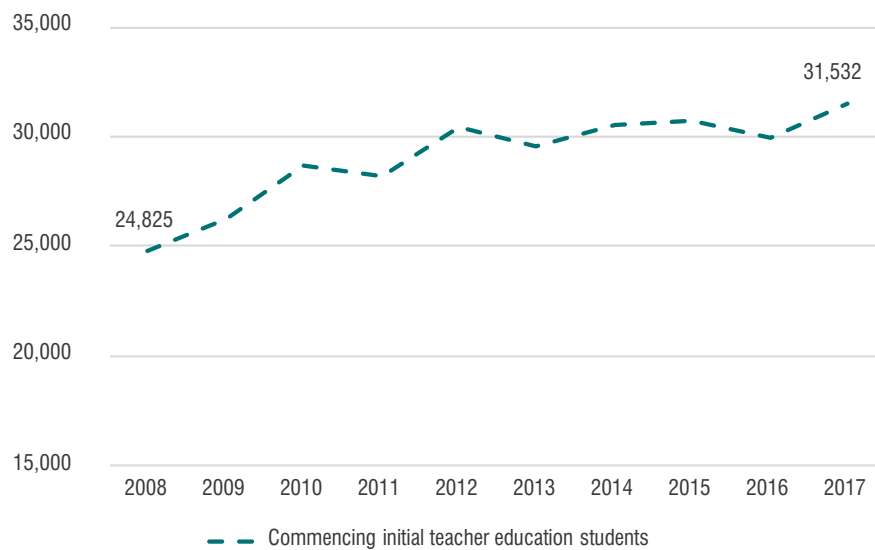
Figure 1 shows that the number of commencements in ITE programs increased by 27% between 2008 and 2017. In 2017, commencing ITE students represented 5% of all commencing higher education students. This figure has remained steady over the past decade.

### At a glance

In 2017, 18,397 students completed an ITE program, a 5% increase on the previous year compared to 3% across all higher education commencements. Similarly, commencements increased by 5% from the previous year compared to 4% across all higher education commencements.



**Figure 1:** Total commencements in initial teacher education, 2008–2017



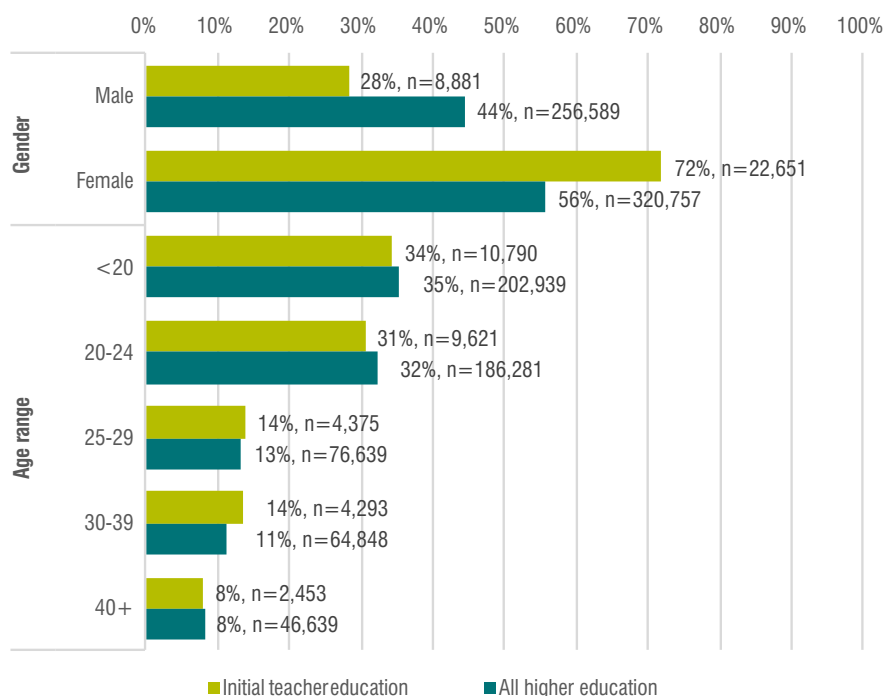
Source: Customised data provided by the Department of Education Research and Economics Group.

## 2.4 Characteristics of commencing students

Figure 2 details the characteristics of students who commenced an ITE program in 2017, set against the same information for all higher education students.

- 72% ( $n = 22,651$ ) of ITE students were female, compared with 56% for all higher education students.
- 65% ( $n = 20,411$ ) of ITE students were 24 and under, compared to 67% for all higher education students.

**Figure 2:** Total commencements in initial teacher education and all higher education by gender and age range, 2017

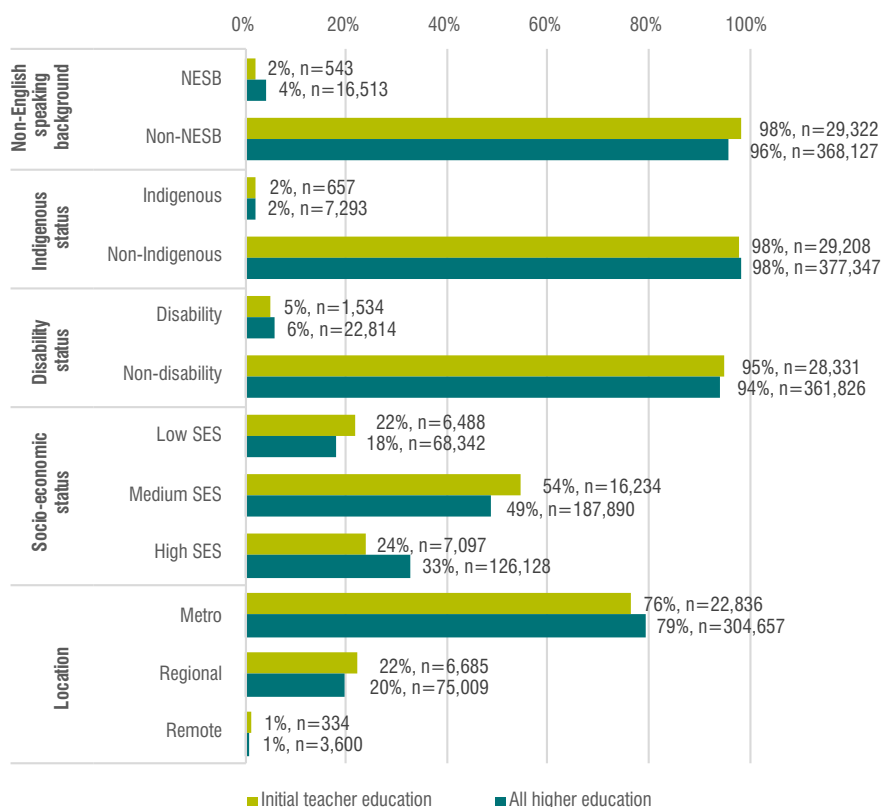


Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 3 shows the equity status of domestic commencing ITE students compared to all commencing higher education students

- 54% ( $n = 16,234$ ) of ITE students were from medium socio-economic status backgrounds, versus 49% of all higher education students.
- Only 24% ( $n = 7,097$ ) of ITE students were from high socio-economic status backgrounds, versus 33% for all higher education students.
- 76% ( $n = 22,836$ ) of ITE students were from metropolitan locations, versus 79% of all higher education students.
- 2% ( $n = 657$ ) of ITE students identified as Indigenous, similar to the proportion among all higher education students.
- The proportion of students with a disability was similar between ITE (5%,  $n = 1,534$ ) and all higher education (6%), as was the proportion from remote locations (1% for both ITE [ $n = 334$ ] and all higher education).
- ITE students were less likely than all higher education students to be from non-English-speaking backgrounds (NESB) (2% versus 4%)

Figure 3: Domestic commencements in initial teacher education and all higher education by equity status, 2017



Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Socio-economic status and location has been derived from the Australian Statistical Geography Standard (ASGS).

## At a glance

In 2017, 2% of all commencing and 2% of all completing ITE students were Indigenous. However, 3.3% of the Australian population and 5.7% of Australian school children identify as Aboriginal and/or Torres Strait Islander.<sup>6</sup> In terms of socio-economic status, 22% of ITE commencements were from low socio-economic backgrounds compared to 18% of all higher education courses. Similarly, the proportion of students from low socio-economic backgrounds completing an ITE course (20%) was higher than that of all higher education completions (15%) in 2017.

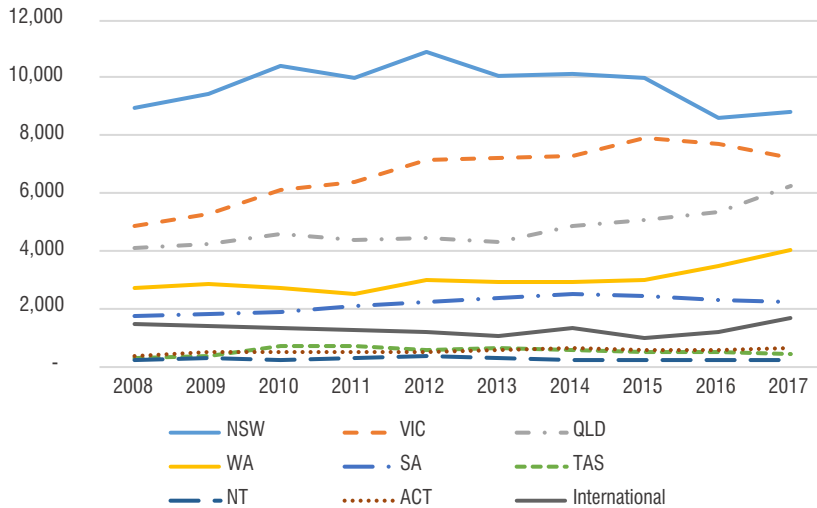
## 2.5 Commencements by state/territory of home residence

Figure 4 shows the number of commencing ITE students by permanent home residence between 2008 and 2017. Over this time

- Queensland recorded the largest (18%,  $n = 936$ ) within-state/territory increase in commencing students, while Tasmania recorded the largest decrease (15%,  $n = 72$ ).
- Queensland recorded the largest proportional increase of commencing students. In 2008, Queensland was home to 16% ( $n = 4,095$ ) of the entire commencing population; by 2017 this had increased to 20% ( $n = 6,265$ ).

<sup>6</sup> For further information on diversity in the teaching profession, see AITSL's spotlight series – (<https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-diversity-in-school-leadership.pdf>).

**Figure 4:** Total commencements in initial teacher education by home residence, 2008–2017



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 selection occurs via different mechanisms. ATAR, prior academic performance, interviews, and written applications may all be employed in making selection decisions.

The basis-of-admission data in this report follow the admission criteria collected through the HESDC. Six categories of admission can be reported by HEPs to 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 falling into the above categories, for example, through a school principal’s letter of recommendation.

The basis-of-admission data are captured as part of ITE providers' HESDC reporting requirements<sup>7</sup> for commencing students. However, the data do not necessarily reveal what selection mechanisms were used within each basis-of-admission category or combination of categories. For example, the data would not show that a particular student entering via a secondary education pathway was admitted on the basis of an interview, written application, and 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* (Higher Education Standards Panel, 2016) outlined 14 recommendations which were accepted by the Australian Government.<sup>8</sup> An Implementation Working Group has been tasked with implementing the recommendations, which, in summary, include:

- Adopting a standard information template for admissions information
- 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.

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## Basis of admission of undergraduate and postgraduate students

Figure 5 presents the basis of admission for 2017 commencing students for both ITE and all higher education programs.

- 37% ( $n = 8,206$ ) of ITE students entered from a secondary education pathway, 2 percentage points lower than for all higher education (40%).
- 28% ( $n = 6,072$ ) of ITE students entered through a higher education pathway, 3 percentage points higher than for all higher education (25%).
- 16% ( $n = 3,556$ ) of ITE students entered through a VET award, 5 percentage points higher than for all higher education (11%).

In 2017, 97% ( $n = 9,300$ ) of postgraduate ITE students entered through a higher education pathway (not shown in Figure 5). Across all higher education programs, 89% ( $n = 171,752$ ) of postgraduate students entered through a higher education pathway.

<sup>7</sup> Basis-of-admission data for new students are one of multiple data types on which providers are required to report. Information on full reporting requirements for 2017 is available from: Department of Education (2016). *Higher education student data collection – 2017 reporting requirements*. Canberra: Australian Government. Retrieved from [https://heimshelp.education.gov.au/2017\\_data\\_requirements/2017higheredstudent/he-student-2017](https://heimshelp.education.gov.au/2017_data_requirements/2017higheredstudent/he-student-2017)

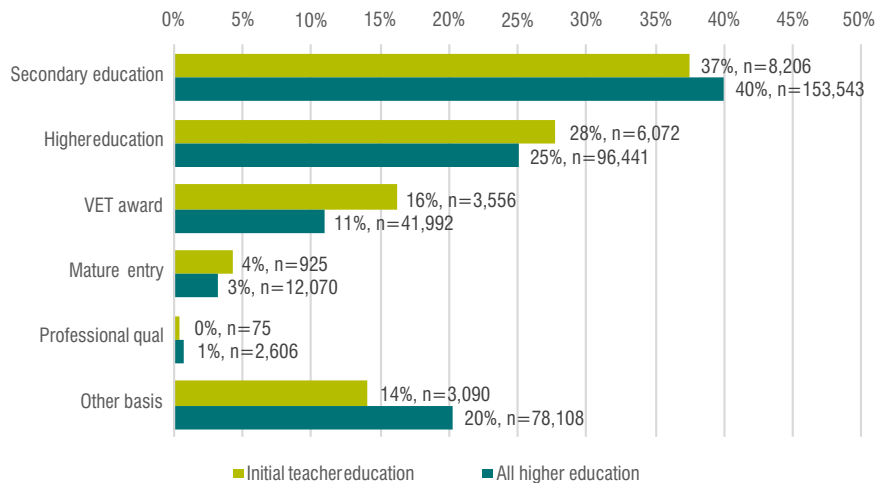
<sup>8</sup> Shergold, P. (2016). *Improving transparency of higher education admissions processes*. Canberra: Department of Education, Australian Government. Retrieved from <https://docs.education.gov.au/node/42146>

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## Quick Fact

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

**Figure 5: Undergraduate commencements in initial teacher education and all higher education by basis of admission, 2017**



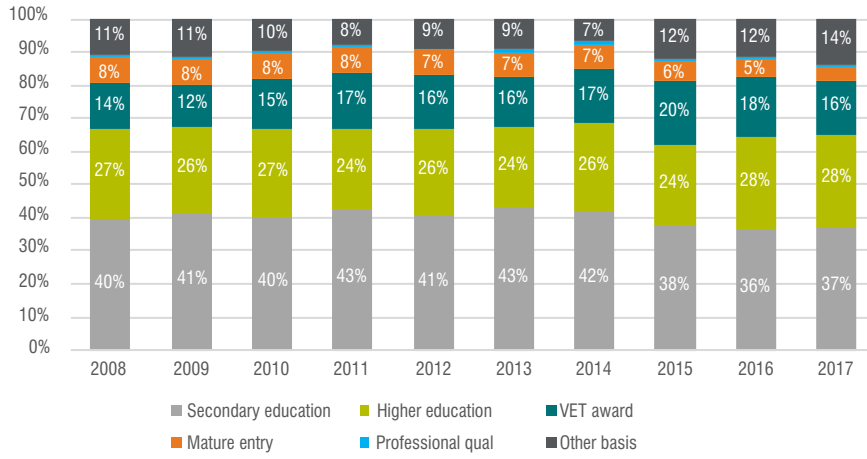
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: 'All higher education' figures exclude students categorised as 'not a commencing student'.

## Basis-of-admission time series

Figure 6 presents 2008–2017 time series data on the basis of admission of commencing undergraduate ITE students.

- Fewer students commenced undergraduate ITE via a VET award pathway in 2017 (16%,  $n = 3,556$ ) than in 2016 (18%,  $n = 3,767$ ).
- The proportion of students who entered through a VET award pathway increased over the past decade, from 14% ( $n = 2,466$ ) in 2008 to 16% ( $n = 3,556$ ) in 2017.
- The proportion of students who entered undergraduate ITE through a secondary education pathway decreased from 42% ( $n = 8,629$ ) in 2014 to 37% ( $n = 8,206$ ) in 2017.

**Figure 6:** Basis of admission, undergraduate commencements in initial teacher education, 2008–2017



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 measure of a final-year secondary student's overall achievement, expressed as 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. ITE providers commonly report that they use ATAR as a measure of academic performance for selection of students into undergraduate programs. ATAR should not be confused with basis of admission, which can include qualifications such as a diploma or degree, secondary education, and other factors.

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

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### ATAR Commencements

The HESDC captures ATAR data for all commencing students whose ATAR is available with their details at the time of their commencement. However, availability of an ATAR does not indicate that this was the mechanism by which the student was selected for a program. For example, postgraduate students are most likely to commence a program through a higher education pathway, being admitted on the basis of a completed undergraduate qualification. While postgraduate students may also have an 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 the analysis to students who commenced from a secondary education basis-of-admission pathway. 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.

- In 2017, 68% ( $n = 5,402$ ) of ITE students who were admitted on the basis of their secondary education had a submitted ATAR. This was 1 percentage point lower than the previous year.

The data do not reveal the basis or bases of admission for the commencing students with no submitted ATAR. Providers are not required to provide ATAR for students that commence a program more than a year after completing secondary education, and such students are captured here. Additionally, anecdotal information suggests that 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 secondary education, 2008–2017**



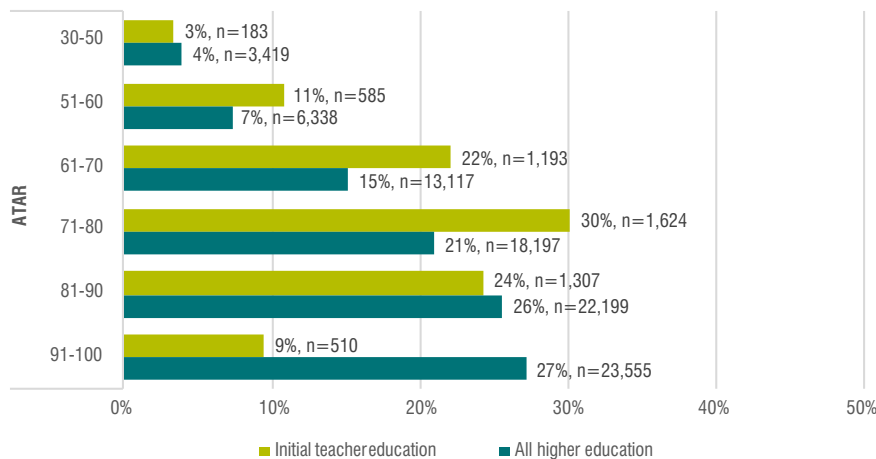
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Data labels were omitted where the percentage was less than 5%.

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

Figure 8 presents the ATAR spread for commencing domestic undergraduate students admitted on the basis of their secondary education, both for ITE and across all higher education programs.

- In 2017, 64% ( $n = 3,441$ ) of ITE students who were admitted on the basis of their secondary education and had a submitted ATAR had an ATAR above 70, compared with 74% ( $n = 63,951$ ) of students across all higher education programs.

**Figure 8: Domestic undergraduate students admitted on the basis of submitted ATAR, initial teacher education and all higher education programs, 2017**



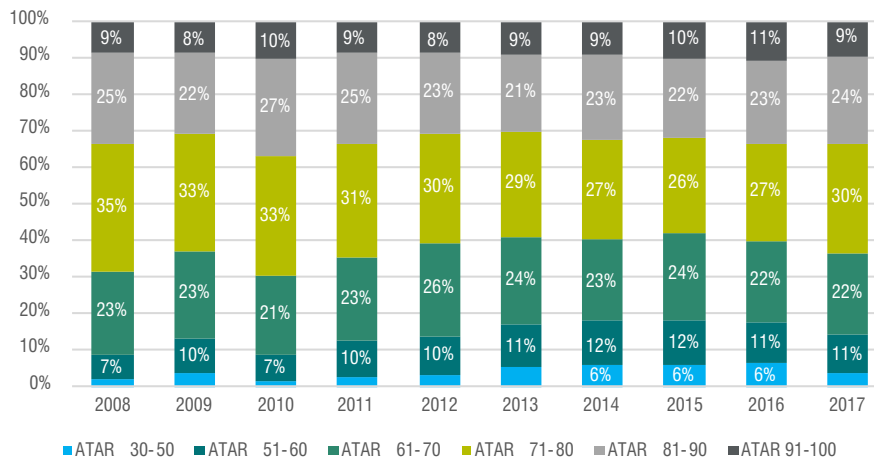
Source: Customised data provided by the Department of Education Research and Economics Group.

## 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. In 2017:

- The proportion of students who entered ITE with an ATAR of 70 or lower (36%,  $n = 1,961$ ) decreased by 4 percentage points from 2016 (40%,  $n = 2,014$ ).
- Students who commenced an ITE course via a secondary education pathway with an ATAR of 70 or lower accounted for only 6% ( $n = 1,961$ ) of total commencements. This proportion has not changed since 2008 (6%,  $n = 1,532$ ).
- Students who entered via a secondary education pathway with an ATAR between 30 and 50 accounted for just 1% ( $n = 183$ ) of total ITE commencements; those with an ATAR between 51 and 60 accounted for 2% ( $n = 585$ ); and those with an ATAR between 61 and 70 accounted for 4% ( $n = 1,193$ ).

**Figure 9:** Domestic undergraduate students admitted on the basis of submitted ATAR, initial teacher education, 2008–2017



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 domestic undergraduates with a submitted ATAR who entered through a secondary pathway, demonstrating an increase in the percentage of students with an ATAR in the lower bands.

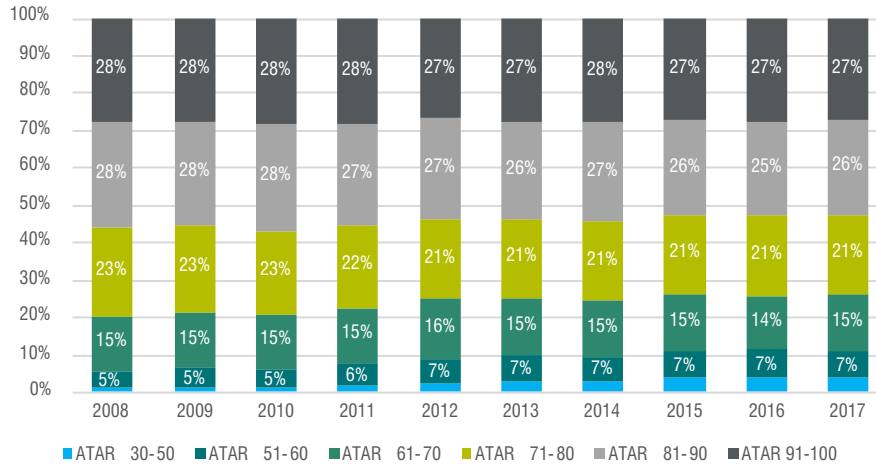
- In 2008, 21% ( $n = 13,955$ ) of these undergraduates had an ATAR of 70 or lower, compared to 26% ( $n = 22,874$ ) in 2017.

## At a glance

Of the proportion of students who commenced on the basis of an ATAR ( $n=5,402$ ), those with an ATAR above 70 (64%) has increased by 6 percentage points since 2015 (58%). For all higher education courses, this figure has remained steady over the same period of time at 74%. This may indicate the various policy initiatives targeting selection of ITE students are beginning to take effect.

The proportion of students who commenced an ITE program on the basis of an ATAR 70 or below has been consistently low since 2008, with the figure standing at 6% of total ITE commencements in 2017.

Figure 10: Domestic undergraduate students admitted on the basis of submitted ATAR, all higher education programs, 2008–2017



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

## 2.8 Commencements by level and type of qualification

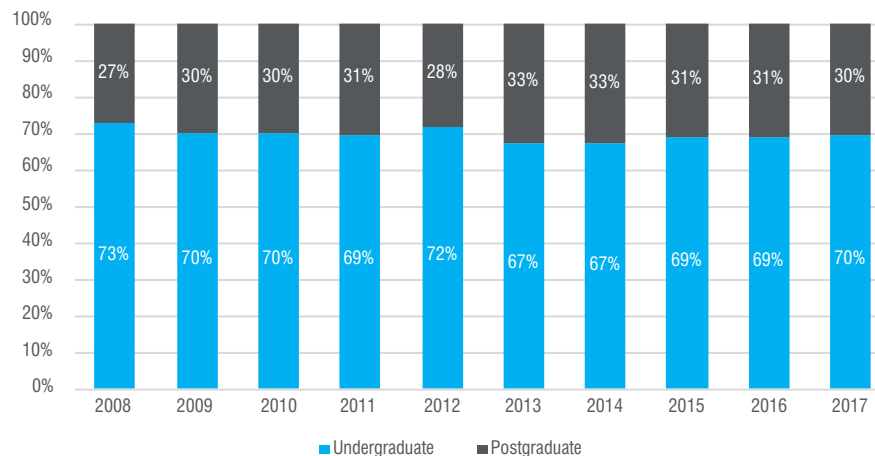
The data presented above provide an indication of the characteristics of students commencing ITE. This section focuses on the levels and types of ITE programs that students are commencing and the ways they are studying. Data on the type and number of ITE programs are also provided.

### Commencements by level of qualification

Figure 11 provides the number of commencing postgraduate and undergraduate ITE students between 2008 and 2017.

- In 2017, 70% ( $n = 21,924$ ) of ITE students commenced an undergraduate qualification and 30% ( $n = 9,608$ ) commenced a postgraduate qualification.
- Since 2015, there has been little change in the proportion of postgraduate commencements.
- The proportion of postgraduate commencements has increased over the past decade, from 27% ( $n = 6,806$ ) in 2008 to 30% ( $n = 9,608$ ) in 2017.

**Figure 11:** Total commencements in initial teacher education by level of qualification, 2008–2017



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

## Commencements by type of qualification

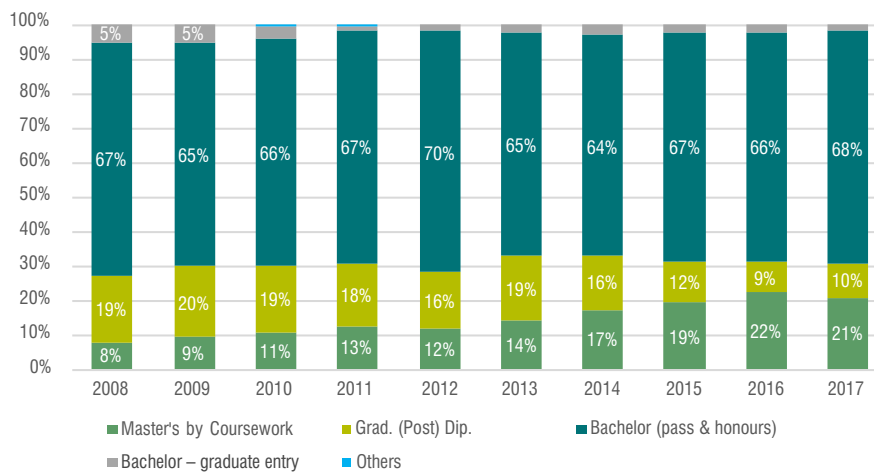
Figure 12 shows commencements in ITE by program type.

- There was little change in the proportions of qualification types from 2016 to 2017.
- Over the past decade, the proportion of master's commencements increased from 8% ( $n = 1,954$ ) of total commencements in 2008 to 21% ( $n = 6,517$ ) in 2017. This increase may reflect the requirement for two-year graduate entry ITE programs under the revised National Accreditation Standards.
- Over the past decade, the proportion of graduate diploma commencements decreased from 19% ( $n = 4,838$ ) of total commencements in 2008 to 10% ( $n = 3,081$ ) in 2017. Many graduate diplomas are one-year programs that are being phased out under the National Accreditation Standards, so commencements in these programs are likely to continue to decrease.

### At a glance

Over the past decade, there has been an increase in the proportion of ITE students commencing Masters, from 8% of total commencements in 2008 to 21% in 2017. This is likely to be associated with the phasing out of one year ITE programs, which has been implemented progressively since 2011.

**Figure 12:** Total commencements in initial teacher education by detailed qualification type, 2008–2017



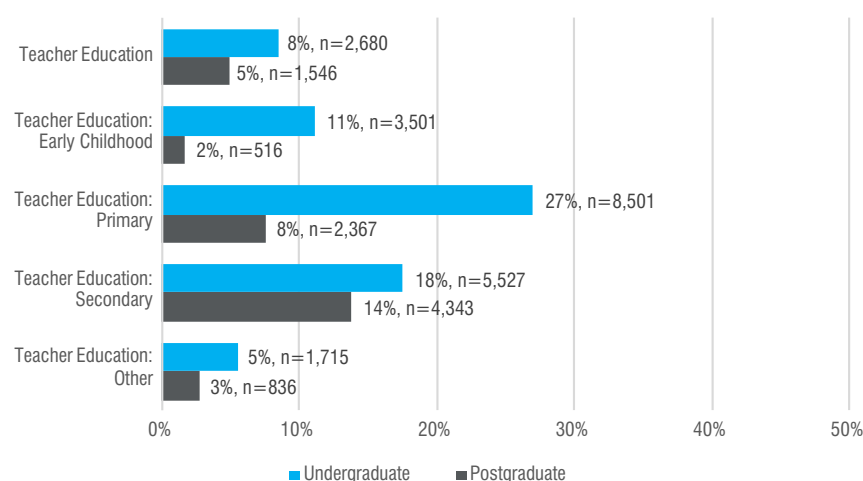
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: 'Others' refers to graduate certificates, associate degrees, advanced diplomas, and diplomas. These programs were recorded by some institutions as ITE programs (using the HEIMS data element E312=22); 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 subcategories of teacher education, such as primary, secondary, and early childhood. Data on commencements by detailed field of education highlight the specific areas of study students are entering. Figure 13 presents the breakdown of undergraduate and postgraduate commencements by detailed field of education in ITE. In 2017:

- Primary qualifications at the undergraduate level accounted for 27% ( $n = 8,501$ ) of total commencements.
- Secondary qualifications at the undergraduate level accounted for 18% ( $n = 5,527$ ) of total commencements.
- Early childhood qualifications were predominantly studied at the undergraduate level, accounting for 11% ( $n = 3,501$ ) of total commencements, but only 2% ( $n = 516$ ) of postgraduate commencements.
- Undergraduate students were more likely to commence primary qualifications (27%,  $n = 8,501$ ) than secondary qualifications (18%,  $n = 5,527$ ).
- Conversely, postgraduate students were more likely to commence secondary qualifications (14%,  $n = 4,343$ ) than primary qualifications (8%,  $n = 2,367$ ).

**Figure 13:** Total commencing students in initial teacher education by level of qualification and detailed field of education, 2017

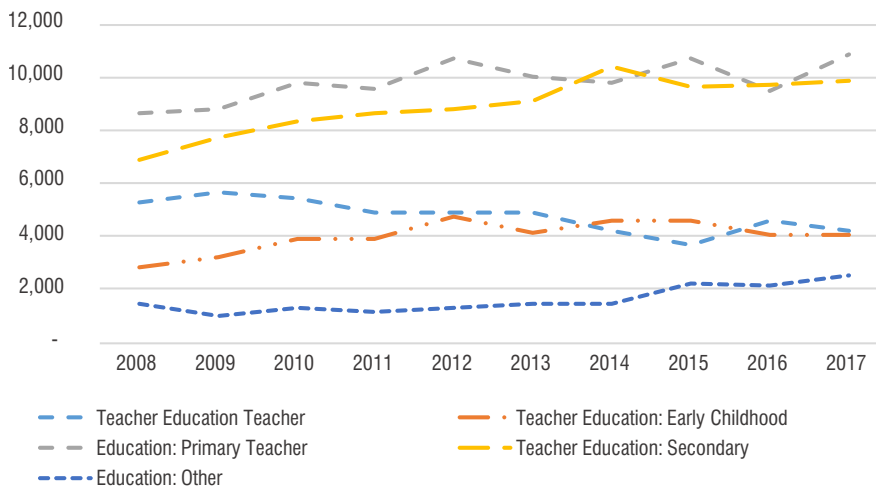


Source: Customised data provided by the Department of Education Research and Economics Group.  
 Note: The Teacher Education category includes ITE programs that are not specifically categorised. These are usually education programs where graduating students can be qualified in one or more different specialisations. 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. Combined courses are coded to two fields of education, meaning 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 2008 to 2017.

- The number of students commencing ITE 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 2017 this trend reversed, and the number of primary qualification commencements ( $n = 10,868$ ) was greater than secondary qualification commencements ( $n = 9,870$ ).
- The proportion of commencements in early childhood qualifications remained stable from 2016 to 2017 at 13%.

**Figure 14:** Total commencements in initial teacher education by detailed field of education, 2008–2017



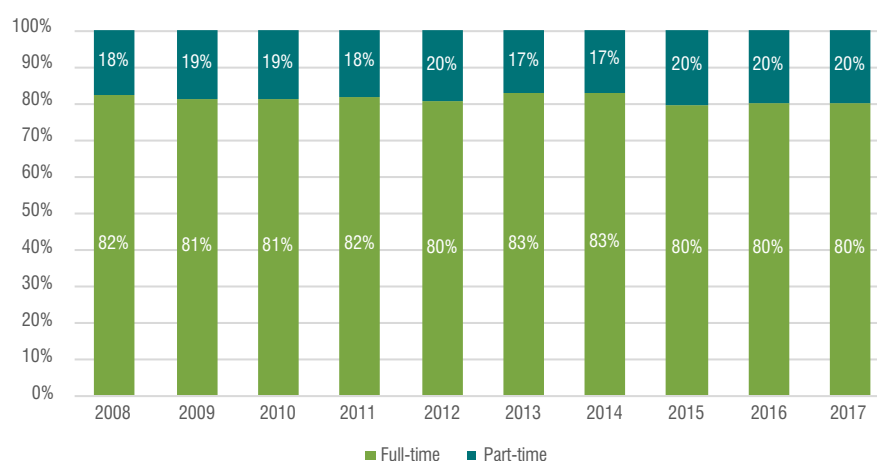
Source: Customised data provided by the Department of Education Research and Economics Group.  
 Note: The 'Teacher Education' category includes ITE programs that are not specifically categorised. These are usually education programs where graduating students can be qualified in one or more different 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. Combined courses are coded to two fields of education, meaning that the totals may be less than the sum of all broad fields of education.

## 2.10 Commencements by type and mode of attendance

Figure 15 presents the proportion of ITE students who commenced full-time and part-time study between 2008 and 2017.

- In 2017, 80% ( $n = 25,149$ ) of ITE students commenced full-time and 20% ( $n = 6,383$ ) commenced part-time study.
- There was no change in the proportion of part-time students between 2016 and 2017.
- The relative proportion of full-time and part-time students has remained fairly consistent over the past decade.

**Figure 15:** Total commencements in initial teacher education by type of attendance, 2008–2017



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

Figure 16 displays the proportion of total commencements in ITE by mode of attendance between 2008 and 2017. The greatest changes over the past decade include:

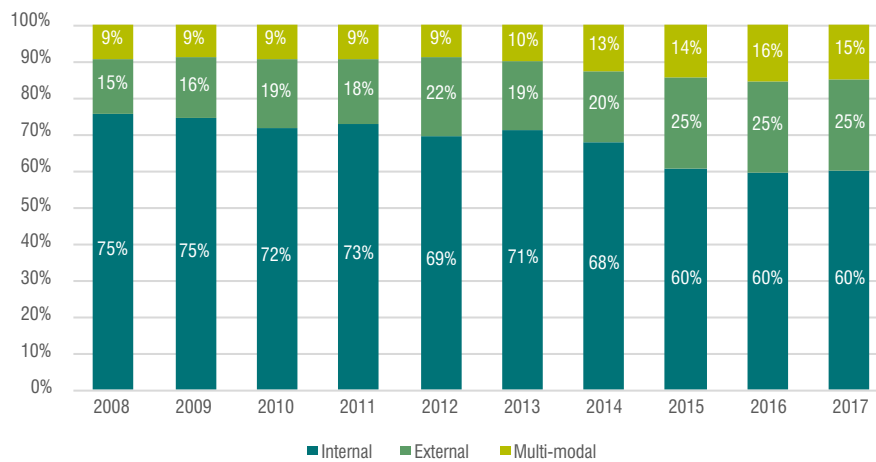
- a decline in the proportion of ITE students studying through an internal (i.e. on campus) mode of attendance, from 75% ( $n = 18,722$ ) to 60% ( $n = 18,929$ )
- an increase in the proportion of ITE students studying through an external (i.e. online) mode of attendance, from 15% ( $n = 3,818$ ) to 25% ( $n = 7,877$ ).



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, representing 33% of all commencing external ITE students. The inclusion of this program in the HESDC more than accounts for the 5% proportional increase in external commencements between 2014 and 2015.

There have been no significant changes in the proportion of commencements in ITE by mode of attendance between 2015 and 2017.

**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 hold a Commonwealth-supported, full-fee-paying, international full-fee-paying, or fee-exempt place.

Figure 17 provides the payment status of commencing ITE students between 2008 and 2017.

- The proportion of students with a Commonwealth-supported place increased by 3 percentage points over the past decade, from 90% ( $n = 22,439$ ) in 2008 to 93% ( $n = 29,365$ ) in 2017.

### At a glance

The proportion of ITE students commencing through an internal (i.e. on campus) mode of attendance has declined from 75% of all commencing students in 2008, to 60% in 2017. Now, one in four ITE students commence as part of an online ITE program. Multi-modal commencements has also been steadily rising since 2010 (10% in 2010; 15% in 2017).<sup>9</sup>

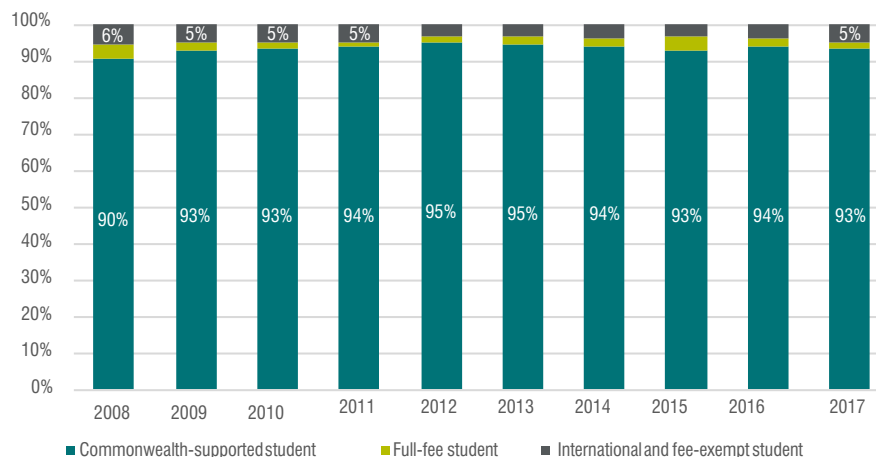
### Quick Link

Additional data on commencing students and full aggregated Excel tables of the HESDC data presented in this report can be found on the AITSL *Initial Teacher Education: Data Report 2019* webpage.

<http://www.aitsl.edu.au/initial-teacher-education/data-report-2019>

9 For further information on this trend, see AITSL's spotlight series – ([https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight\\_ite\\_online\\_.pdf?sfvrsn=22a8f73c\\_6](https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight_ite_online_.pdf?sfvrsn=22a8f73c_6))

**Figure 17:** Total commencements in initial teacher education by student status, 2008–2017



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%. The 'International and fee-exempt student' category includes international students, exemption scholarship students, and work-experience-in-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>10</sup> state that upon satisfactory completion, the graduate must have a four-year or longer full-time-equivalent higher education qualification structured as one of the following:

- a three-year undergraduate degree providing the required discipline knowledge, plus a two-year (or equivalent) 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>11</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>10</sup> Australian Institute for Teacher and School Leadership (2011). *Accreditation of initial teacher education programs in Australia*. Melbourne: AITSL. Retrieved from <https://www.aitsl.edu.au/deliver-ite-programs/understand-ite-program-accreditation>

<sup>11</sup> Note that initial teacher education programs accredited under previous state and territory accreditation systems may not align with the current qualification configurations outlined under the national accreditation process.

Analysis of AITSL's Accredited Programs List<sup>12</sup> revealed the following program information:

- Across Australia, 325 accredited programs were offered by 48 providers at 92 different locations as of September 2019.<sup>13</sup>
- This has dropped considerably since 2013 in which 425 accredited programs were offered.
- 68% ( $n = 222$ ) of programs were at the undergraduate level and 32% ( $n = 105$ ) at the postgraduate level.
- 67% ( $n = 202$ ) were four-year programs, 32% ( $n = 100$ ) were two-year programs, and 1% ( $n = 4$ ) were five-year programs.<sup>14</sup>
- Programs were classified into the following detailed fields of education:
  - Secondary (52%,  $n = 168$ )
  - Primary (30%,  $n = 96$ )
  - Early Childhood and Primary (12%,  $n = 39$ )
  - Other (7%,  $n = 22$ ).

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:

- 57% ( $n = 52$ ) are in metropolitan areas, while 43% ( $n = 40$ ) are located regionally
- most are located in New South Wales ( $n = 27$ ), followed by Victoria ( $n = 22$ ) and Queensland ( $n = 22$ ).

Many institutions also offer online programs, which further increases the accessibility of teacher education programs.

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## Quick Link

For more information on the impact of online ITE programs, visit:



[www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight\\_ite\\_online\\_.pdf](http://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight_ite_online_.pdf)



## At a glance

Since June 2013 there has been a considerable drop in the number of accredited ITE programs offered in Australia. This may indicate that the various policy initiatives aimed at increasing the quality of programs has resulted in the number of accredited ITE programs dropping from 425 (2013) to 325 (2019).

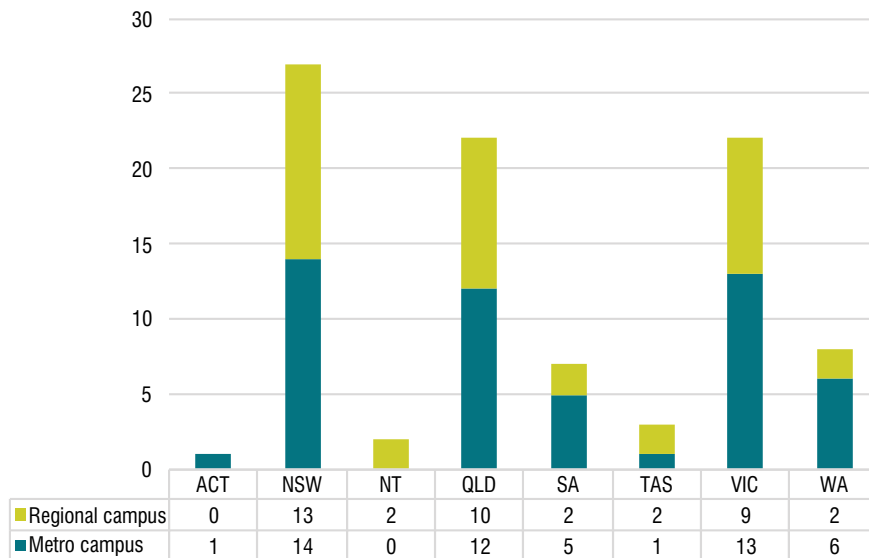
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12 The data reported in this report may not match the AITSL Accredited Programs List found on AITSL's website as this program list has been cross referenced with and verified by teacher regulatory authorities. For more information about the AITSL Accredited Programs List, please see Appendix 3.

13 These programs are accredited under a mix of accreditation mechanisms, including state regulations, the 2011 Standards and Procedures, and the 2015 Standards and Procedures. Accurate as at 19 Sep 2019.

14 'Four-year programs' include 10 four-and-a-quarter-year programs and 5 four-and-a-half-year programs. 'Two-year programs' include 2 one-and-a-half-year programs, 1 two-and-a-half-year program, and 1 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 List. Note: Figures accurate as at 19 Sep 2019.

## 2.13 Accredited initial teacher education providers

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

**Table 5: Providers of accredited initial teacher education programs, 2019**

<b>Institution name</b>	<b>Institution name</b>
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
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 New South Wales
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
Murdoch University	Western Sydney University

Source: AITSL Accredited Programs List. Note: Accurate as at 5 June 2019.

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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.

To indicate how ITE students are progressing through their programs, first-to-second-year retention rates and success rates – the number of completed units as a percentage of the total number of units attempted – are calculated. The retention and success rates are cross-tabulated with demographic and other variables to provide insight into the factors that may influence student progression through ITE.

### 3.1 Key findings

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#### Student numbers

- A total of 92,095 students were enrolled in an ITE program in 2017, an increase of 6% from 2016. 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 2016 to 2017 first-to-second-year retention rate (RR) in ITE was 77% ( $n = 15,748$ ) for undergraduates.
- The 2016 to 2017 undergraduate retention rate in ITE was 3 percentage points lower than the mean rate of nine undergraduate higher education program types selected for comparison. That is, ITE students were less likely to remain in ITE for a second year than undergraduate students from other, similar higher education programs.
- The following groups of undergraduate ITE students had the highest 2016 to 2017 retention rates:
  - Students who commenced through a secondary education pathway with an ATAR of 81 or higher (RR 84%,  $n = 1,429$ )
  - Students who studied via a mixed (i.e. on campus and online) mode of attendance (RR 82%,  $n = 2,700$ )
  - Full-time students (RR 81%,  $n = 13,056$ )

- Students who commenced aged 19 or younger (RR 80%,  $n = 7,723$ )
- Students who commenced through a secondary education pathway with an ATAR between 71 and 80 (80%,  $n = 1,080$ ).
- The following groups of undergraduate ITE students had retention rates at least 5 percentage points below the average for undergraduate ITE students (76%):
  - Part-time students (RR 59%,  $n = 2,300$ )
  - Students from a remote location (RR 71%,  $n = 206$ )
  - Students who commenced via a professional qualification pathway (RR 67%,  $n = 39$ ).
  - Students who studied externally (i.e. online) (RR 67%,  $n = 3,332$ )
  - Students who commenced aged 25–29 (RR 70%,  $n = 1,344$ ), 30–39 (RR 71%,  $n = 1,548$ ), or 40+ (RR 70%,  $n = 783$ ).

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## Success rates

- In 2017, the average success rate of ITE students (90%) was slightly higher than that of students across all higher education programs (88%).
- In 2017, postgraduate ITE students had a higher success rate (94%) than undergraduate ITE students (89%).
- In 2017, the following groups of ITE students had a success rate at least 5 percentage points lower than the average for all ITE undergraduates or postgraduates:
  - Undergraduate Indigenous students (RR 79%)
  - Undergraduates who commenced via a secondary education pathway with an ATAR of 60 or lower (RR 81%)
  - Part-time undergraduates (RR 77%) and postgraduates (89%)
  - Undergraduate (84%) and postgraduate (87%) students with a disability
  - Undergraduates who studied externally (i.e. online) (82%).

## 3.2 Number of enrolled students

A total of 92,095 students were enrolled in an ITE program in 2017, an increase of 6% from 2016 (Table 6).<sup>15</sup> This included 88,783 domestic ITE students as well as 3,089 international students (Table 7). Across all higher education programs, the number of enrolled students increased by 4% between 2016 and 2017.

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<sup>15</sup> This is the total number of students enrolled in an ITE program in Australia, regardless of year of commencement.

**Table 6:** Total number of enrolled students, initial teacher education and all higher education, 2016 and 2017

<b>Initial teacher education</b>	<b>Enrolments</b>
Total 2016	87,134
Total 2017	92,095
% change 2016 to 2017	6%
<b>All higher education</b>	<b>Enrolments</b>
Total 2016	1,409,293
Total 2017	1,465,058
% change 2016 to 2017	4%

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

**Table 7:** Domestic and international enrolments in initial teacher education, 2017

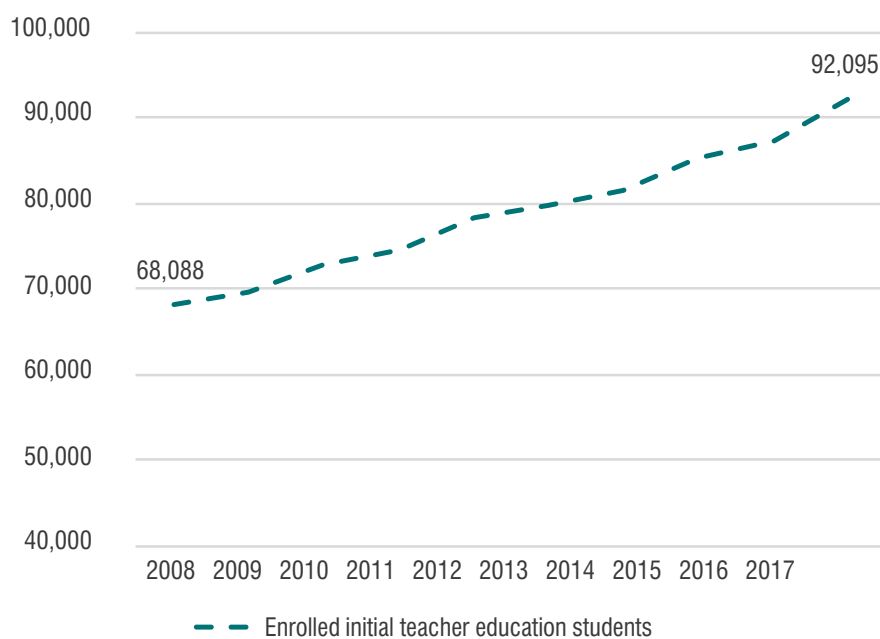
<b>Initial teacher education</b>	<b>Enrolments</b>
Domestic students whose permanent home address is in Australia	88,783
Domestic students whose permanent home address is overseas	223
International	3,089
<b>Total 2017</b>	<b>92,095</b>

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



Figure 19 shows that the number of students enrolled in ITE programs has increased by 35% between 2008 and 2017. Over this time, 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, 2008–2017



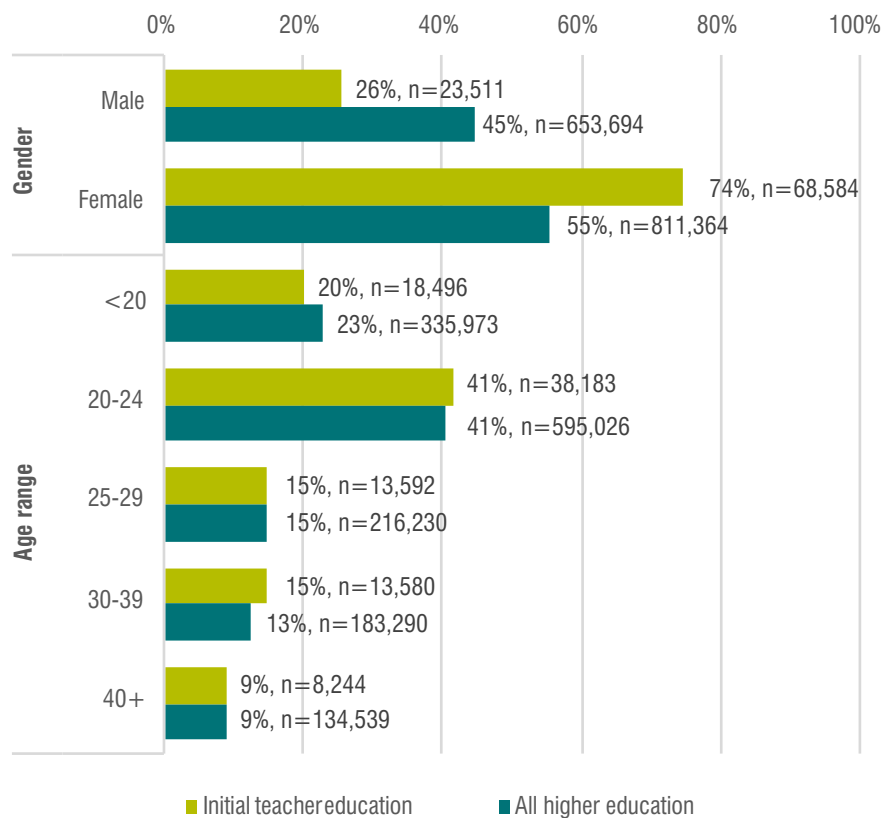
Source: Customised data provided by the Department of Education Research and Economics Group.

### 3.3 Characteristics of enrolled students

Figure 20 details the characteristics of all enrolled ITE students and all higher education students in 2017.

- 74% ( $n = 68,584$ ) of ITE students were female, versus 55% for all higher education students.
- 62% ( $n = 56,679$ ) of ITE students were 24 or under, a similar proportion to that of all higher education students (64%,  $n = 930,999$ ).

Figure 20: Total enrolments in initial teacher education by gender and age range, 2017



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 2017.

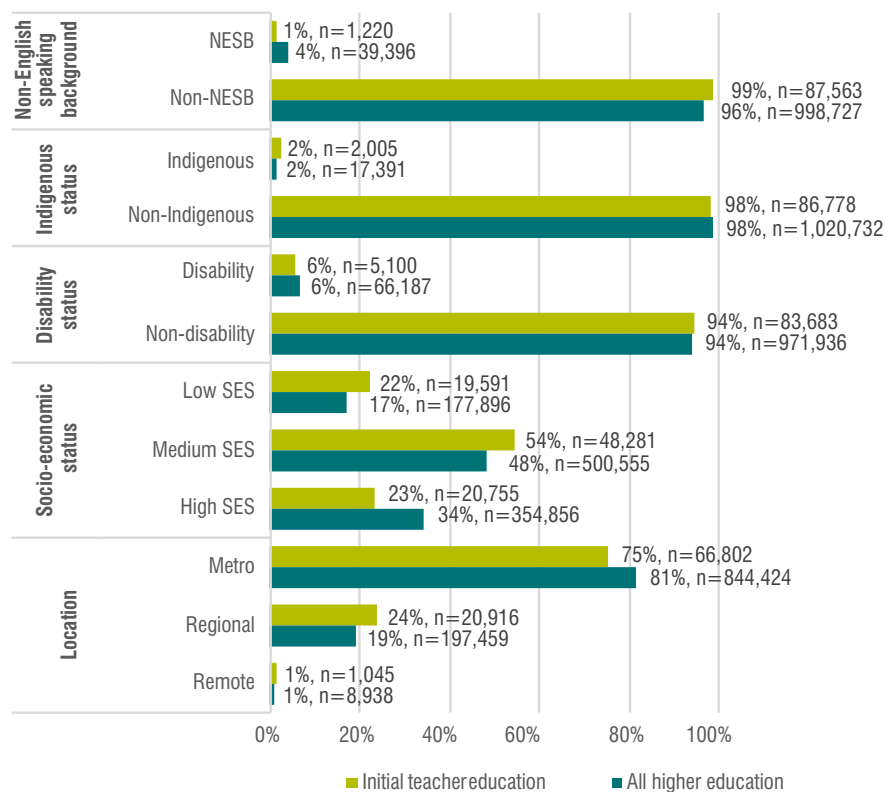
Among ITE students:

- 54% ( $n = 48,281$ ) were from medium socio-economic status backgrounds
- 75% ( $n = 66,802$ ) were from metropolitan locations
- 2% ( $n = 2,005$ ) were Indigenous.

When compared to all higher education students, ITE students:

- were more likely to be from medium socio-economic status backgrounds (54% versus 48%)
- were more likely to be from regional locations (24% versus 19%)
- were less likely to be from non-English speaking backgrounds (1% versus 4%)
- were equally likely to be Indigenous (2%) or from remote locations (1%).

Figure 21: Domestic enrolments in initial teacher education and all higher education by equity status, 2017



Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Socio-economic status and location have been derived from the ASGS. Data for 'all higher education' includes students from enabling and non-award courses.

### 3.4 First-to-second-year retention

An analysis of the first-to-second-year new 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>16</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 higher education in their second year, whether at the same or another institution. New adjusted retention rate 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>16</sup> New adjusted retention rate for year(x) = of all the students who commenced and did not complete a course (HEIMS code E312=22) in year(x), the proportion that continued at the same or different institution in year(x+1) in the same course category (HEIMS E312=22). Further details on the calculations and caveats involved in producing retention rates are available at: Department of Education (2018). 2017 Appendix 15 – Attrition, success and retention. Retrieved from <https://docs.education.gov.au/documents/2017-section-15-attrition-success-and-retention>

In this section, first-to-second-year new adjusted retention rates (hereafter 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 subsection compares retention rates in ITE to those in other higher education program types. Next, ITE retention rates are examined 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 the first year of enrolment in an ITE program.

The retention rate data for a given year represent the students who commenced in that year and show their retention status in the following year. For example, the 2016 data reflect the proportion of students who commenced in 2016 and were retained in 2017. 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 retention rates, it should be noted that some students may take a leave of absence in their second year and recommence at a later date.

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

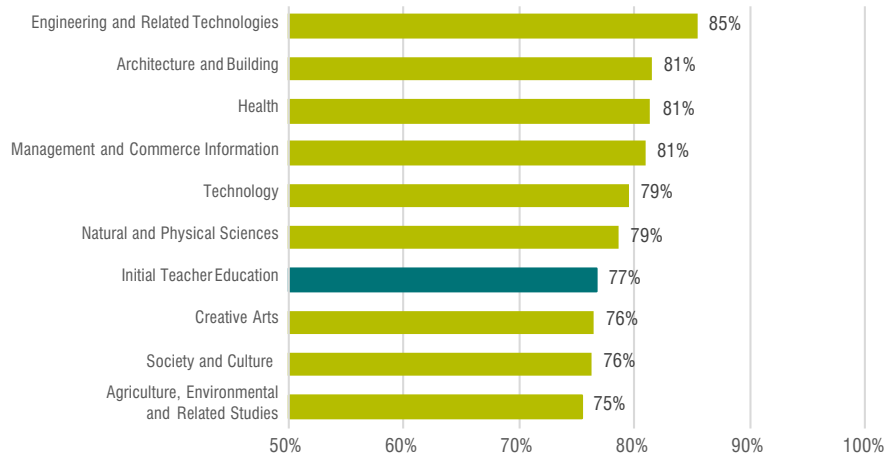
Figure 22 presents the first-to-second-year retention rate for undergraduate ITE students and undergraduate students from other higher education program types for 2016 commencing students.

- ITE undergraduates who commenced in 2016 had a retention rate of 77% ( $n = 15,748$ ), 3 percentage points lower than the mean retention rate of the nine undergraduate higher education program types selected for comparison.<sup>17</sup>

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<sup>17</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 program types, 2016



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

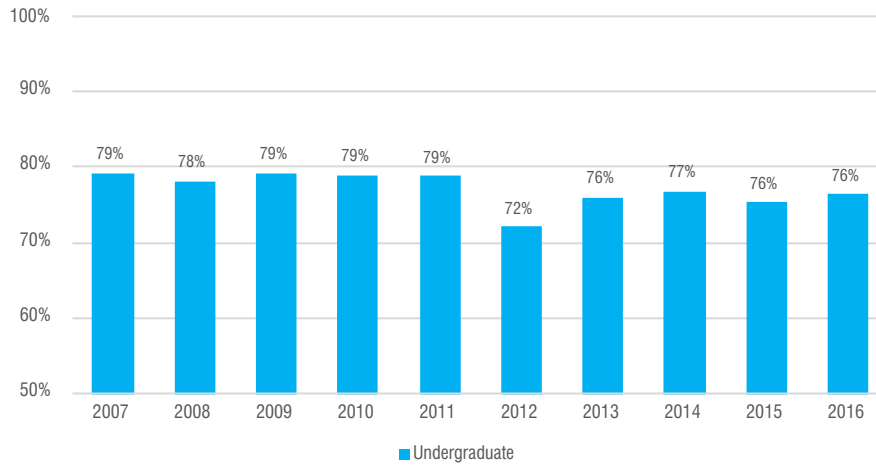
### Time series retention in undergraduate initial teacher education<sup>18</sup>

Figure 23 outlines retention rates in ITE for undergraduate students who commenced between 2007 and 2016. The data show:

- Despite the retention rate dipping to 72% ( $n = 15,398$ ) in 2012, overall undergraduate retention has remained fairly stable at about 76%.

<sup>18</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 used 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, 2007–2016



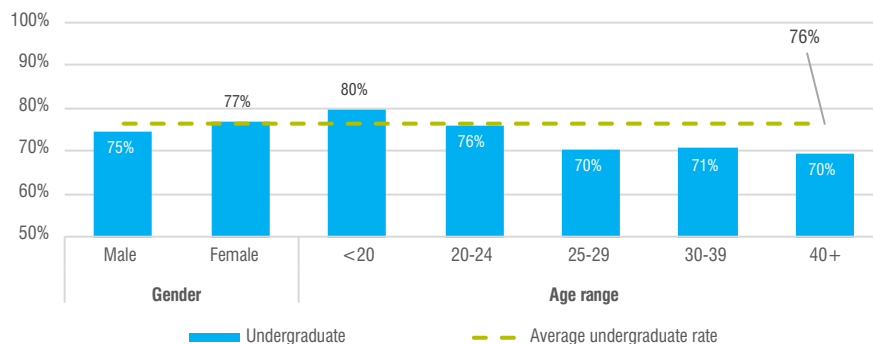
Source: Customised data provided by the Department of Education Research and Economics Group.

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

Figure 24 shows the retention rate for undergraduate ITE students who commenced in 2016 by gender and age range. The average undergraduate rate is also provided.

- The retention rate was 2 percentage points higher for females studying ITE (77%,  $n = 11,429$ ) than for males (75%,  $n = 3,927$ ).
- Students aged 24 years or younger were more likely to be retained than students aged 25 years or older.

Figure 24: First-to-second-year undergraduate retention rates by gender and age range, initial teacher education, 2016

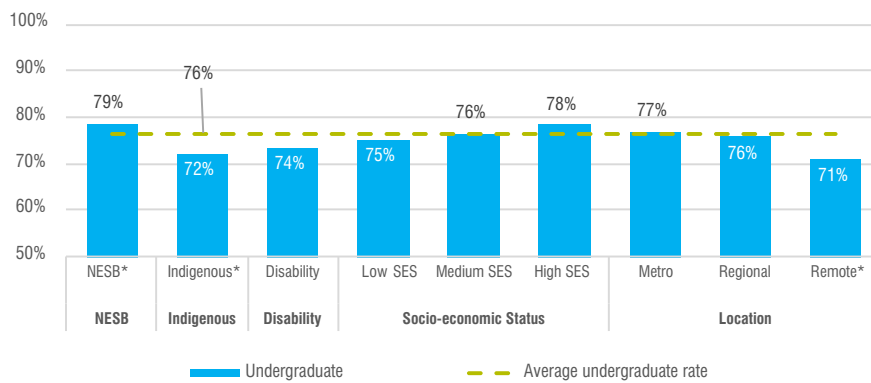


Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 25 shows the retention rate for 2016 commencing undergraduate ITE students by various equity status indicators, graphed against the undergraduate average.

- Undergraduate students from remote locations had a retention rate 5 percentage points lower (71%,  $n = 206$ ), than the average undergraduate rate.
- Indigenous undergraduate students had a retention rate 4 percentage points lower (72%,  $n = 417$ ) than the average undergraduate rate.

**Figure 25: First-to-second-year undergraduate retention rates by equity status, initial teacher education, 2016**

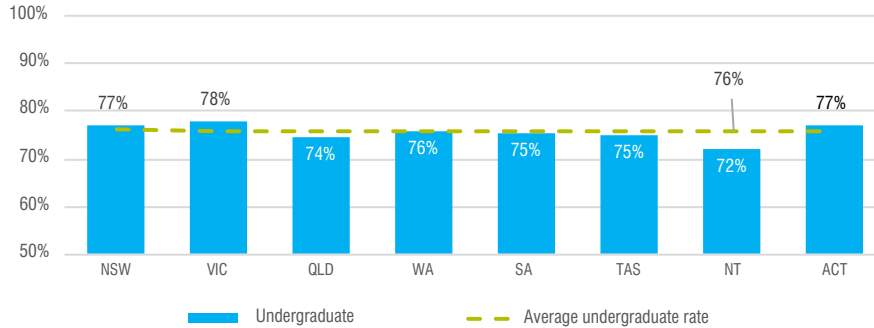


Source: Customised data provided by the Department of Education Research and Economics Group.  
 \*Completion rates for NESB, Indigenous, and remote students are likely to fluctuate from year to year due to the small numbers of students in each cohort. This should be considered in any further analysis.

Figure 26 shows the retention rate for undergraduate students who commenced in 2016 by location of permanent home address. The average undergraduate ITE retention rate for all higher education is also provided.

- Undergraduate students who resided in the Northern Territory had a retention rate 4 percentage points lower (72%,  $n = 147$ ) than the average undergraduate rate.

Figure 26: First-to-second-year retention rates by location of permanent home address, undergraduates, initial teacher education, 2016

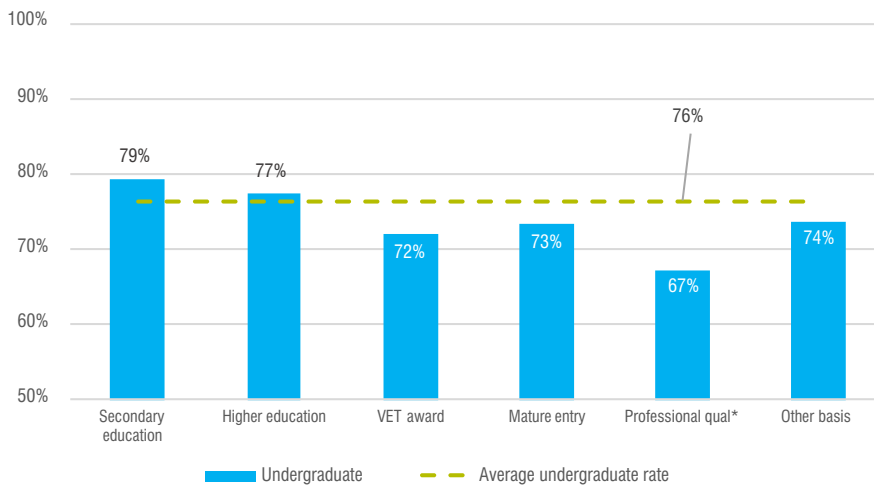


Source: Customised data provided by the Department of Education Research and Economics Group.

Figure 27 shows the retention rate of ITE undergraduates who commenced in 2016 by basis of admission, along with the average ITE undergraduate rate.

- Students who entered via a professional qualification pathway had a retention rate 9 percentage points lower (67%,  $n = 39$ ) than the ITE undergraduate average.
- Students who entered via a secondary education pathway had the highest retention rate, at 79% ( $n = 5,808$ ).

Figure 27: First-to-second-year retention rates by basis of admission, undergraduates, initial teacher education, 2016



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

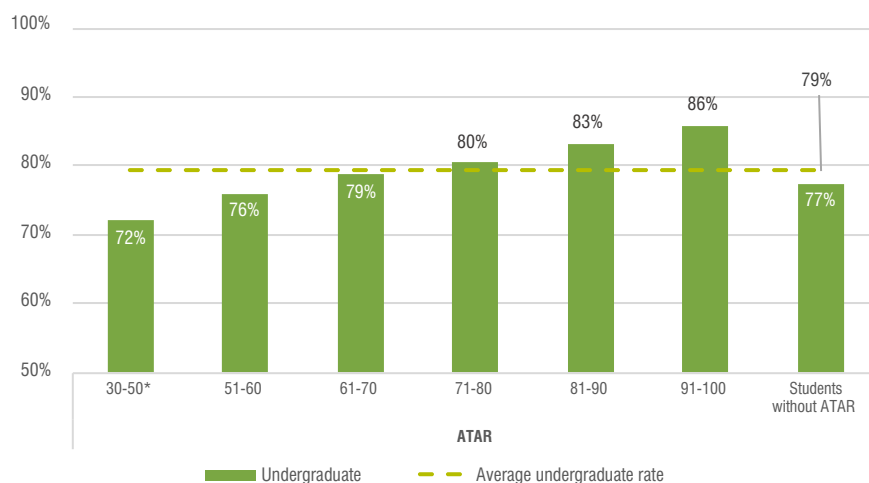
\*Retention rates for students entering via a professional qualification pathway are likely to fluctuate from year to year due to the small numbers of students in each cohort. This should be considered in any further analysis.



Figure 28 presents the retention rate of 2016 commencing undergraduate ITE students admitted on the basis of secondary education by ATAR band, alongside the average retention rate for ITE undergraduate entrants admitted on the basis of secondary education.

- Students with an ATAR of 81 or higher had an 84% ( $n = 1,429$ ) retention rate, 5 percentage points higher than the average ITE secondary education pathway rate.
- Students with an ATAR of 50 or lower had a 72% ( $n = 230$ ) retention rate, 7 percentage points lower than the average ITE secondary education pathway rate.
- Students with an ATAR of 51–60 had the second-lowest retention rate at 76% ( $n = 471$ ), 3 percentage points lower than the average ITE 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, undergraduates admitted on the basis of secondary education, initial teacher education, 2016

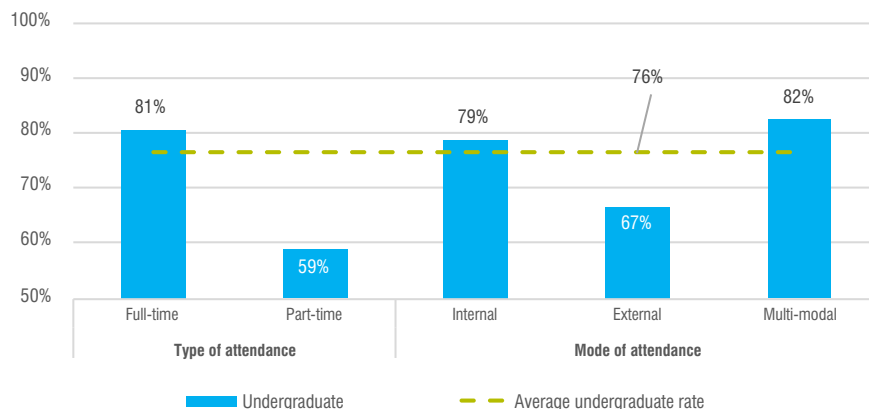


Source: Customised data provided by the Department of Education Research and Economics Group.  
\*Retention rates for secondary education entrants with an ATAR of 30–50 are likely to fluctuate from year to year due to the small numbers of students in each cohort. This should be considered in any further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

In Figure 29, retention rates for 2016 commencing ITE undergraduates by type and mode of attendance are shown. The average undergraduate rate is also provided.

- Part-time students had a 59% ( $n = 2,300$ ) retention rate, 17 percentage points lower than the average ITE undergraduate rate.
- Students studying externally had a 67% ( $n = 3,332$ ) retention rate, 9 percentage points lower than the average ITE undergraduate rate.

**Figure 29:** First-to-second-year retention rates by type and mode of attendance, initial teacher education, 2016



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 as the sum of all units of study passed by students enrolled in a given year, divided by the sum of all units of study attempted (passed + failed + withdrawn) by those students. Success rates are presented as the equivalent full-time student load, EFTSL.<sup>19</sup> As such, 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.

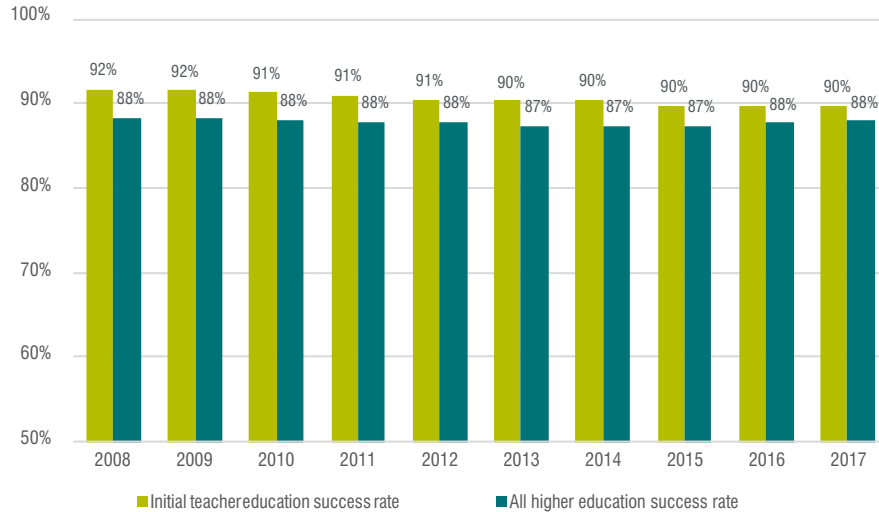
#### Time series success rates in initial teacher education compared to all higher education programs

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 2017, 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>19</sup> Department of Education (2017). *Attrition, success and retention*. Canberra: Australian Government. Retrieved from <https://docs.education.gov.au/documents/2017-section-15-attrition-success-and-retention>

**Figure 30: Success rates, initial teacher education and all higher education, 2008–2017**



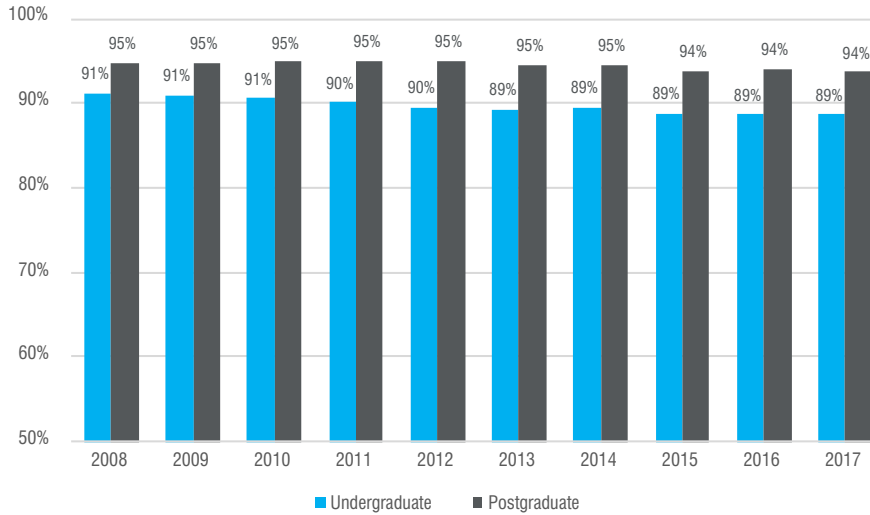
Source: Customised data provided by the Department of Education Research and Economics Group.

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

Figure 31 outlines success rates for all students enrolled in ITE between 2008 and 2017 by level of qualification.

- The success rate was 89% for undergraduates and 94% for postgraduates in 2017.
- Success rates in both undergraduate and postgraduate programs have remained fairly steady over the past decade.
- Postgraduate success rates have consistently remained about 5 percentage points above undergraduate rates over the past decade.

Figure 31: Success rates by level of qualification, initial teacher education, 2008–2017



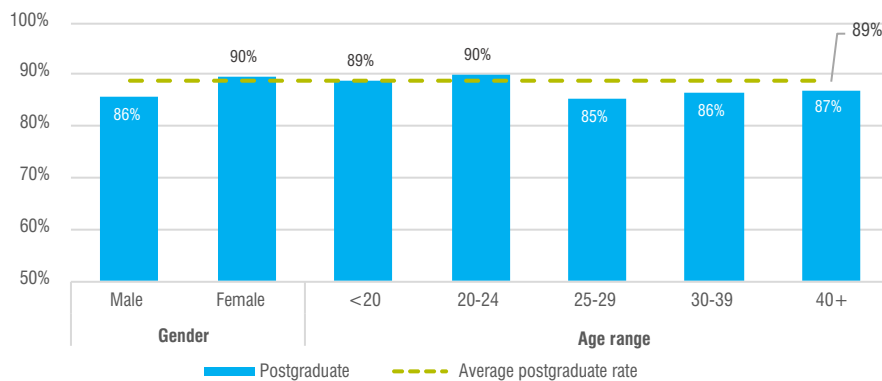
Source: Customised data provided by the Department of Education Research and Economics Group.

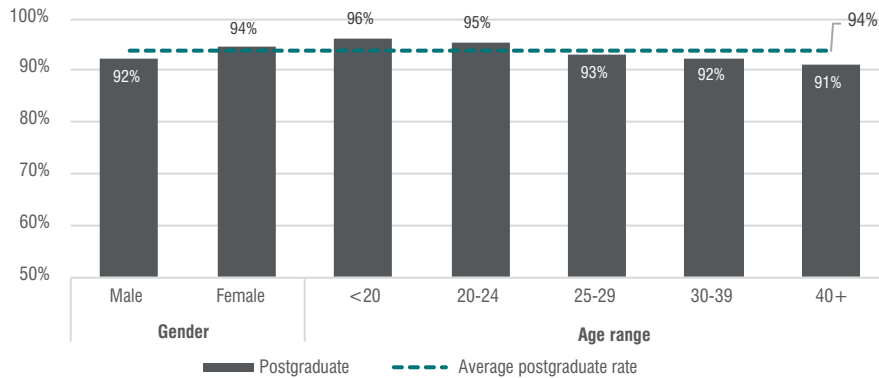
### Success rates in undergraduate and postgraduate initial teacher education by various student and study characteristics in 2017

Figure 32 shows success rates by gender and age range for undergraduate and postgraduate ITE students who were enrolled in 2017. The average undergraduate and postgraduate rates are also provided. For both undergraduate and postgraduate students:

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

Figure 32: Success rates by gender and age range, initial teacher education, 2017





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

Figure 33 shows success rates by various equity status indicators for undergraduate and postgraduate ITE students in 2017. The average undergraduate and postgraduate rates are also provided.

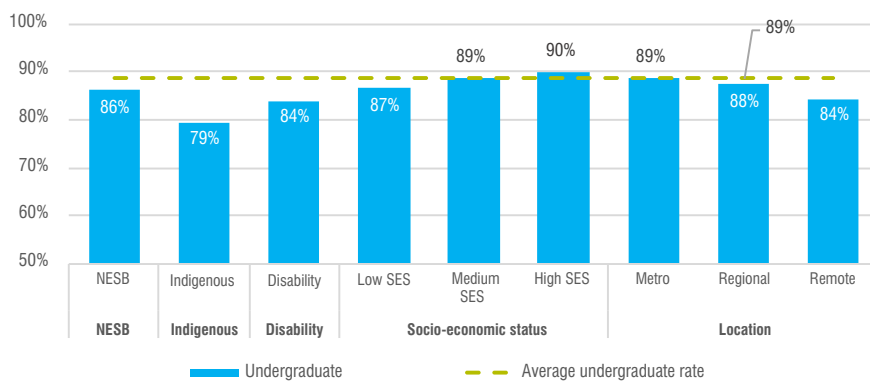
**For undergraduates:**

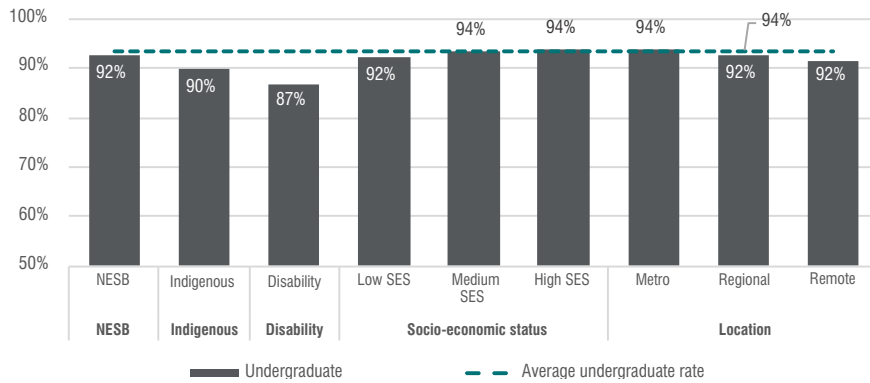
- Indigenous students had a 79% success rate, 9 percentage points lower than the average undergraduate rate.
- Students with a disability had an 84% success rate, 5 percentage points lower than the average undergraduate rate.

**For postgraduates:**

- Students with a disability had an 87% success rate, 7 percentage points lower than the average postgraduate rate.

**Figure 33: Domestic student success rates by equity status, initial teacher education, 2017**



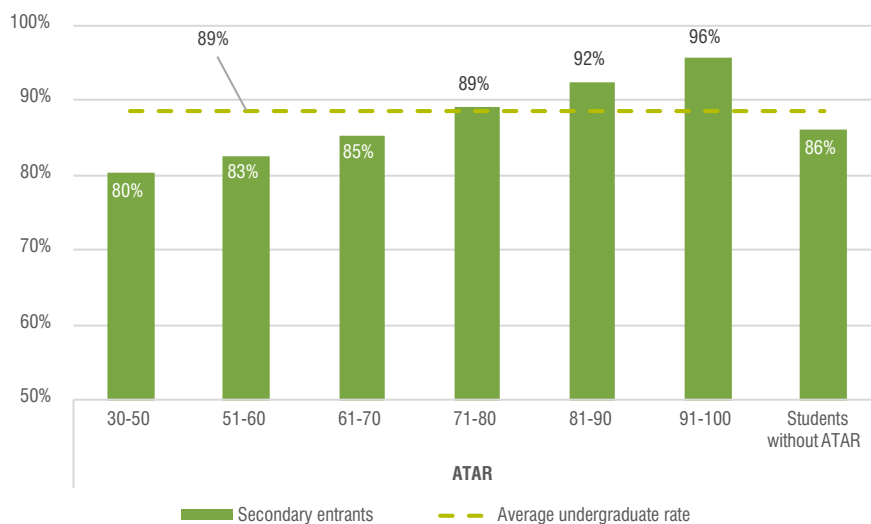


Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Socio-economic status and location have been derived from the ASGS.

Figure 34 shows the success rates for 2017 ITE undergraduate students who entered via a secondary education pathway by ATAR band, along with the average undergraduate success rate.

- Students who were admitted on the basis of their secondary education with an ATAR of 30–50 had an 80% success rate, 8 percentage points lower than the average undergraduate rate.
- Students who were admitted on the basis of their secondary education with an ATAR of 91–100 had a 96% success rate, 7 percentage points 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, 2017



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

Figure 35 presents 2017 success rates for undergraduate and postgraduate ITE students by type and mode of attendance. It also presents the average undergraduate and postgraduate retention rates.

**For undergraduates:**

- Part-time students had a 77% success rate, 11 percentage points lower than the average undergraduate rate.
- Students studying via an external (i.e. online) mode of attendance had an 82% success rate, 7 percentage points below the average undergraduate rate.

**For postgraduates:**

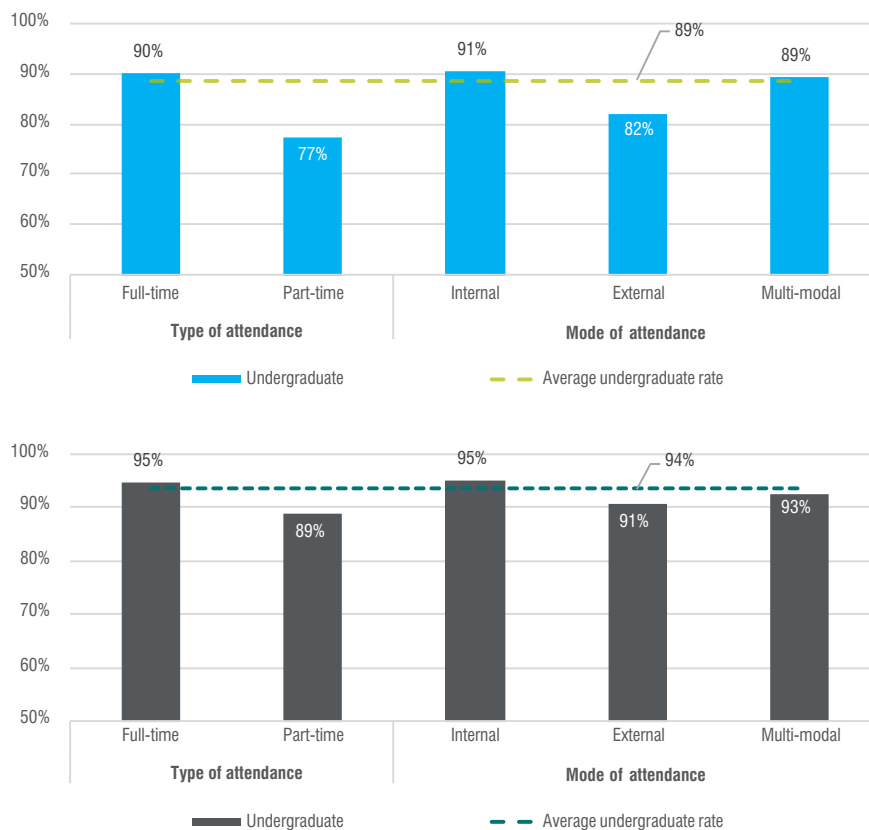
- Part-time students had an 89% success rate, 5 percentage points below the postgraduate average.

**Quick Link**

Additional data on enrolled students and full aggregated Excel tables of the HESDC data presented in this report can be found on the AITSL *Initial Teacher Education: Data Report 2019* webpage:

[www.aitsl.edu.au/deliver-ite-programs/data-report-2019](http://www.aitsl.edu.au/deliver-ite-programs/data-report-2019)

**Figure 35:** Success rates by type and mode of attendance, initial teacher education, 2017



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

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## 4 Completion of initial teacher education

This section presents data on the demographics of 2017 completing ITE students and the types and levels of qualifications they undertook. This data gives insight into the potential pipeline of graduates entering the teaching profession.

This section highlights completion outcomes in ITE. Six-year completion and attrition rates of ITE students are compared to those of students from various higher education programs, and 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 18,397 students completed an ITE program in 2017, a 5% increase on the previous year. Completions in ITE represented 5% of completions across all higher education. This figure has remained steady over the past decade.
- In 2017, 75% ( $n = 13,839$ ) of completing ITE students were female, 74% ( $n = 13,652$ ) were aged 20–29, 54% ( $n = 9,535$ ) were from medium socio-economic status backgrounds, 77% ( $n = 13,483$ ) were from metropolitan locations, and 2% ( $n = 266$ ) were Indigenous.
- In 2017, the proportion of ITE students who were female, Indigenous, from low or medium socio-economic status backgrounds, and/or from regional locations was higher than that of completing students from all higher education programs.
- The ACT recorded the largest (25%,  $n = 61$ ) within-state/territory proportional increase of completing students between 2016 and 2017, while Victoria recorded the largest within-state/territory decline (5%,  $n = 216$ ). These results relate to the permanent home address of the student, not the location of the higher education provider.



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## Completing student qualification levels and types

- In 2017, 61% ( $n = 11,262$ ) of ITE students completed an undergraduate qualification and 39% ( $n = 7,135$ ) completed a postgraduate qualification. The proportion of postgraduate ITE completions increased by 1 percentage point from 38% ( $n = 6,724$ ) in 2016.
- Over the past decade, the proportion of completing postgraduate students has risen by 7 percentage points, from 31% ( $n = 5,193$ ) in 2008.
- There was no change in the proportion of ITE master's completions between 2016 (22%,  $n = 3,802$ ) and 2017 (22%,  $n = 4,032$ ). Over the past decade, the proportion of ITE master's completions has increased by 16 percentage points, from only 6% ( $n = 993$ ) in 2008.
- Primary qualifications represented 24% ( $n = 4,503$ ) of undergraduate and 9% ( $n = 1,730$ ) of postgraduate completions in 2017.
- Secondary qualifications represented 15% ( $n = 2,835$ ) of undergraduate and 18% ( $n = 3,258$ ) of postgraduate completions in 2017.
- In 2017, far more undergraduates (11%,  $n = 1,965$ ) than postgraduates (2%,  $n = 339$ ) completed an early childhood qualification.
- The proportion of graduates completing early childhood qualifications has remained steady at around 13% since 2013.
- The number of completions in secondary qualifications is similar to those in primary qualifications. In 2017, 6,233 primary qualifications and 6,093 secondary qualifications were completed. These qualifications represented 34% and 33% of all ITE completions, respectively.

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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 2012 was 51% ( $n = 10,848$ ) for undergraduates and 78% ( $n = 6,200$ ) for postgraduates.
- Among the 2012 commencing cohort, the ITE undergraduate completion rate was 2 percentage points lower than the mean rate for the nine undergraduate higher education program types selected for comparison, while the postgraduate ITE completion rate was 10 percentage points higher than the mean.
- Both undergraduate and postgraduate ITE courses experienced a decline in six-year completion rates between the 2007 and 2012 commencing cohorts (10 percentage points for undergraduates and 3 percentage points for postgraduates). This decline was steeper than that of other higher education programs.
- Among the 2012 commencing cohort, the following groups of ITE students had the highest six-year completion rates:

### Undergraduates who:

- commenced through a secondary education pathway with an ATAR of 91 or higher (69%,  $n = 340$ )
- commenced through a secondary education pathway (58%,  $n = 5,147$ )
- studied full-time (57%,  $n = 10,050$ )
- studied via an internal (i.e. on campus) mode of attendance (57%,  $n = 8,653$ ).

### Postgraduates who:

- studied via a mixed (i.e. on campus and online) mode of attendance (87%,  $n = 630$ )
- were aged 24 or under when commencing (86%,  $n = 3,090$ )
- studied full-time (84%,  $n = 5,799$ )
- studied via an internal (i.e. on campus) mode of attendance (82%,  $n = 4,833$ )
- resided in Queensland (81%,  $n = 749$ ) or ACT (80%,  $n = 114$ ).
- The following groups of undergraduate ITE students had a six-year completion rate at least 5 percentage points lower than the average undergraduate ITE rate of 51%:
  - Students who resided in Tasmania (30%,  $n = 125$ )
  - Students who studied externally (i.e. online) (31%,  $n = 1,449$ )
  - Indigenous students (37%,  $n = 195$ )
  - Students who commenced aged 25 or over (39%,  $n = 2,363$ )
  - Students who commenced via 'Other basis' (43%,  $n = 828$ )

- Male students (45%,  $n = 2,200$ )
  - Students with a disability (45%,  $n = 459$ )
  - Students who resided in Queensland (45%,  $n = 1,595$ )
  - Students who commenced with an ATAR between 30 and 50 (45%,  $n = 85$ )
  - Students who commenced via a higher education pathway (45%,  $n = 2,566$ )
  - Students who resided in the NT (46%,  $n = 129$ ).
- 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%:
    - Indigenous students (60%,  $n = 34$ )
    - Students who resided in Tasmania (64%,  $n = 173$ )
    - Students who studied externally (i.e. online) (65%,  $n = 1,277$ )
    - Students who resided in Tasmania (66%,  $n = 109$ )
    - Students with a disability (66%,  $n = 236$ )
    - Students who commenced aged 25 or over (70%,  $n = 3,650$ ).

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## Student and graduate satisfaction

- Undergraduate ITE students and students from all higher education programs were both highly satisfied with the quality of their educational experience in 2017 (78% and 79% satisfaction, respectively).
- In 2017, 21% of current undergraduate students seriously considered an early departure. This figure was 1 percentage point higher than that for current undergraduates from all higher education programs (20%).
- Of those current undergraduate ITE students with early-departure intentions, the most common reasons for leaving related to 'health/stress' (50%), 'study/life balance' (36%), 'workload difficulties' (32%), and the 'need to do paid work' (32%).
- Recent ITE graduates from both undergraduate and postgraduate programs had high overall levels of satisfaction with their course in 2017 (77% and 75% satisfaction, respectively).

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## Graduate perceptions of their course

- In 2017, ITE graduates were more likely to report that their qualification prepared them for employment (undergraduate: 86%; postgraduate: 81%) than graduates from all higher education programs (undergraduate: 69%; postgraduate: 75%).

## 4.2 Number of completing students

A total of 18,397 students completed an ITE program in 2017, an increase of 5% from 2016. Across all higher education programs, the number of completing students increased by 3% between 2016 and 2017 (Table 8). There were 17,553 domestic and 793 international ITE completions in 2017 (Table 9).

**Table 8:** Total completions, initial teacher education and all higher education, 2016 and 2017

<b>Initial teacher education</b>	<b>Completions</b>
Total 2016	17,594
Total 2017	18,397
% change 2016 to 2017	5%
<b>All higher education</b>	<b>Completions</b>
Total 2016	333,342
Total 2017	344,520
% change 2016 to 2017	3%

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

**Table 9:** Domestic and international completions in initial teacher education, 2017

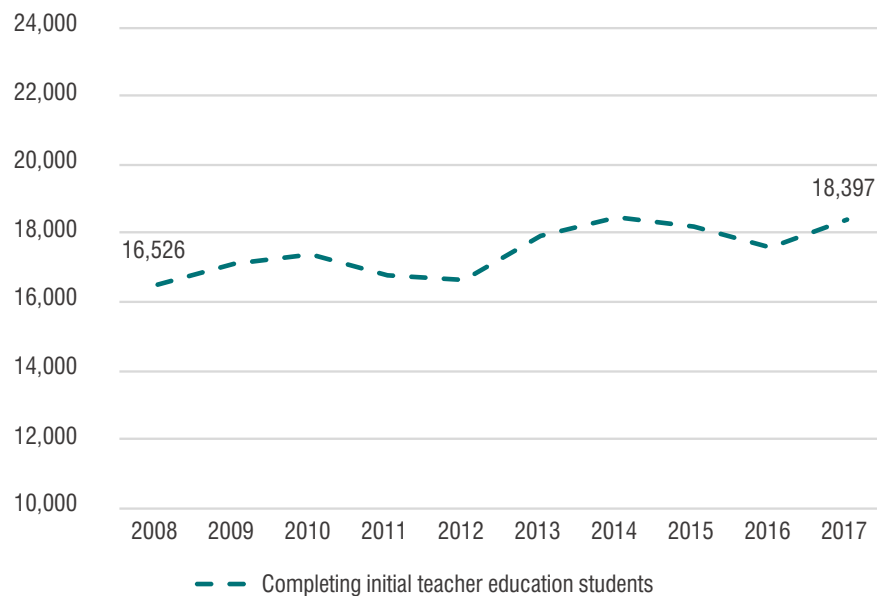
<b>Initial teacher education</b>	<b>Completions</b>
Domestic students whose permanent home address is in Australia	17,553
Domestic students whose permanent home address is overseas	51
International students	793
<b>Total</b>	<b>18,397</b>

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

Figure 36 shows the number of completing ITE students between 2008 and 2017.

- Over the past decade, the number of completing ITE students has increased by 11%.
- 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, 2008–2017



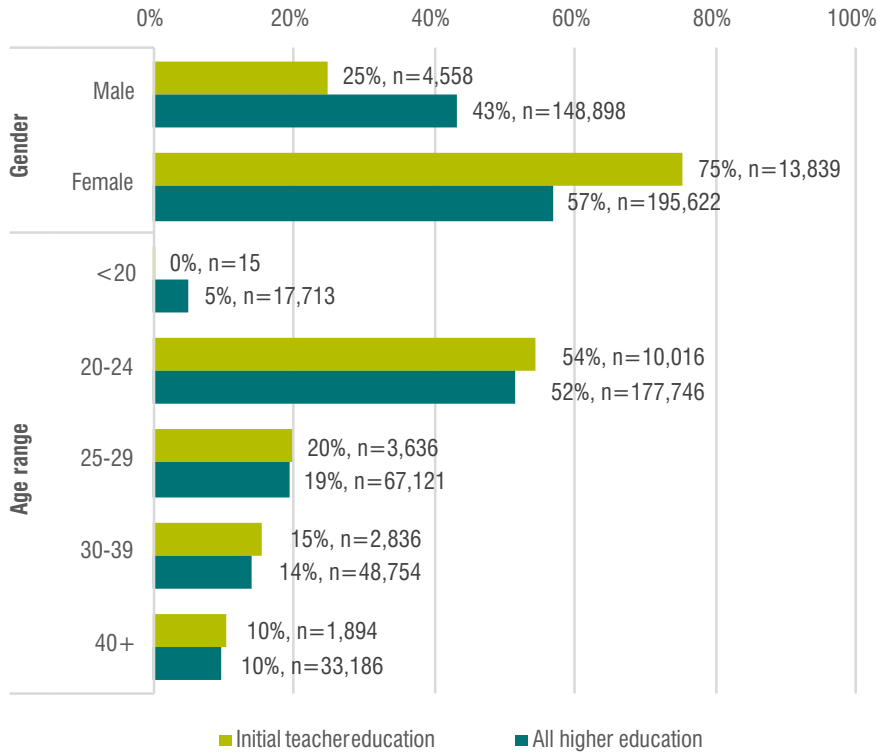
Source: Customised data provided by the Department of Education Research and Economics Group.

### 4.3 Characteristics of completing students

Figure 37 details the characteristics of all students who completed an ITE program in 2017. For context, this information is also provided for all higher education students.

- Most completing ITE students were female (75%,  $n = 13,839$ ), as opposed to 57% of all higher education students.
- Most completing ITE students were between the ages of 20 and 29 (74%,  $n = 13,652$ ), similar to the results for all higher education students.

Figure 37: Total completions in initial teacher education and all higher education by gender and age range, 2017



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.

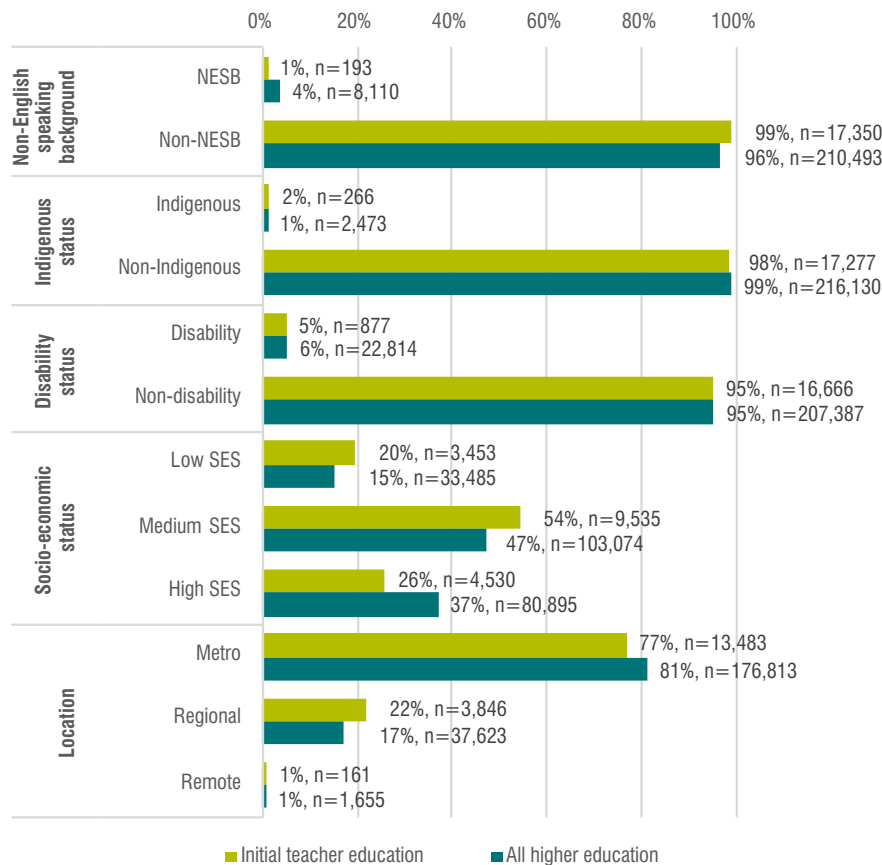
Among completing ITE students:

- 54% ( $n = 9,535$ ) were from medium socio-economic status backgrounds.
- 77% ( $n = 13,483$ ) were from metropolitan locations.
- 2% ( $n = 266$ ) were Indigenous.

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

- were more likely to be of medium socio-economic status (54% versus 47%)
- were more likely to be from regional locations (22% versus 17%)
- were less likely to be from non-English speaking backgrounds (1% versus 4%)
- were more likely to be Indigenous (2% versus 1%).

**Figure 38: Domestic completions in initial teacher education and all higher education by equity status, 2017**



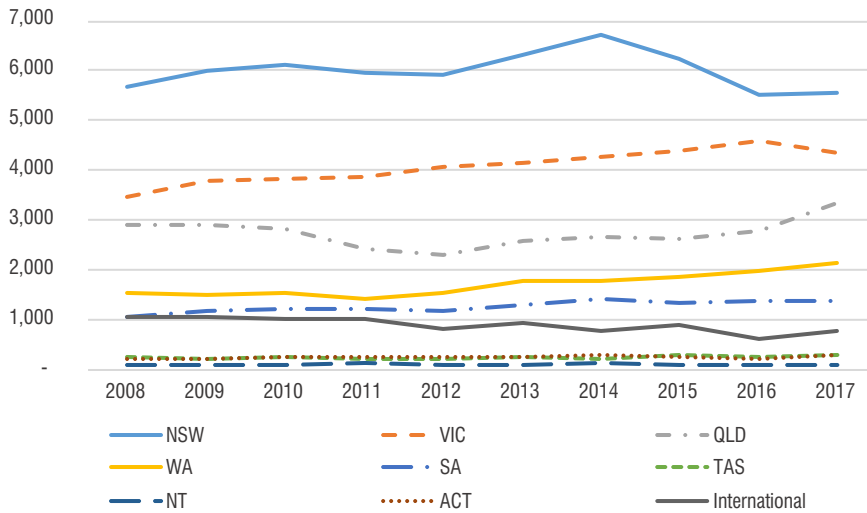
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Socio-economic status and location have been derived from the ASGS.

## 4.4 Completions by state/territory of home residence

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

- Queensland recorded the largest (19%,  $n = 535$ ) within-state/territory proportional increase of completing students between 2016 and 2017, while Victoria recorded the largest proportional decline (5%,  $n = 216$ ).
- Western Australia recorded the largest proportional increase of completing students over the past decade (40%,  $n = 619$ ).
- New South Wales recorded the largest proportional decline of completing students over the past decade. New South Wales was home to 34% ( $n = 5,693$ ) of the entire completing population in 2008, but this figure dropped to 30% ( $n = 5,556$ ) in 2017.

Figure 39: Total completions in initial teacher education by home residence, 2008–2017



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

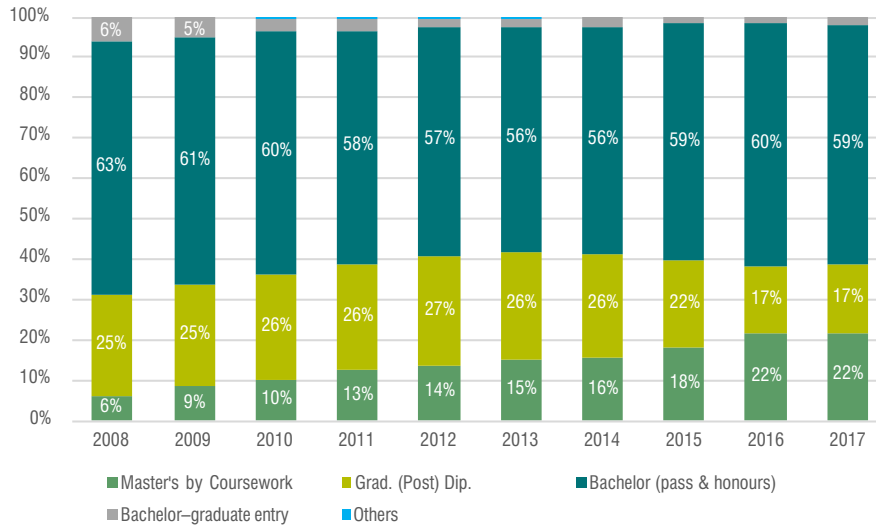
## 4.5 Completions by type and level of qualification

Figure 40 provides completions in ITE by program type.

- Over the past decade, the proportion of master's completions increased from 6% ( $n = 993$ ) of total completions in 2008 to 22% ( $n = 4,032$ ) in 2017.
- From 2008 to 2014, the proportion of graduate diploma completions remained consistent at around 25%. However, total graduate diploma completions dropped by 9 percentage points between 2014 (26%,  $n = 4,734$ ) and 2016 (17%,  $n = 2,908$ ), then remained steady at 17% ( $n = 3,100$ ) in 2017. Many graduate diploma programs are one-year programs that are being phased out under the National Accreditation Standards, which may explain the decrease in completions for these programs between 2014 and 2016.



**Figure 40:** Total completions in initial teacher education by detailed qualification type, 2008 – 2017

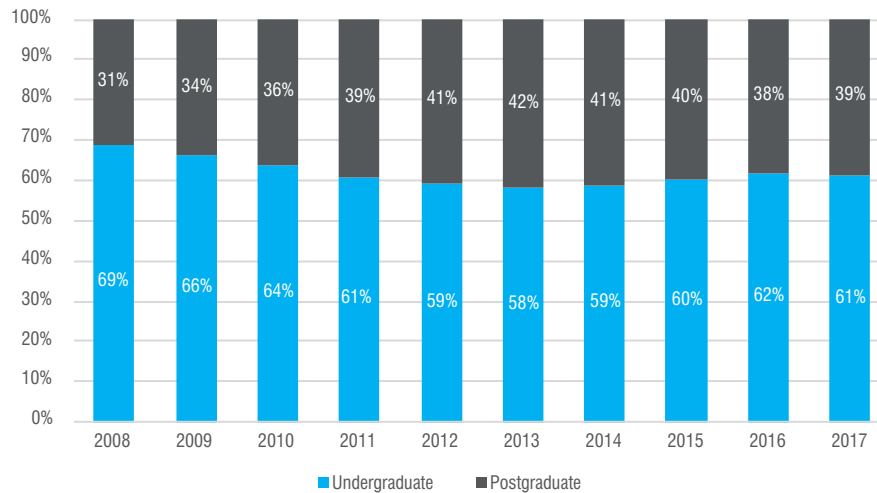


Source: Customised data provided by the Department of Education Research and Economics Group.  
 Note: 'Other' refers to graduate certificates, associate degrees, advanced diplomas, and diplomas.  
 These programs were recorded by institutions as ITE programs (using the HEIMS data element E312=22);  
 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 2008 and 2017.

- In 2017, 61% ( $n = 11,262$ ) of ITE students completed an undergraduate qualification and 39% ( $n = 7,135$ ) completed a postgraduate qualification.
- The proportion of postgraduate completions increased slightly over the previous year, from 38% ( $n = 6,724$ ) in 2016.
- The proportion of postgraduate completions has increased over the past decade, from 31% ( $n = 5,193$ ) in 2008.

**Figure 41:** Total completions in initial teacher education by level of qualification, 2008–2017



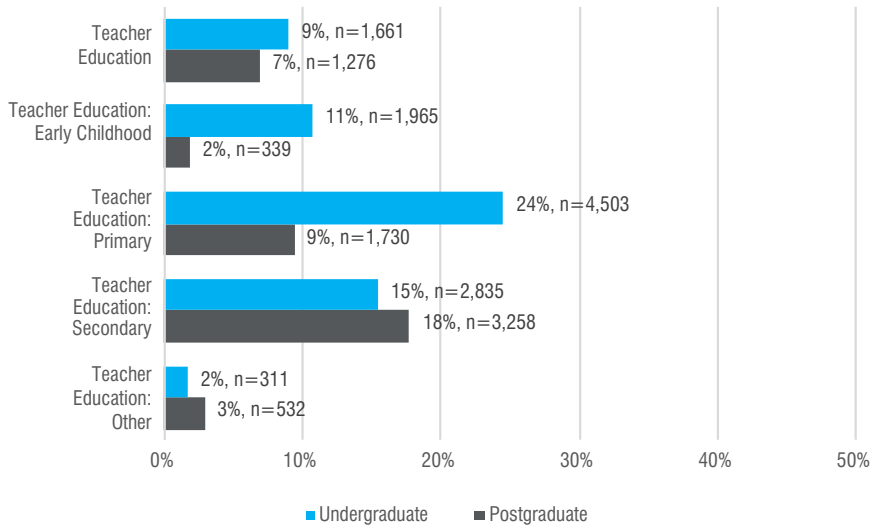
Source: Customised data provided by the Department of Education Research and Economics Group.

## 4.6 Completions by detailed field of education

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

- 24% ( $n = 4,503$ ) of students completed an undergraduate primary qualification and 9% ( $n = 1,730$ ) completed a postgraduate primary qualification.
- 15% ( $n = 2,835$ ) of students completed an undergraduate secondary qualification and 18% ( $n = 3,258$ ) completed a postgraduate secondary qualification.
- A much higher proportion of undergraduates (11%,  $n = 1,965$ ) completed an early childhood qualification than of postgraduates (2%,  $n = 339$ ).

Figure 42: Completions in initial teacher education by detailed field of education, 2017

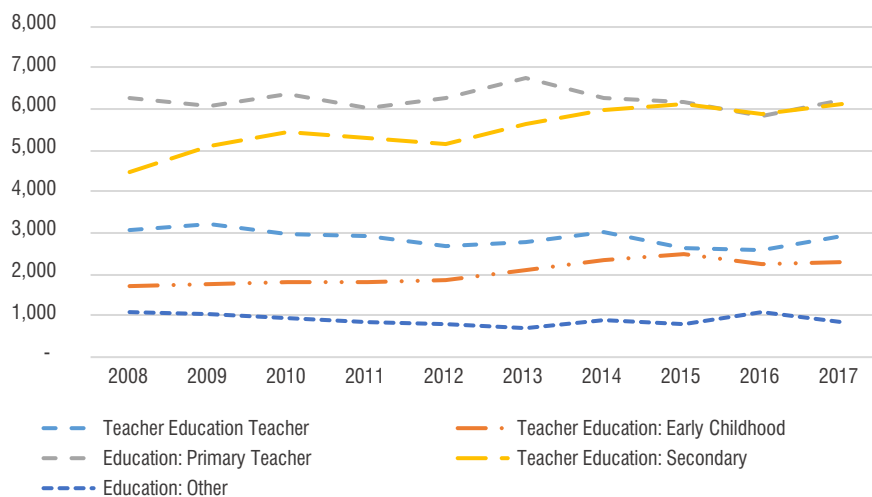


Source: Customised data provided by the Department of Education Research and Economics Group.  
 Note: The 'Teacher Education' category includes ITE programs that are not specifically categorised. These are usually education programs where graduating students can be qualified in one or more different 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. Combined courses have been coded to two fields of education, meaning that the totals may be less than the sum of all broad fields of education.

Figure 43 provides 2008 to 2017 time series data on completing ITE students by detailed field of education.

- The number of completions in early childhood qualifications has increased steadily over the past decade, from 1,717 in 2008 to 2,304 in 2017.
- Over the past decade, the number of completions in secondary qualifications has increased and is now comparable to the number of completions in primary qualifications.
- In 2017, 6,233 primary qualifications and 6,093 secondary qualifications were completed, representing 34% and 33% of all ITE completions, respectively.

**Figure 43:** Total completions in initial teacher education by detailed field of education, 2008–2017



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 graduating 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 applied to the data for 'Teacher Education: Other'. Combined courses are coded to two fields of education, meaning 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 than, for example, a comparison of commencement and completion data across years. To determine the completion and attrition rates by cohort analysis, a matching process using Student ID, Commonwealth Higher Education Student Support Number (CHESSN), and field-of-education indicators was used to track the progress of a cohort over six years. The resulting data represent completion outcomes for all commencing students within a cohort six years after their commencement, regardless of the circumstances of their journey. For example, completion outcomes are included for students who progressed straight through their course, who took leave periods, who deferred or discontinued and re-enrolled in the same program type, and who changed higher education provider.

A six-year timeframe was deemed appropriate because previous analysis of HEIMS data suggests only a very small proportion of students go on to complete an ITE program after six years.<sup>20</sup>

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

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

Figure 44 shows the status of the 2012 commencing undergraduate cohort, by ITE and other fields of higher education, up to the end of 2017. That is, it provides the six-year completion and attrition rates for undergraduate students who commenced in 2012 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.

- ITE undergraduates had a completion rate of 51% ( $n = 10,848$ ), 2 percentage points lower than the mean completion rate of the nine undergraduate higher education program types selected for comparison.
- ITE undergraduates had an attrition rate of 42% ( $n = 8,992$ ), 1 percentage point higher than the mean attrition rate of the nine undergraduate higher education program types selected for comparison.

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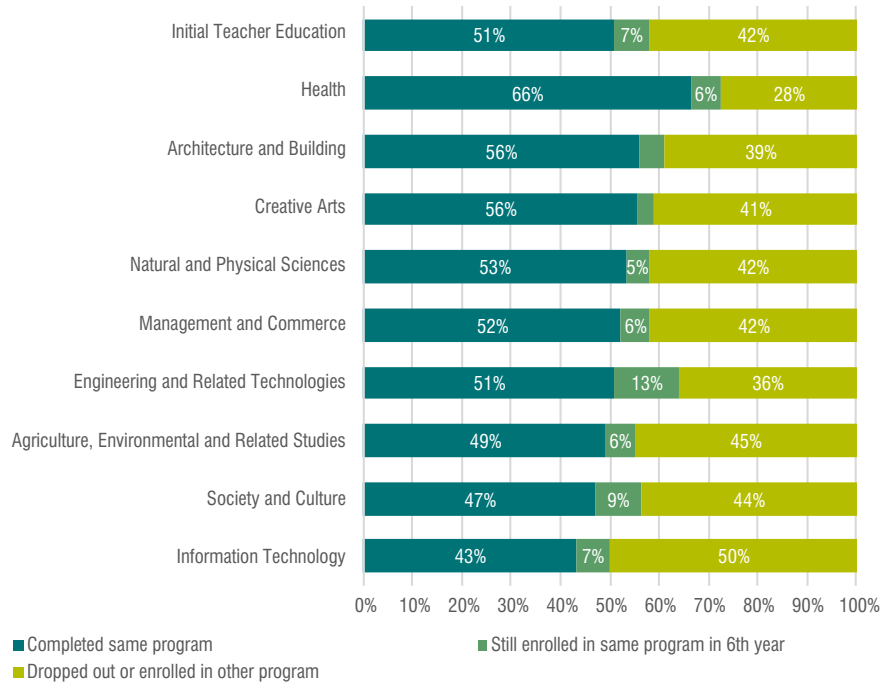
### Quick Fact

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

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<sup>20</sup> Six- and ten-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, 2012 commencing cohort



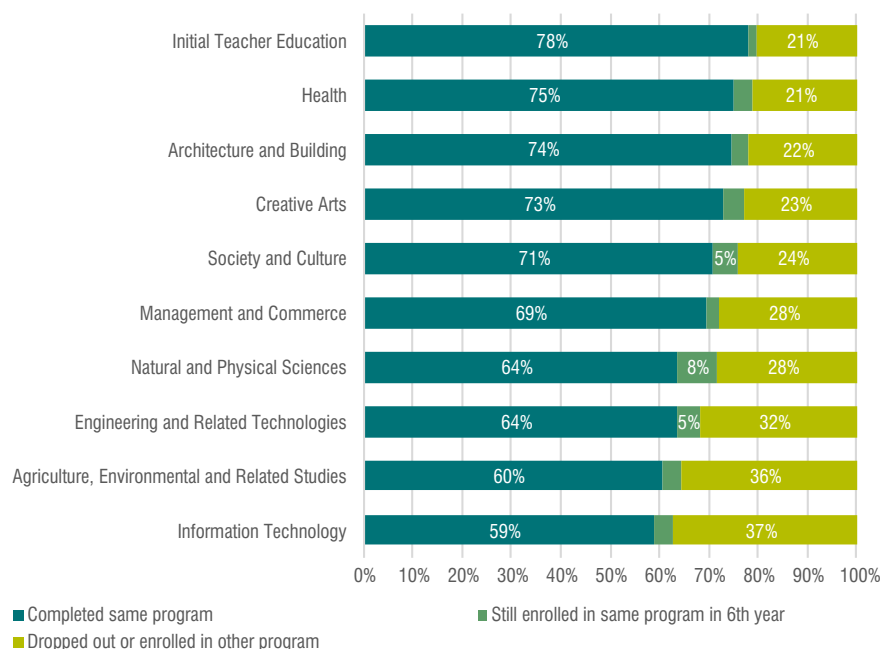
Source: Customised data provided by the Department of Education Research and Economics Group.  
Note: Data labels were omitted where the percentage was less than 5%. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis.

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

- ITE postgraduates had a completion rate of 78% ( $n = 6,200$ ), 10 percentage points higher than the mean completion rate of the nine postgraduate program types selected for comparison.
- ITE postgraduates had an attrition rate of 21% ( $n = 1,632$ ), 7 percentage points 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 highest completion rate and the lowest proportion of students still engaged in their sixth year. This could indicate that the postgraduate programs selected for comparison take longer to complete than ITE. The completion rates for these programs may increase 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, 2012 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

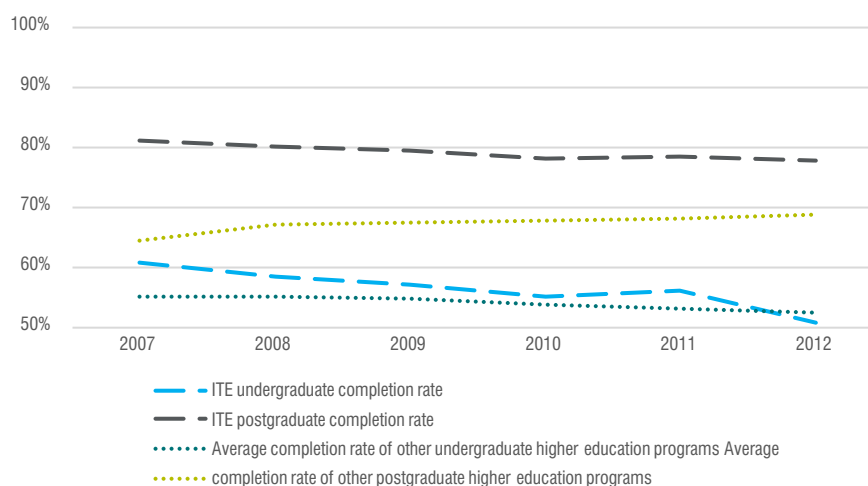
Figure 46 provides the completion rates for undergraduate and postgraduate ITE students and the mean completion rate for undergraduate and postgraduate students from other higher education programs, six years after their commencement. These rates are presented for the 2007 through to 2012 commencing cohorts.

- Completion rates in postgraduate ITE programs have been, on average, about 27 percentage points higher than in undergraduate programs. The difference in the duration of these qualifications should be considered when interpreting the results.
- The completion rate for undergraduate ITE programs decreased by 10 percentage points between the 2007 and 2012 commencing cohorts, while the average completion rate of other undergraduate higher education programs decreased by 2 percentage points.<sup>21</sup>
- The completion rate for postgraduate ITE programs decreased by 3 percentage points between the 2007 and 2012 commencing cohorts, while the average completion rate of other higher education programs increased by 4 percentage points.<sup>22</sup>

21 The other programs selected for analysis are those listed in Figures 44 and 45.

22 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, 2007 to 2012 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>23</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 reflect the attrition rates or proportion of students still enrolled in their sixth year (as in Figures 44 and 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 a range of factors are usually 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 mode of attendance, and vice versa. For a more nuanced picture of completion rates, please refer to the section below on 'Multiple factors associated with lower completion for undergraduates and postgraduates'.

## Quick Link

Find out more about ITE online and students who study ITE off campus in AITSL's evidence summary, *The Rise of Online Initial Teacher Education: What Do We Know?* Find it at:



[www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight\\_ite\\_online\\_.pdf](http://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight_ite_online_.pdf)

<sup>23</sup> Please note that the ITE completion rates in this section are similar but not identical to the ITE completion rates presented in Figures 45, 46, and 47. To avoid double counting, students enrolled in multiple fields of education were removed from the analysis in Figures 45, 46, and 47. This approach was not used for analysis of ITE completion rates by various student demographic and study characteristics.



Figure 47 shows the completion rate for undergraduate and postgraduate ITE students by gender and age range (2012 commencing cohort). The average undergraduate and postgraduate completion rates are also provided.

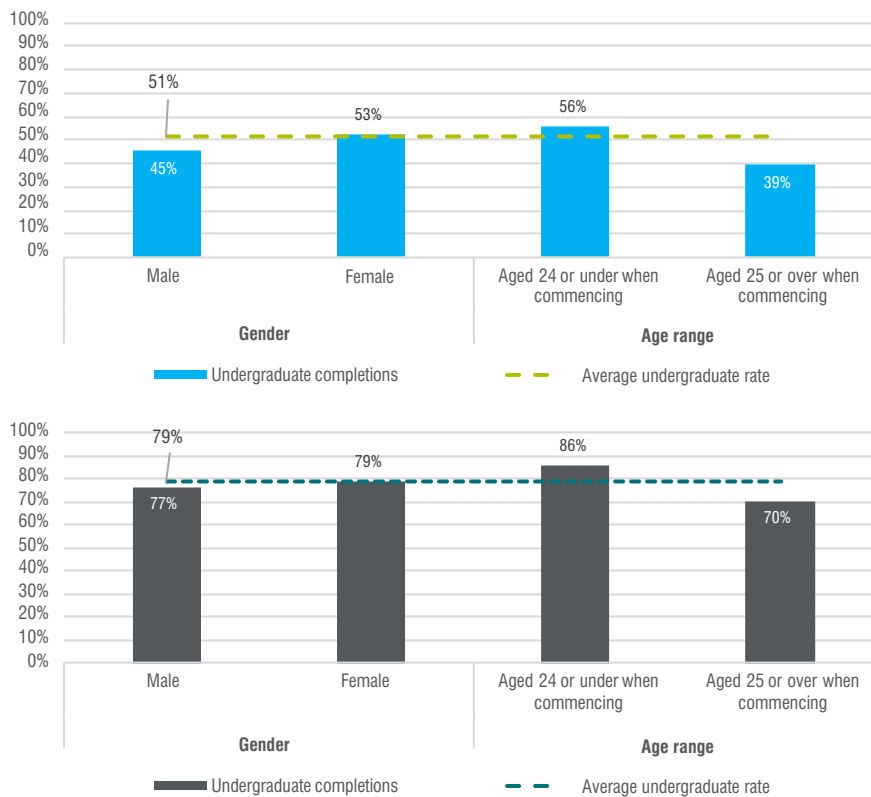
**For undergraduates:**

- The completion rate was 7 percentage points higher for females (53%,  $n = 8,994$ ) than for males (45%,  $n = 2,200$ ).
- The completion rate was 17 percentage points higher for students aged 24 or under when commencing (56%,  $n = 8,831$ ) than for students aged 25 or over when commencing (39%,  $n = 2,363$ ).

**For postgraduates:**

- The completion rate was 2 percentage points higher for females (79%,  $n = 4,802$ ) than for males (77%,  $n = 1,938$ ).
- The completion rate was 16 percentage points higher for students aged 24 or under when commencing (86%,  $n = 3,090$ ) than for students aged 25 or over when commencing (70%,  $n = 3,650$ ).

**Figure 47:** Six-year completion rates by gender and age range, all undergraduates and postgraduates, initial teacher education, 2012 commencing cohort



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

**At a glance**

Completion rates are consistently higher for postgraduate students (78%) when compared to undergraduate ITE students (51%).

Postgraduate ITE students who studied via a mixed mode of attendance had the highest overall completion rates (87%). For undergraduate ITE students, those commencing with an ATAR 91 and over had the highest completion rates (69%).

ITE postgraduate students at the University of Sydney and at La Trobe University had the equal highest completion rates (93%). Amongst undergraduate ITE students, those studying at the Royal Melbourne Institute of Technology had the highest completion rate (77%).

Figure 48 provides completion rates for domestic undergraduate and postgraduate ITE students (2012 commencing cohort) by various equity status indicators. The average domestic completion rates are provided for comparison.

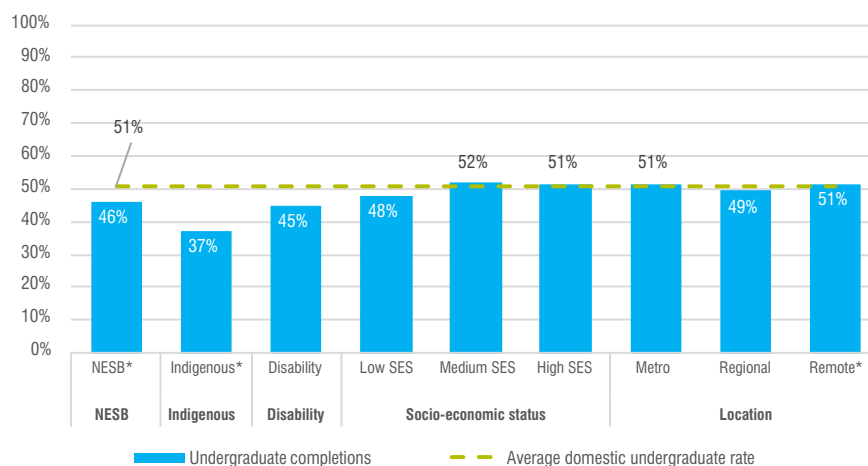
The following groups of undergraduate students had a completion rate at least 5 percentage points lower than the domestic average:

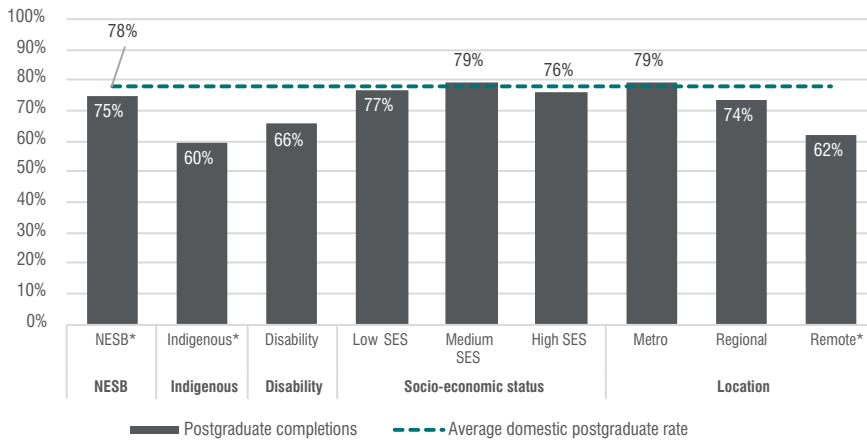
- Indigenous students had a 37% ( $n = 195$ ) completion rate, 14 percentage points lower than the average domestic undergraduate rate.
- Students with a disability had a 45% ( $n = 459$ ) completion rate, 6 percentage points lower than the average domestic undergraduate rate.

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

- Indigenous students had a 60% ( $n = 34$ ) completion rate, 18 percentage points lower than the average domestic postgraduate rate.
- Remote students had a 62% ( $n = 33$ ) completion rate, 16 percentage points lower than the average domestic postgraduate rate.
- Students with a disability had a 66% ( $n = 236$ ) completion rate, 12 percentage points lower than the average domestic postgraduate rate.

**Figure 48:** Six-year completion rates by equity status, domestic undergraduates and postgraduates, initial teacher education, 2012 commencing cohort





Source: Customised data provided by the Department of Education Research and Economics Group.  
 \*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.  
 Note: Socio-economic status and location have been derived from the ASGS.

Figure 49 shows undergraduate and postgraduate completion rates for ITE students by state of permanent home address (2012 commencing cohort). The average undergraduate and postgraduate completion rates are provided for context.

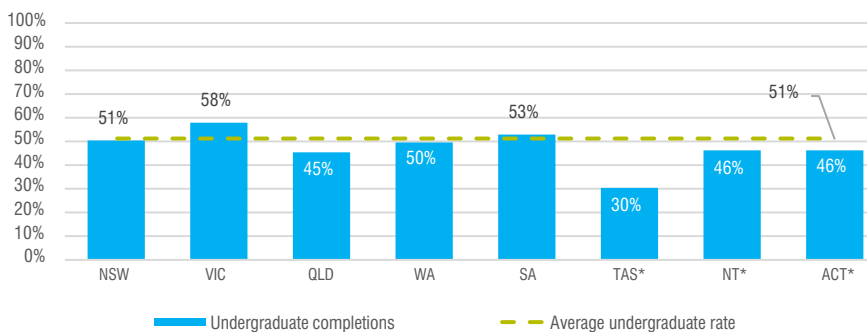
**For undergraduates:**

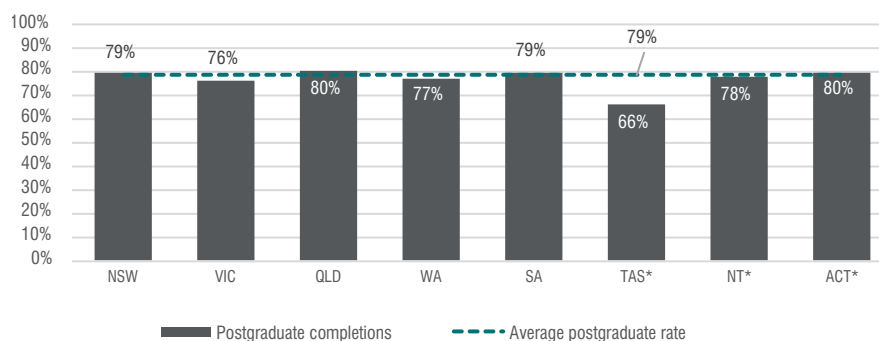
- Tasmania had a 30% ( $n = 125$ ) completion rate, 21 percentage points lower than the average undergraduate rate.
- Queensland had a 45% ( $n = 1,595$ ) completion rate, 6 percentage points lower than the average undergraduate rate.
- Northern Territory had a 46% ( $n = 129$ ) completion rate, 5 percentage points lower than the average undergraduate rate.

**For postgraduates:**

- Tasmania had a 66% ( $n = 109$ ) completion rate, 12 percentage points lower than the average postgraduate rate.

**Figure 49:** Six-year completion rates by state of permanent home address, initial teacher education, 2012 commencing cohort





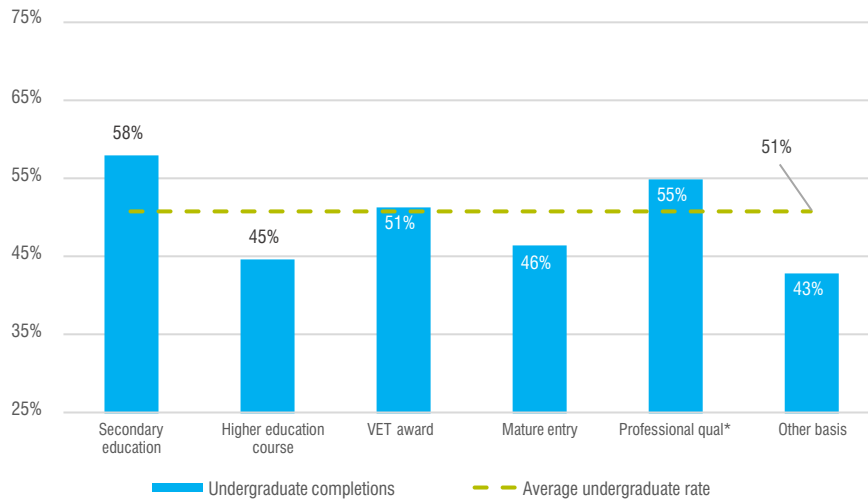
Source: Customised data provided by the Department of Education Research and Economics Group.  
\*Completion rates for students from the Northern Territory, Tasmania, and ACT are likely to fluctuate from year to year due to the small numbers of students in each cohort. This should be considered in any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

Figure 50 presents undergraduate ITE completion rates by basis of admission (2012 commencing cohort), alongside the average undergraduate completion rate.

- Students who entered via a secondary education pathway had the highest completion rate (58%,  $n = 5,147$ ), 7 percentage points higher than the undergraduate average.
- Students who entered based on 'Other basis' had the lowest completion rate (43%,  $n = 828$ ), 8 percentage points lower than the undergraduate average.
- Students who entered on the basis of higher education had a 45% ( $n = 2,566$ ) completion rate, 6 percentage points lower than the undergraduate average.

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, 2012 commencing cohort

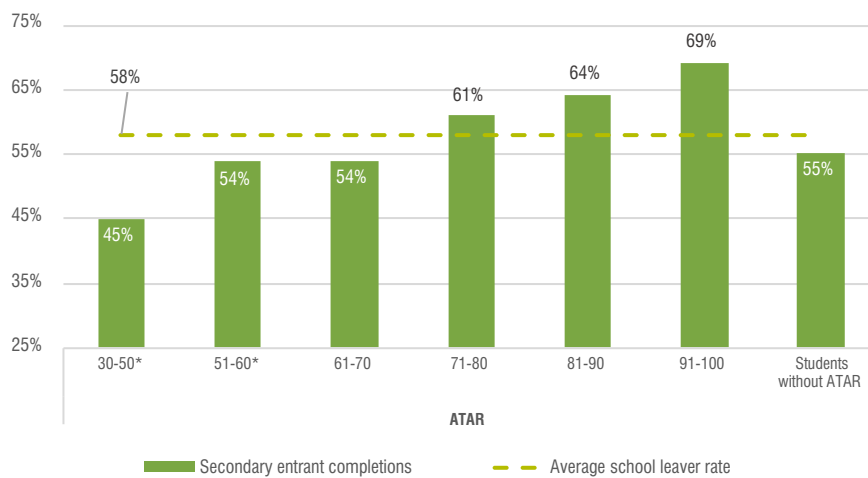


Source: Customised data provided by the Department of Education Research and Economics Group.  
\*Completion rates for students entering via a professional qualification pathway are likely to fluctuate from year to year due to the small numbers of students in each cohort. This should be considered in any further analysis.

Figure 51 presents undergraduate ITE completion rates by ATAR band for students who were admitted on the basis of secondary education, alongside the average undergraduate completion rate for the secondary education pathway.

- Students with an ATAR of 81 or higher had a 66% ( $n = 1,201$ ) completion rate, 8 percentage points higher than the average undergraduate secondary education pathway rate.

Figure 51: Six-year completion rates by ATAR, undergraduate secondary education pathway entrants, initial teacher education, 2012 commencing cohort

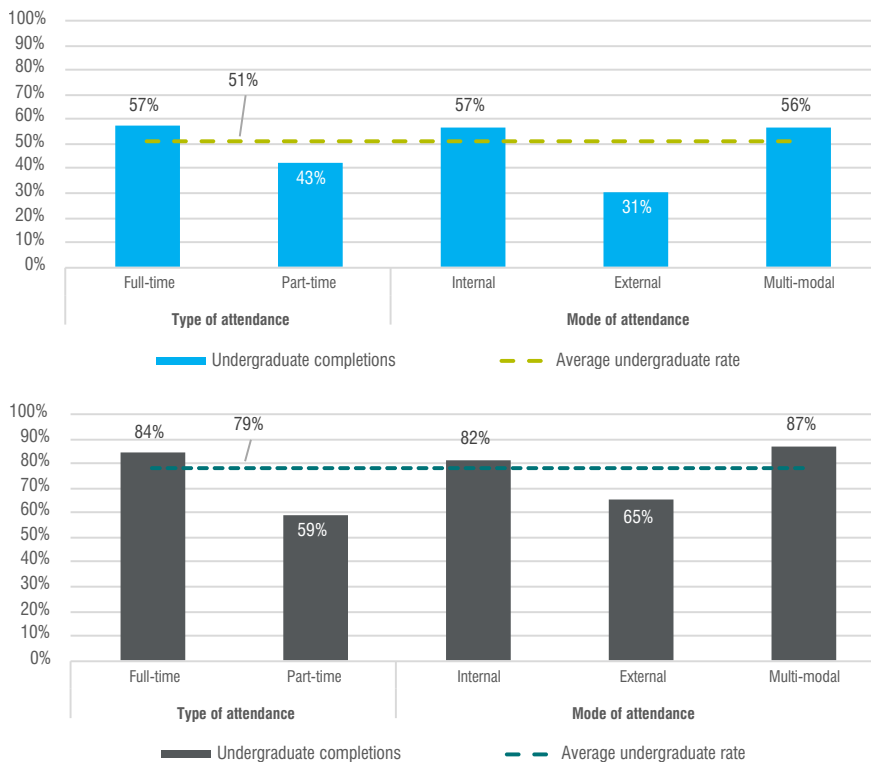


Source: Customised data provided by the Department of Education Research and Economics Group.  
\*Completion rates for secondary education entrants with an ATAR of 30-50 and 51-60 are likely to fluctuate from year to year due to the small numbers of students in each cohort. This should be considered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

Figure 52 shows undergraduate and postgraduate ITE completion rates by mode of attendance (2012 commencing cohort), as well as the average undergraduate and postgraduate completion rates for context.<sup>24</sup>

- The completion rate for undergraduate students studying through internal (i.e. on campus) (57%,  $n = 8,653$ ) or multi-modal (56%,  $n = 1092$ ) mode of attendance was 6 percentage points higher than the undergraduate average.
- The completion rate for postgraduate students studying through a multi-modal mode of attendance (87%,  $n = 630$ ) was 9 percentage points higher than the postgraduate average.

**Figure 52:** Six-year completion rates by type and mode of attendance, initial teacher education, 2012 commencing cohort



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

<sup>24</sup> Part-time student completion rates have been calculated over 9 years, as six years is not a sufficient timeframe within which to compare their completion rates with those of full-time students.

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

The analysis above shows that some student demographic and study characteristics are associated with lower than average completion rates. As noted, however, it cannot be concluded that a particular demographic or study characteristic is responsible for lower completion rates, as multiple factors may impact the likelihood of a student completing their course.

To provide a more nuanced understanding of completion in ITE, AITSL undertook an analysis of students from low socio-economic status backgrounds. The six-year completion rate of these students was then analysed by a range of demographic and study characteristics, including gender, age, Indigeneity, disability status, location, 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 2012) in order to reduce the level of outcome fluctuation. Such variance is due in part to the small number of students belonging to multiple categories when analysis is restricted to a single cohort.

Many characteristics were analysed; however, only those additional factors that were associated with a completion rate at least 5 percentage points lower than the average rate for students from low socio-economic status backgrounds, and at least 5 percentage points lower than the completion rate for the additional factor itself, are highlighted.

- Students from low socio-economic status backgrounds aged 25 and older had a completion rate of 43% ( $n = 3,061$ ), 10 percentage points lower than the rate for all students from low socio-economic status backgrounds (55%,  $n = 13,537$ ) and 5 percentage points lower than the rate for all students aged 25 and older (48%,  $n = 14,779$ ).

AITSL undertook the equivalent analysis for low socio-economic status postgraduate students. No additional factors met the reporting threshold, that is, no factors were associated with completion rates at least 5 percentage points lower than the rates for low socio-economic status students or the additional factor itself.

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## Quick Link

Find out more about attrition in ITE and of early career teachers in AITSL's evidence summary *Spotlight: What Do We Know About Early Career Attrition in Australia?* Find it at:



[www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlights-attrition.pdf](http://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlights-attrition.pdf)

## 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 that 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 of data quality.

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### Student satisfaction

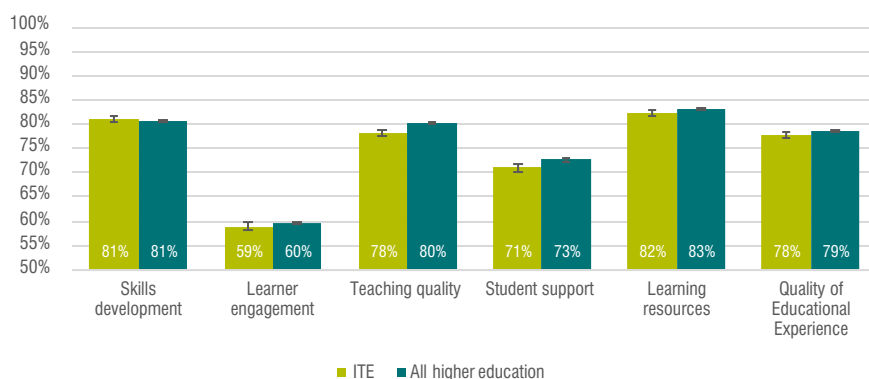
Figures 53, 54, and 55 present data from the SES which was designed to conceptualise and measure five domains of the student higher education experience. The five domains reflect student satisfaction with the skills development they experienced, the level of engagement at their institution, the quality 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. The five domains are measured via 46 individual survey items, which can be found in Appendix 4.



Figure 53 shows the percentage of students who were satisfied across the five SES domains and the overarching 'quality of educational experience' measure. Data are shown for ITE undergraduate students and students from all undergraduate higher education courses in 2017. Ninety-five-percent confidence intervals are provided to indicate the precision of the survey results. Overlap between confidence intervals suggests there may be no statistically significant difference between the results, while a lack of overlap suggests the results are statistically significant.

- ITE students were highly satisfied with the learning resources provided (82%) and the skills development experienced (81%).<sup>25</sup>
- ITE students were moderately satisfied with learner engagement (59%) and student support (71%).
- Variation between ITE students and students from all higher education courses across the SES domains was small.
- Teaching quality was rated slightly (but statistically significantly) lower by students from ITE programs than by all higher education students.

**Figure 53:** Overall satisfaction with the higher education experience, undergraduates, initial teacher education and all higher education, 2017



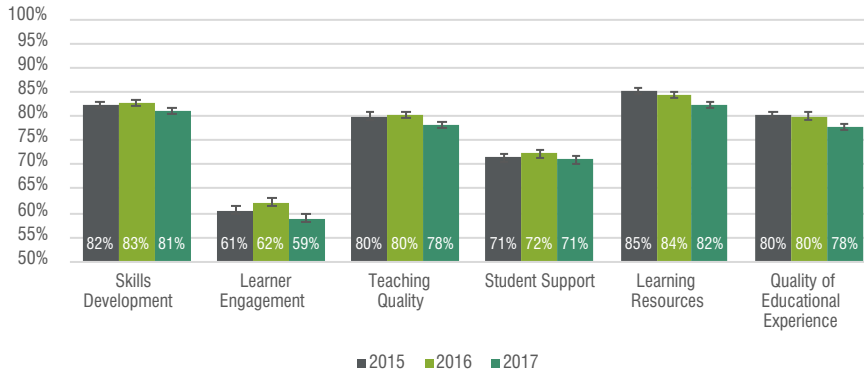
Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Figure 54 provides the percentage of ITE undergraduates who were satisfied across the five SES domains over time.

- The proportion of ITE students satisfied with learner engagement was lower in 2017 (59%) than in 2016 (62%).
- The proportion of ITE students satisfied with teaching quality was lower in 2017 (78%) than in 2016 (80%).
- The proportion of ITE students satisfied with learning resources was lower in 2017 (82%) than in 2016 (84%).

<sup>25</sup> Number of responses per domain are not shown because each domain comprises multiple questionnaire items.

Figure 54: Overall satisfaction with the higher education experience, undergraduates, initial teacher education, 2015–2017

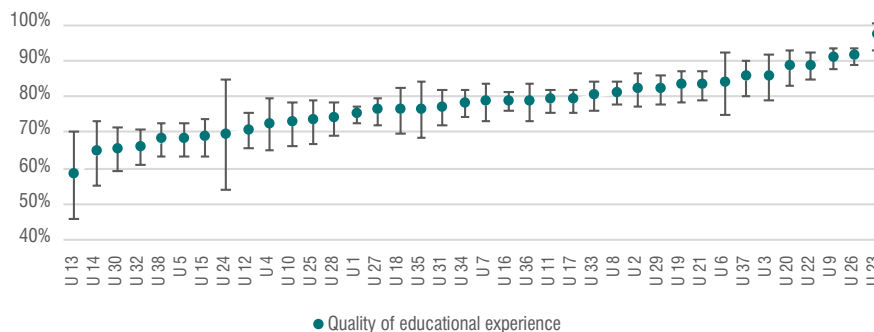


Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Figure 55 presents the percentage of undergraduate ITE students who were satisfied with the quality of their educational experience by ITE provider in 2017. 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. Overlap between confidence intervals suggests there may be no statistically significant difference between the results, while a lack of overlap suggests the results are statistically significant. Wider confidence intervals indicate a larger degree of variance around the point estimate for a provider.

- The proportion of students who were satisfied with the quality of their educational experience varied widely among ITE providers.
- The difference between ITE providers in the lowest quartile and those in the highest quartile appears to be significant.
- No significant differences emerged between ITE providers in the middle two quartiles of the distribution.

Figure 55: Student satisfaction with their overall educational experience from different providers, undergraduates, initial teacher education, 2017



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

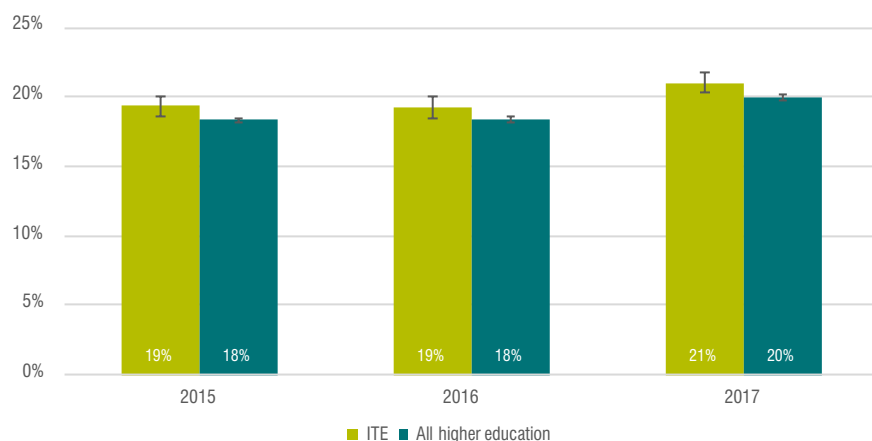
## Students considering early departure

In addition to measuring students' satisfaction with their educational experience, the SES also captures data on their departure intentions.

Figure 56 shows the proportion of undergraduate students who indicated they had seriously considered leaving between 2015 and 2017. The chart presents responses from ITE students and students from all higher education programs, along with 95% confidence intervals.

- The proportion of ITE students who had seriously considered leaving increased slightly between 2016 (19%) and 2017 (21%).
- Departure intentions did not differ significantly between ITE students and students from all higher education programs.

**Figure 56:** Undergraduates considering early departure, initial teacher education and all fields of education, 2015–2017



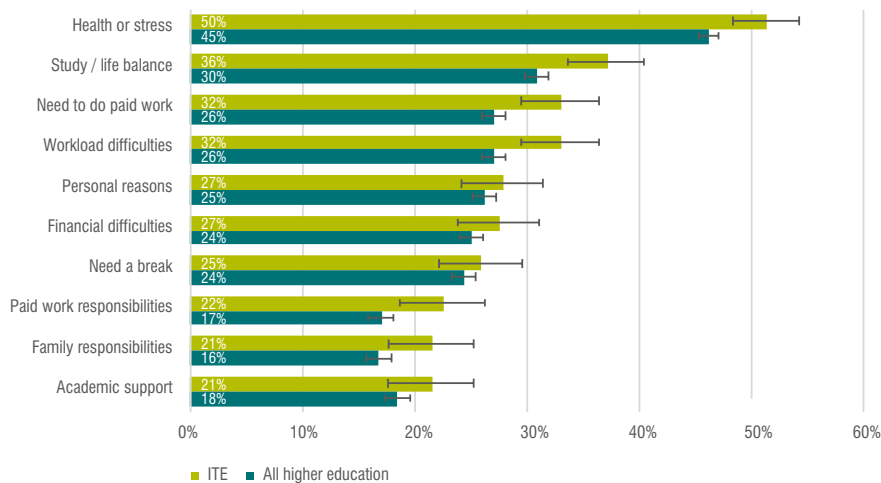
Source: Customised data from the Student Experience Survey provided by the Social Research Centre.

Students who indicated they had seriously considered leaving in 2017 were asked to select their reasons from a list of 30 options.

Figure 57 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 as applied, hence the percentages do not add up to 100%.

- The most common reasons for leaving relate to everyday/situational circumstances, such as 'health/stress' (50%,  $n = 1,059$ ), 'study/life balance' (36%,  $n = 766$ ), workload difficulties (32%,  $n = 681$ ), and the 'need to do paid work' (32%,  $n = 682$ ). This suggests that student support may be important in maximising ITE students' higher education experience.
- ITE students had similar reasons to students across all higher education courses 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 'study/life balance' as potential reasons for departure.

**Figure 57:** Selected reasons for considering early departure, undergraduates, initial teacher education and all higher education, 2017



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

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## Graduate satisfaction

Figures 58 and 59 present data from the Course Experience Questionnaire (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 with statements about aspects of their course that have been shown to influence student learning. Graduates are asked questions to assess three focus areas: whether they experienced good teaching practices during their study, whether their studies improved their generic skills, and whether they were satisfied with their course overall. The three CEQ focus areas are measured through numerous individual survey items, which can be found in Appendix 4. There are several differences in methodology between the Graduate Outcomes Survey (GOS) and Australian Graduate Survey (AGS), and therefore comparisons between 2015 and all following years should be undertaken with caution. Low response rates may also impact the comparability of data.

Figure 58 shows the percentage of graduates who were satisfied across the three CEQ focus areas in 2017, along with 95% confidence intervals. Data are shown for ITE graduates and graduates from all higher education courses and are split into undergraduates and postgraduates.<sup>26</sup>

### For undergraduates:

- ITE graduates had high overall levels of satisfaction with their course (77%) and agreed their course had improved their generic skills (77%).
- ITE graduates' satisfaction with the quality of teaching was quite low (58%).
- ITE graduates were significantly less likely than graduates from all higher education courses to agree that they had experienced good teaching and that their course had improved their generic skills. They also had lower levels of overall satisfaction.

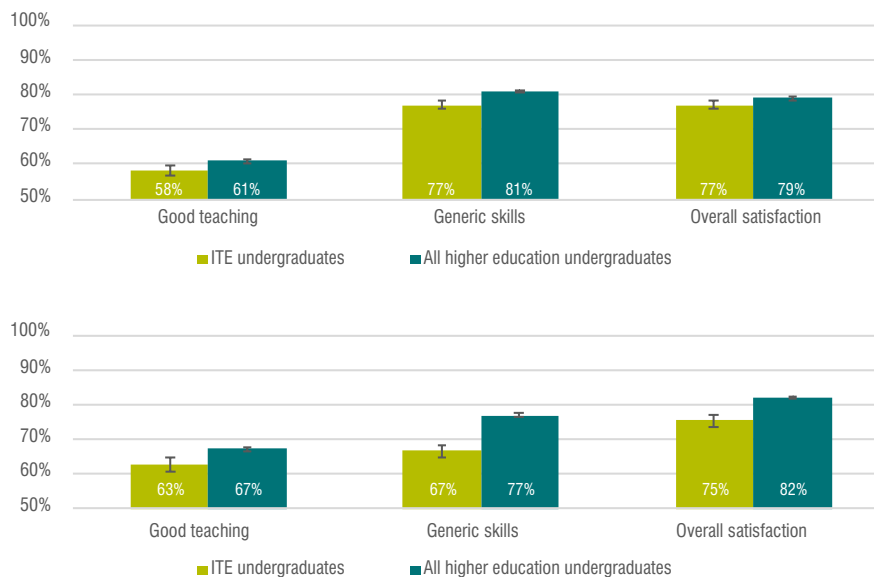
### For postgraduates:

- ITE graduates were significantly less likely than their ITE undergraduate counterparts to agree that the course had improved their generic skills (67%). However, they had higher levels of satisfaction with the quality of teaching they had experienced in their course (63%).
- Compared to graduates from all higher education courses, ITE graduates had significantly lower levels of agreement across all three CEQ focus areas.

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<sup>26</sup> Number of responses per focus area are not shown because each focus area comprises multiple questionnaire items.

Figure 58: Graduate course satisfaction, initial teacher education and all higher education, 2017

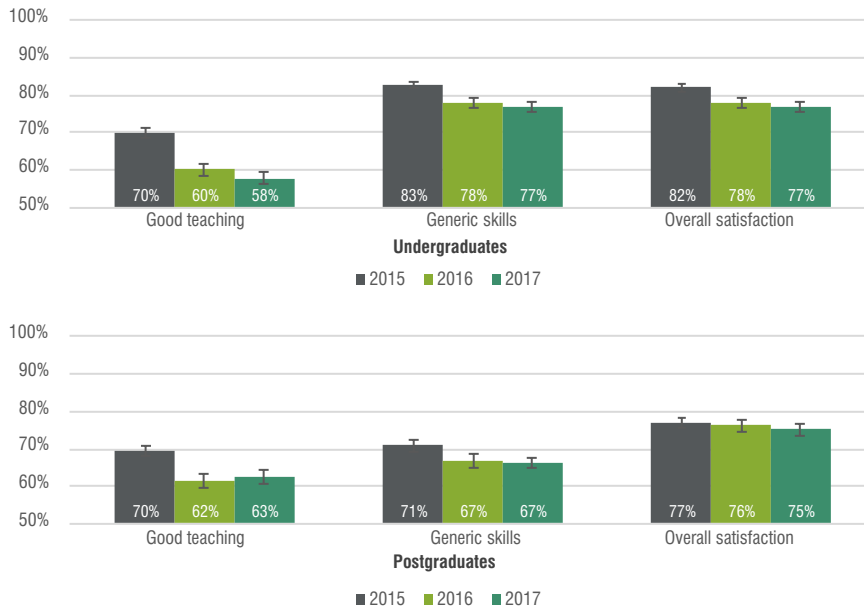


Source: Customised data from the CEQ provided by the Social Research Centre.

Figure 59 shows the percentage agreement of ITE undergraduates and postgraduates across the three CEQ focus areas, along with 95% confidence intervals. Between 2015 and 2017:

- The proportion of undergraduates and postgraduates who agreed they had experienced good teaching in their course and had improved their generic skills significantly decreased.
- Undergraduates' overall satisfaction with their course significantly decreased.
- Postgraduates' overall satisfaction with their course did not significantly change.

Figure 59: Graduate course satisfaction, initial teacher education, 2015–2017



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

Additional data on completing students from the HESDC and full aggregated tables of the data from the HESDC, SES, and GDS presented in this report can be found on the AITSL *Initial Teacher Education: Data Report 2019* webpage: <http://www.aitsl.edu.au/initial-teacher-education/data-report-2019>.

### At a glance

A higher proportion of ITE graduates indicated their qualification prepared them for employment (undergraduate: 86%; postgraduate: 81%) in comparison to graduates from all higher education programs (for non-ITE programs – undergraduate: 69%; postgraduate: 75%).

In 2017, ITE graduates reported overall course satisfaction at 77% at the undergraduate level and 75% at the postgraduate level. As a comparison, undergraduates studying 'Social work' were amongst the most satisfied with their course (86%) and those studying 'Engineering' being the least satisfied (74%). For postgraduates, those studying 'Humanities, culture and social sciences' were most satisfied (88%), with 'Creative Arts' students along with ITE postgraduates being the least satisfied (75%).

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

Figure 60 shows the extent to which recently employed graduates reported that their qualification provided them with the foundation, adaptive, and teamwork skills required for employment. Data are shown for ITE graduates and graduates from all higher education courses in 2017 and are split into undergraduates and postgraduates.<sup>27</sup>

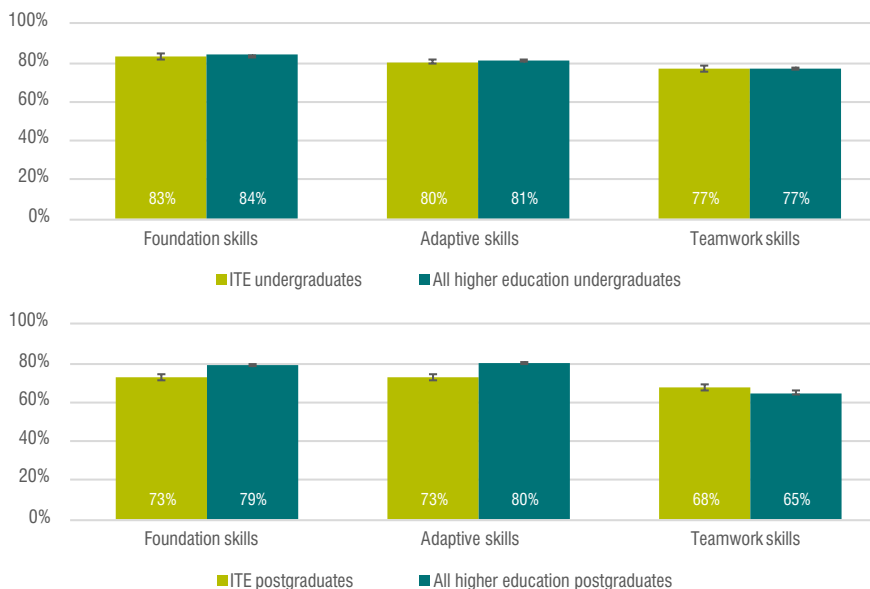
### For undergraduates:

- The extent to which ITE graduates reported that their qualification provided the required foundation (83%), adaptive (80%), and teamwork skills (77%) was similar to that for all higher education graduates (foundation: 84%; adaptive: 81%; teamwork: 77%).

### For postgraduates:

- The proportion of graduates who reported that their qualification equipped them with foundation skills was lower for ITE (73%) than for all higher education graduates (79%).
- The proportion of graduates who reported that their qualification equipped them with adaptive skills was lower for ITE (73%) than for all higher education graduates (80%).
- The proportion of graduates who reported that their qualification equipped them with teamwork skills was similar for ITE (68%) and all higher education graduates (65%).

**Figure 60:** Graduate perceptions of foundation, adaptive, and teamwork skills, initial teacher education, 2017



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

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



## Graduate perceptions of employment readiness

Figure 61 shows the extent to which recently employed ITE graduates reported that their qualification prepared them for employment. Data are shown for ITE graduates and graduates from all higher education courses and are split into undergraduates and postgraduates.<sup>28</sup>

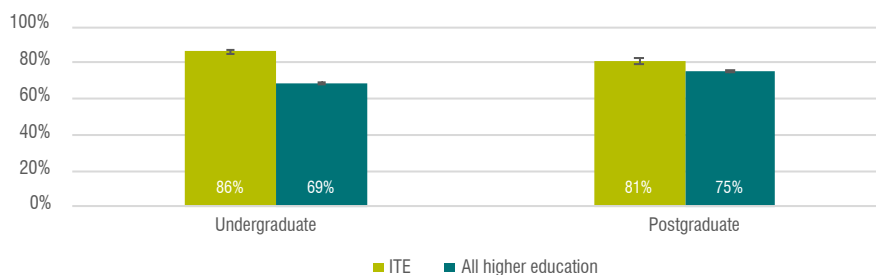
### For undergraduates:

- The proportion of graduates who reported that their qualification prepared them for employment was significantly higher for ITE (86%) than for all higher education (69%).

### For postgraduates:

- The proportion of graduates who reported that their qualification prepared them for employment was significantly higher for ITE (81%) than for all higher education (75%).

**Figure 61:** Graduate perceptions of employment readiness, initial teacher education and all higher education, 2017



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

<sup>28</sup> Number of responses per focus area are not shown because each focus area comprises multiple questionnaire items.

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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), which is administered to graduates about four months after graduation.<sup>29</sup> Various employment outcomes are presented, including overall and full-time employment rates, and the proportion of ITE graduates working in schools and in the public or private sectors. Results for undergraduates and postgraduates are presented separately.

Continuing on from last year's report, the *Initial Teacher Education: Data Report 2019* will present data on longitudinal employment outcomes, graduate readiness for employment, and employer satisfaction with graduates. These data will allow us to gain a more in-depth understanding of ITE graduate employment from various perspectives. Furthermore, the AITSL Stakeholder Survey, undertaken earlier this year, provides new data surrounding 'Induction of early career teachers' and 'Career intentions of early career teachers'.

### 5.1 Key findings

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#### Employment outcomes of recent graduates

- In 2017, recent ITE graduates from undergraduate programs had a 94% overall employment rate and an 83% full-time employment rate. This was significantly higher than the overall (87%) and full-time (72%) employment rates for recent graduates from all undergraduate programs.
- In 2017, recent ITE graduates from postgraduate programs had a 92% overall employment rate and a 76% full-time employment rate. This was similar to the overall employment rate (92%) but significantly lower than the full-time employment rate (85%) for recent graduates from all postgraduate programs.

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<sup>29</sup> For more information about the Australian Graduate Survey and Graduate Outcomes Survey, please refer to Appendix 3.

- Three years after graduation, the overall employment rate for undergraduates from ITE programs was 91%, versus 92% for undergraduates from all higher education programs. The three-year full-time employment rate was 91% for ITE undergraduates, versus 89% for all higher education undergraduates.
- Three years after graduation, the overall employment rate for postgraduates from ITE programs was 90%, versus 94% for postgraduates from all higher education programs. The three-year full-time employment rate was 88% for postgraduates from ITE programs, versus 92% for postgraduates from all higher education programs.
- For undergraduates, the full-time employment rate was significantly higher three years post-graduation (91%) than within one year of graduation (69%).
- For postgraduates, the full-time employment rate was significantly higher three years post-graduation (88%) than within one year of graduation (63%).
- The proportion of recent ITE graduates working full-time in schools was higher for undergraduate programs (57%) than for postgraduate programs (52%).
- The proportion of recent ITE graduates working part-time in schools was lower for undergraduates (18%) than for postgraduates and (20%).
- Of recent ITE graduates from undergraduate programs, 61% of secondary graduates, 60% of primary graduates, and 40% of early childhood graduates were working full-time in schools.
- Of recent ITE graduates from postgraduate programs, 56% of secondary graduates, 49% of primary graduates, and 25% of early childhood graduates were working full-time in schools.
- Of recent ITE graduates (both undergraduate and postgraduate) working part-time in schools, 52% were seeking full-time employment.
- In 2017, 74% of recent ITE undergraduates working in schools were employed in the public sector, while 26% were employed in the private sector.<sup>30</sup>
- In 2017, 73% of recent ITE postgraduates working in schools were employed in the public sector, while 27% were employed in the private sector.

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## Employer perceptions of graduate readiness for employment

- 87% of employers of recent ITE graduates from undergraduate programs were satisfied with the graduate's performance, compared to 84% of employers of recent graduates from all undergraduate programs.
- 86% of employers of recent ITE graduates from postgraduate programs were satisfied with the graduate's performance, compared to 82% of employers of recent graduates from all postgraduate programs.
- 95% of employers of recent ITE graduates from undergraduate programs reported that the graduate's qualification prepared them for employment, compared to 93% of employers of recent graduates from all undergraduate programs.

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<sup>30</sup> Self-reported by respondents to a general public/private sector question

- 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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## Induction experiences of early career teachers

- In 2019, 50% of early career teachers on a permanent contract had received a formal induction, compared to 18% of early career casual-relief teachers.
- In 2019, school leaders were more likely to indicate that formal induction was provided than early career teachers themselves. Across all contract types, 40% of early career teachers indicated they had received a formal induction, while 69% of school leaders indicated that formal induction was provided to early career teachers.
- The most common induction focus area was 'orientation', with 97% of early career teachers who had received induction indicating their school had a focus in this area.
- The least common induction focus area was 'teacher wellbeing', with 39% of early career teachers who had received induction indicating that their school induction program had no focus in this area.
- Among early career teachers who had received induction, the most commonly reported formal induction processes and strategies were 'mentoring/coaching' (73%), 'classroom observation and feedback' (73%), and 'collaboration with colleagues' (68%).
- School leaders were more likely than early career teachers themselves to indicate that early career teachers had participated in a range of induction processes and strategies.
- In 2019, 62% 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, 58% agreed and 27% disagreed that their induction experience improved their knowledge and teaching practice.
- About half of early career teachers who received induction agreed that their induction experience supported their transition to full registration (54%).
- A little less than half of early career teachers who received induction disagreed that their induction experience supported their personal wellbeing (45%).

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## Career intentions of early career teachers

- In 2019, 44% of early career teachers indicated they were not likely to leave classroom teaching in the foreseeable future; 26% were unsure; 20% indicated they would leave within 1–5 years; 6% indicated they would leave within 6–10 years; and 3% indicated they would leave after 10 years.

## 5.2 Employment after graduation

Up to and including 2015, data on employment outcomes of recent ITE graduates are derived from the AGS. From 2016 onwards, these data are derived from the full suite of QILT surveys, which replaced the suite of AGS surveys.<sup>31</sup> Two QILT surveys – the Graduate Outcomes Survey (GOS) and Employer Satisfaction Survey (ESS) – collect data on employment outcomes of recent graduates.<sup>32</sup> The Graduate Outcomes Survey – Longitudinal (GOS-L) was introduced in 2016 and collects data on employment outcomes three years after graduation.

Like the AGS, QILT surveys measure labour market experiences and destinations. However, QILT surveys also collect data on perceptions of employment readiness and graduate employer satisfaction.

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### Overall and full-time employment rates

Figure 62 shows the 2017 overall and full-time employment rates for ITE graduates and graduates from all higher education programs, split into undergraduate and postgraduate qualifications. Ninety-five-percent confidence intervals are provided to indicate the precision of the survey results. Overlap between confidence intervals suggests there may be no statistically significant difference between the results, while a lack of overlap suggests the results are statistically significant.

#### For undergraduates:

- Recent ITE graduates had a significantly higher overall employment rate (94%,  $n = 3,940$ ) than recent graduates from all higher education programs (87%,  $n = 46,110$ ).
- Recent ITE graduates had a significantly higher full-time employment rate (83%,  $n = 2,857$ ) than recent graduates from all higher education programs (72%,  $n = 28,767$ ).

#### For postgraduates:

- Recent ITE graduates had the same overall employment rate (92%,  $n = 2,569$ ) as recent graduates from all higher education programs (92%,  $n = 21,513$ ).
- Recent ITE graduates had a significantly lower full-time employment rate (76%,  $n = 1,717$ ) than recent graduates from all higher education programs (85%,  $n = 16,883$ ).

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### Quick Fact

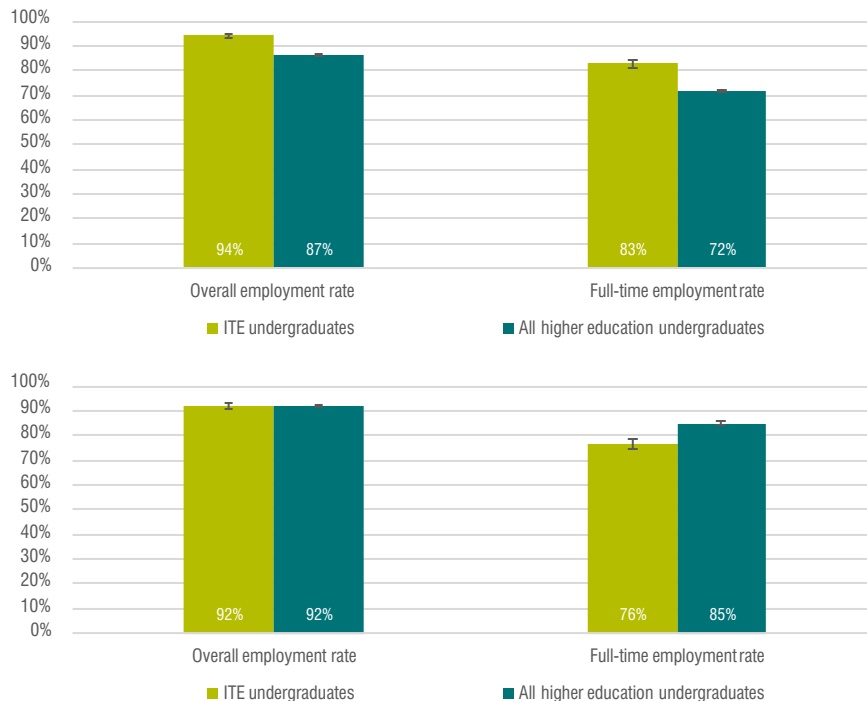
The *overall employment rate* refers to the percentage of graduates available for employment who were actually employed, whether part-time or full-time. The *full-time employment rate* refers to the percentage of graduates available for full-time employment who were actually employed full-time.

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31 There are several differences in methodology between the GOS and AGS, and therefore comparisons between 2015 and all succeeding years should be undertaken with caution. Smaller response rates may also impact the comparability of data.

32 'Recent' graduates refers to those who graduated within 12 months of responding to the GOS. 'Recent' is used as a differentiator from the longitudinal employment outcomes (three years after graduation) presented in this report.

**Figure 62:** Recent graduate overall and full-time employment rates, initial teacher education and all higher education, 2017

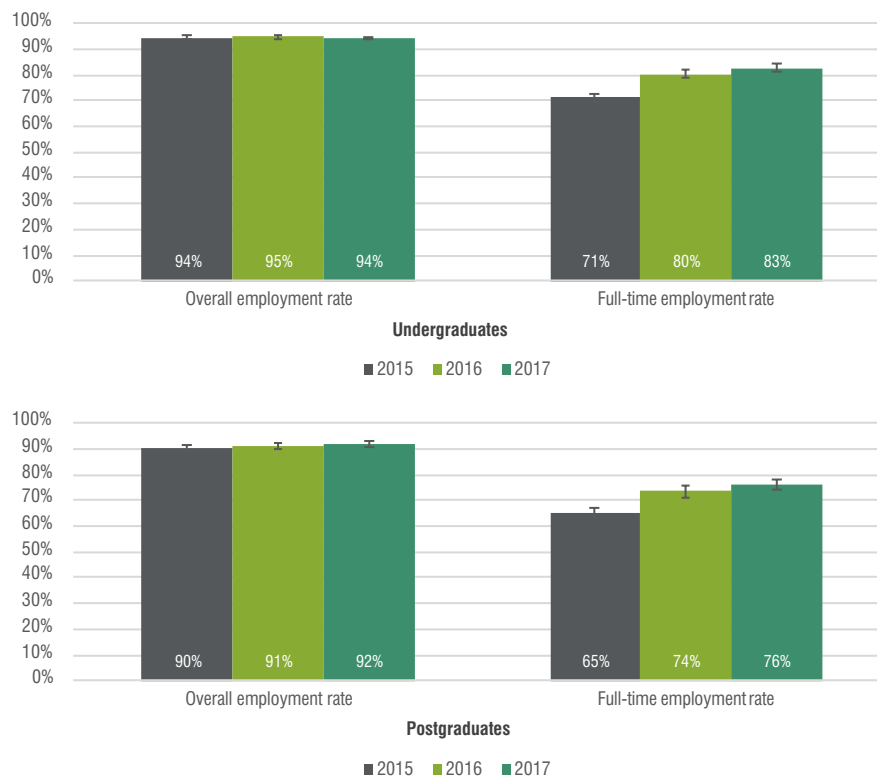


Source: Customised data from the GOS provided by the Social Research Centre.

Figure 63 shows overall and full-time employment rates for ITE graduates between 2015 and 2017. The chart provides rates for undergraduates and postgraduates and includes 95% confidence intervals.

- There was little movement in the overall employment rate for recent ITE undergraduates and postgraduates between 2015 and 2017.
- Full-time employment rates for recent ITE undergraduates and postgraduates have increased significantly since 2015. These increases may be attributable to the methodological differences between the AGS and QILT surveys.

**Figure 63:** Recent graduate overall and full-time employment rates, initial teacher education, 2015–2017



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

## Employment status of 2014 ITE graduates three years post-graduation

Figure 64 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.

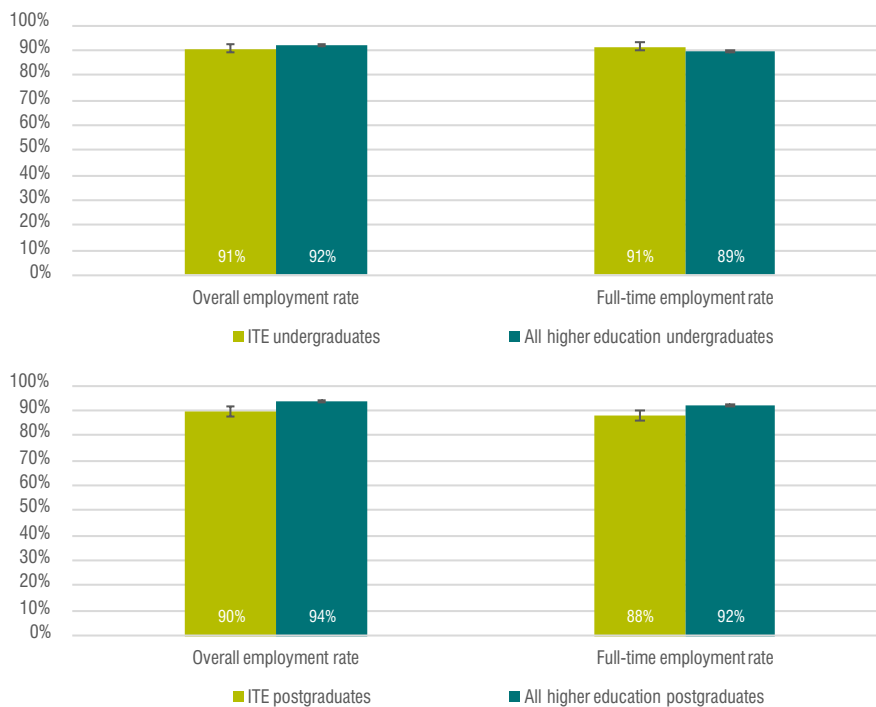
### For undergraduates:

- The overall employment rate after three years for ITE graduates was 91% ( $n = 1,060$ ), versus 92% ( $n = 1,653$ ) for graduates from all higher education programs.
- The full-time employment rate three years after graduation for ITE graduates was 91% ( $n = 861$ ), versus 89% ( $n = 13,156$ ) for graduates from all higher education programs.

**For postgraduates:**

- The employment rate three years after graduation was lower for ITE graduates (90%,  $n = 1,014$ ) than for graduates from all higher education programs (94%,  $n = 7,785$ ).
- The full-time employment rate three years after graduation did not differ significantly between ITE graduates (88%,  $n = 784$ ) and recent graduates from all higher education programs (92%,  $n = 6,333$ ).

**Figure 64:** Overall and full-time employment rates for 2014 graduates three years post-graduation, initial teacher education and all higher education



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

Figure 65 shows the full-time employment outcomes for 2014 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 (91%,  $n = 861$ ) than within one year of graduation (69%,  $n = 2,956$ ).

**For postgraduates:**

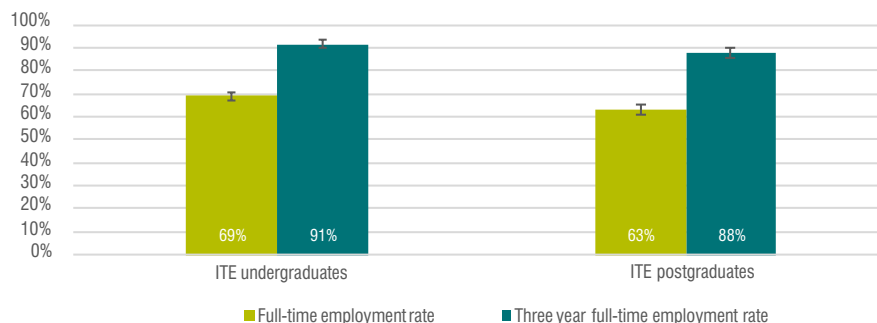
- The full-time employment rate was significantly higher three years post-graduation (88%,  $n = 784$ ) than within one year of graduation (63%,  $n = 1,809$ ).

**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:** Full-time employment rates for 2014 ITE graduates within one year of graduation and three-years post-graduation



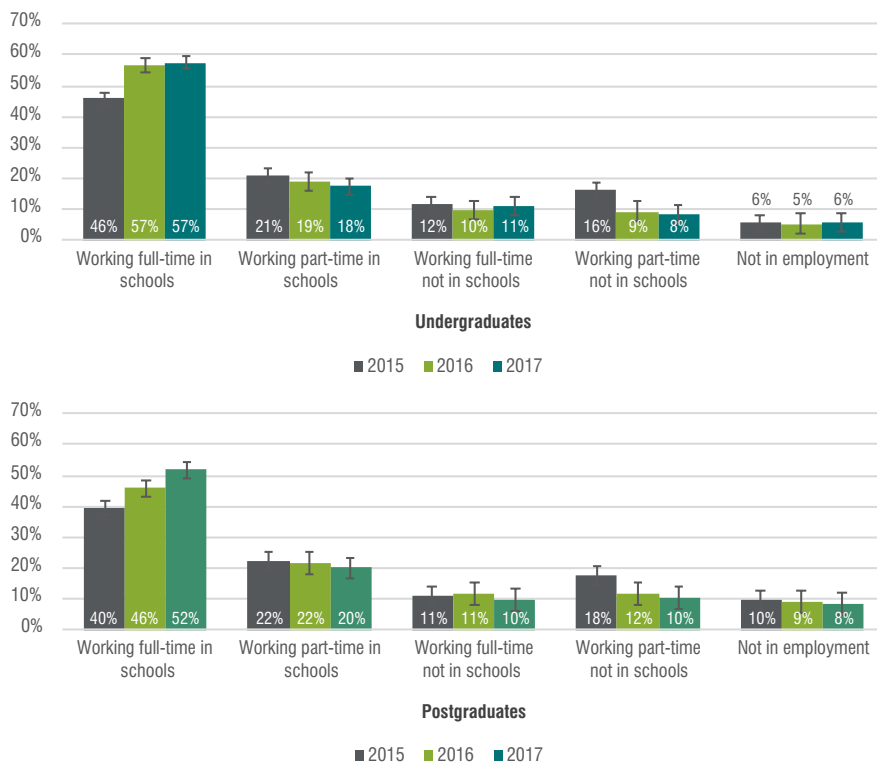
Source: Customised data from the GOS-L provided by the Social Research Centre.

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

Figure 66 provides a detailed breakdown of the overall employment rate for ITE graduates about four months after their graduation for 2015–2017. As such, it shows the percentage of ITE graduates available for employment who were employed part-time or full-time, and in schools or not in schools. It also shows the proportion who were not employed. The chart presents data for undergraduates and postgraduates separately. Ninety-five-percent confidence intervals are included to demonstrate the precision of the survey results.

- In 2017, the proportion of recent ITE graduates working full-time in schools was 57% ( $n = 2,400$ ) for undergraduates and 52% ( $n = 1,449$ ) for postgraduates.
- The proportion of recent ITE graduates employed full-time in schools has been increasing since 2015. Again, these time series changes may be a result of the change in survey methodology, from the AGS to the QILT suite.
- In 2017, the proportion of recent ITE graduates working part-time in schools was 18% ( $n = 732$ ) for undergraduates and 20% ( $n = 558$ ) for postgraduates.
- The proportion of recent ITE postgraduates working full-time in schools increased significantly between 2016 and 2017.

Figure 66: Employment status of recent initial teacher education graduates, 2015–2017



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

Figure 67 shows a detailed breakdown of the overall employment rate for recent ITE graduates in 2017, separated into undergraduates and postgraduates. The data are filtered by the detailed field of education of the graduate – whether they completed an early childhood, primary, or secondary qualification. An additional category, ‘Teacher Education: Other’ includes graduates who completed a combined program or special program, or whose detailed field of education was not specified. Ninety-five-percent confidence intervals are included in the chart.

#### For undergraduates:

- 61% ( $n = 479$ ) of secondary graduates and 60% ( $n = 884$ ) of primary graduates were working full-time in schools about four months after graduation, a significantly higher proportion than that of early childhood graduates (40%,  $n = 314$ ).
- For early childhood graduates, the full-time not-in-school employment rate was higher than for primary or secondary, which may indicate that employment was gained in early childhood settings outside of the schooling system.

#### For postgraduates:

- 56% ( $n = 681$ ) of secondary graduates were working full-time in schools about four months after graduation. This was not significantly higher than the proportion of primary (49%,  $n = 427$ ) and ‘Teacher

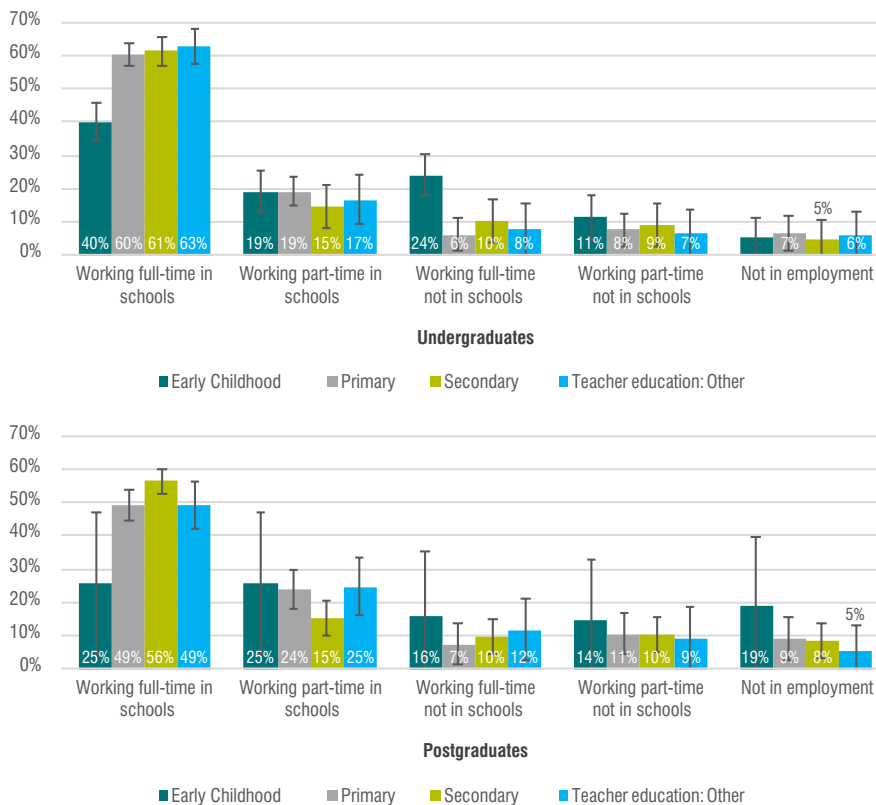
### At a glance

In 2017, four of the top five ITE providers with the highest proportion of graduates employed at schools on a full-time basis were from Queensland. The University of Queensland was the highest with 65.4%, followed by Avondale College of Higher Education (NSW) with 65.3%, then Queensland University of Technology (64.6%), James Cook University (63.4%) and Central Queensland University (62.8%).

Education: Other' (49%,  $n = 188$ ) graduates.

- However, the proportion of early childhood graduates working full-time was significantly lower (25%,  $n=16$ ), and many may have sought employment outside of the schooling system.<sup>33</sup>

**Figure 67:** Employment status of recent initial teacher education graduates by detailed field of education, 2017



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

Figure 68 shows the percentage of ITE graduates who were working part-time in schools and seeking full-time employment about four months after graduation between 2015 and 2017. Results are provided for undergraduates and postgraduates, and 95% confidence intervals are included.

- The proportion of recent ITE graduates who were working part-time in schools and seeking full-time employment was 52% for both undergraduates ( $n = 382$ ) and postgraduates ( $n = 289$ ) in 2017. These figures have remained steady since 2015 for undergraduates, but have fluctuated for postgraduates (though the differences have not been statistically significant).

<sup>33</sup> The small number of early childhood postgraduate respondents and associated wide confidence intervals (95% CI: [4.1, 46.7]) should be considered in any further analysis.

**Figure 68:** Proportion of recent initial teacher education graduates employed part-time in schools and seeking full-time employment, 2015–2017



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

Figure 69 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 2017. Results are provided for undergraduates and postgraduates by detailed field of education and 95% confidence intervals are included.

#### For undergraduates:

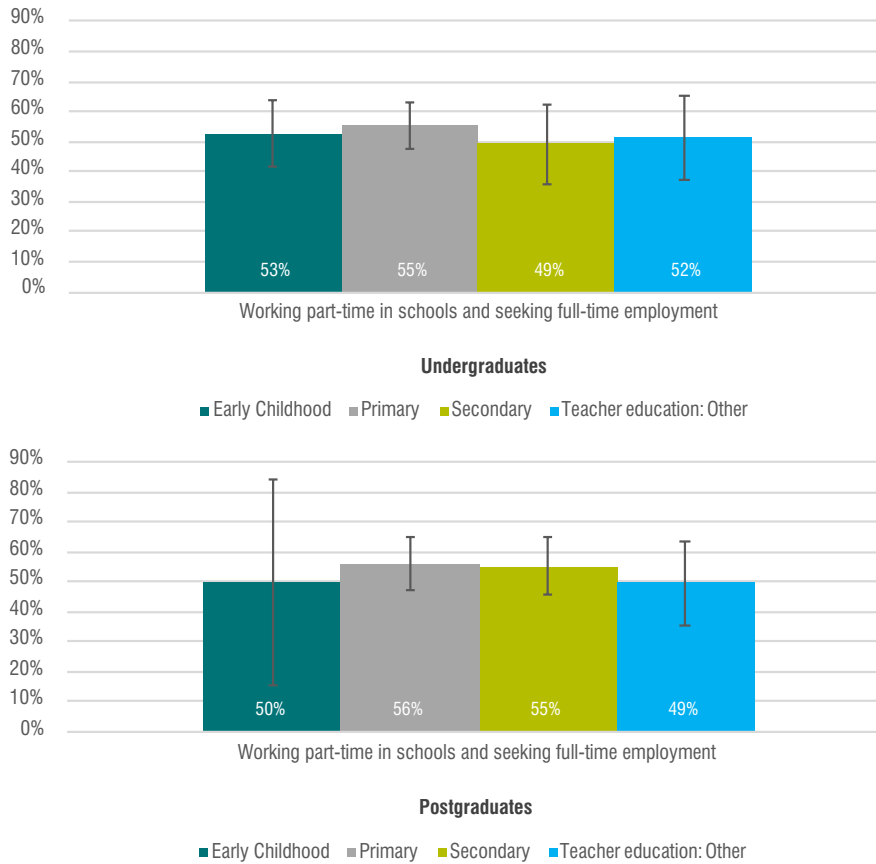
- 49% ( $n = 56$ ) of secondary, 55% ( $n = 156$ ) of primary, and 53% ( $n = 79$ ) of early childhood graduates working part-time in schools were seeking full-time employment. The differences between these groups are not statistically significant.

#### For postgraduates:

- 56% ( $n = 115$ ) of primary, 55% ( $n = 101$ ) of secondary, and 50% of early childhood ( $n = 8$ ) graduates were working part-time in schools and seeking full-time employment.<sup>34</sup> The wide confidence intervals suggest the differences between these groups are not statistically significant.

<sup>34</sup> The small number of part-time early childhood postgraduate respondents seeking full-time employment and associated wide confidence intervals (95% CI [15.4, 86.6]) should be considered in any further analysis.

**Figure 69:** Proportion of recent initial teacher education graduates employed part-time in schools and seeking full-time employment by detailed field of education, 2017

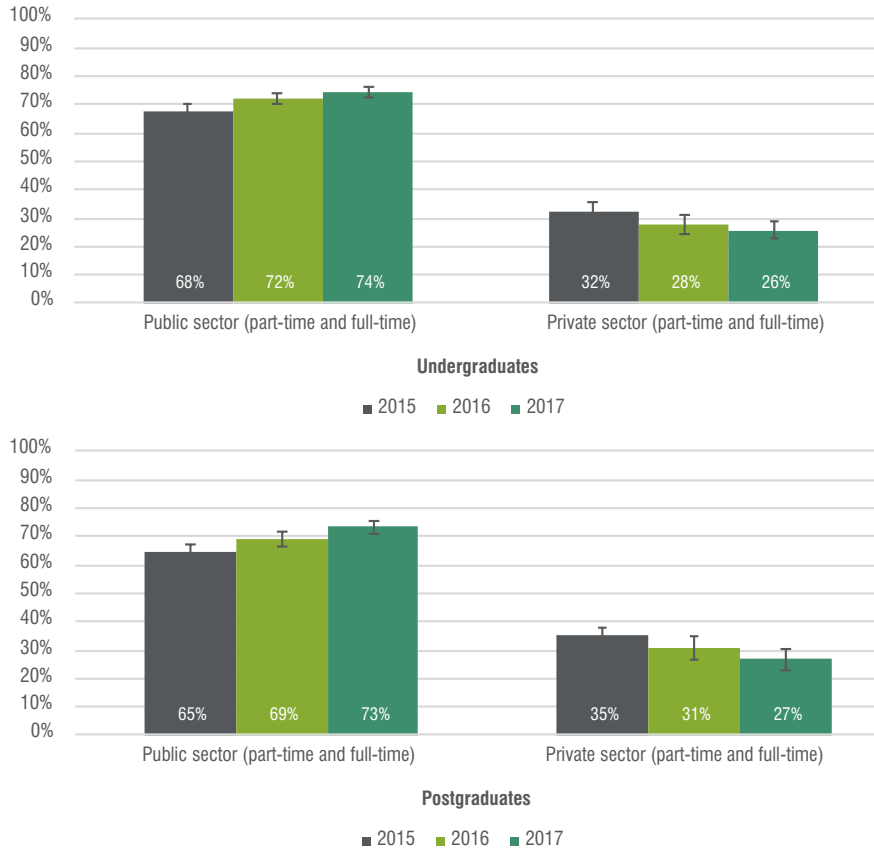


Source: Customised data from the AGS provided by the Social Research Centre.

Figure 70 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 2015 and 2017, along with 95% confidence intervals.

- In 2017, the proportion of recent ITE graduates working in the public sector was 74% ( $n = 2,187$ ) for undergraduates and 73% ( $n = 1,424$ ) for postgraduates.
- The proportion of recent ITE graduates working in the public sector has been trending upwards for both undergraduates and postgraduates between 2015 and 2017.

**Figure 70:** Proportion of recent initial teacher education graduates employed in public- and private-sector schools, 2015–2017



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

Figure 71 shows the proportion of recent ITE graduates employed in the public and private sectors by detailed field of education for 2017. Data for undergraduates and postgraduates are presented separately and 95% confidence intervals are provided to indicate the precision of the survey results.

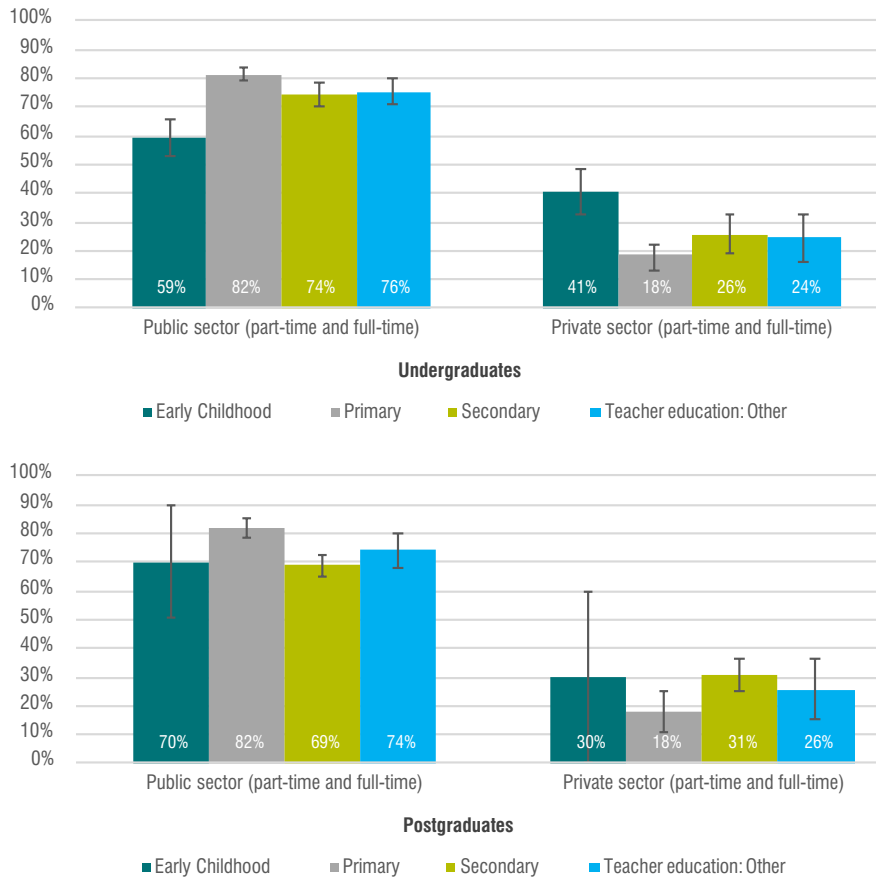
**For undergraduates:**

- 82% ( $n = 910$ ) of primary graduates were working in the public sector about four months after graduation.
- 74% of secondary graduates ( $n = 425$ ) were working in the public sector about four months after graduation.
- Considerably fewer early childhood graduates (59%,  $n = 227$ ) were working in the public sector about four months after graduation.

**Similarly, for postgraduates:**

- 82% ( $n = 499$ ) of primary graduates were working in the public sector about four months after graduation. This was a significantly higher proportion than for secondary graduates (69%,  $n = 579$ ).

**Figure 71:** Proportion of recent initial teacher education graduates employed in public- and private-sector schools by detailed field of education, 2017



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

### 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 there may be no statistically significant difference between the results, while a lack of overlap suggests the results are statistically significant.

Figure 72 shows overall employer satisfaction with graduates, separated into undergraduates and postgraduates.

**For undergraduates:**

- 87% ( $n = 212$ ) of ITE graduate employers were satisfied with the graduate's performance, compared to 84% ( $n = 2,085$ ) of all higher education graduate employers. Note that the wide confidence intervals indicate this difference may not be significant.

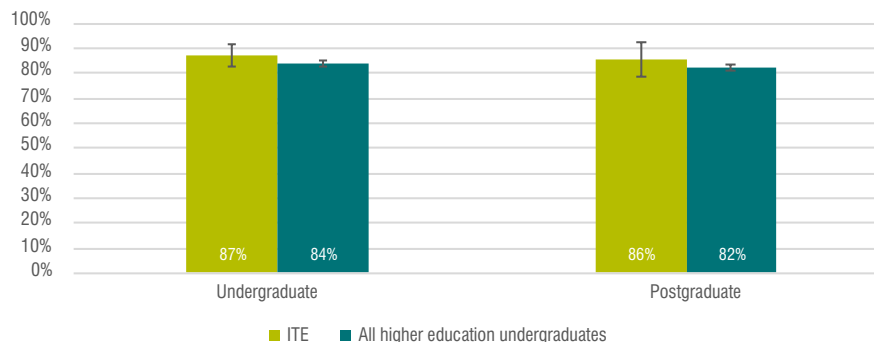
**For postgraduates:**

- 86% ( $n = 110$ ) of ITE graduate employers were satisfied with the graduate's performance, compared to 82% ( $n = 1,729$ ) of all higher education graduate employers. Again, the wide confidence intervals indicate this difference may not be significant.

 **At a glance**

A higher proportion of employers were satisfied with ITE graduates' performance (87%) in comparison to graduates from all higher education programs (83%). Employers were most satisfied with 'Engineering' graduates (90%) and least satisfied with 'Agriculture' graduates (80%).

**Figure 72:** Overall employer satisfaction with graduates, 2017



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

Figure 73 shows employer perceptions of the extent to which the graduate's qualification prepared them for employment.

**For undergraduates:**

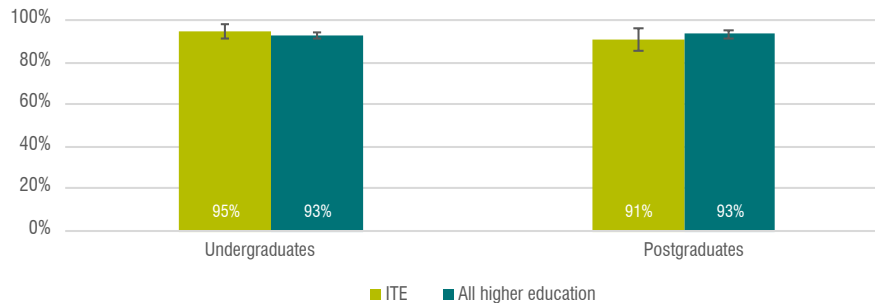
- 95% ( $n = 211$ ) of ITE graduate employers reported that the graduate's qualification prepared them for employment, compared to 93% ( $n = 2,007$ ) of all higher education graduate employers. Note that the slight overlap between confidence intervals indicates this difference may not be significant.

**For postgraduates:**

- 91% ( $n = 106$ ) of ITE graduate employers reported that the graduate's qualification prepared them for employment, compared to 93% ( $n = 1,614$ ) of all higher education graduate employers. Again, the overlap between confidence intervals indicates this difference may not be significant.



**Figure 73:** Employer perceptions of graduate preparedness for employment, 2017



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 – that is, teachers with between one and five years' teaching experience. Data on the impact of induction on early career teachers as they enter the teacher workforce has also been inadequate. This section presents data on induction from the 2019 AITSL Stakeholder Survey of 2,975 school leaders, experienced teachers, and early career teachers. Please see Appendix 3 for information about the survey and details of the respondent profile.

### Provision of formal induction by contract type

The survey asked school leaders about the provision of formal induction for early career teachers on different types of employment contract.<sup>36</sup> Early career teachers were also asked whether they received formal induction, and their responses were filtered according to their contract type.

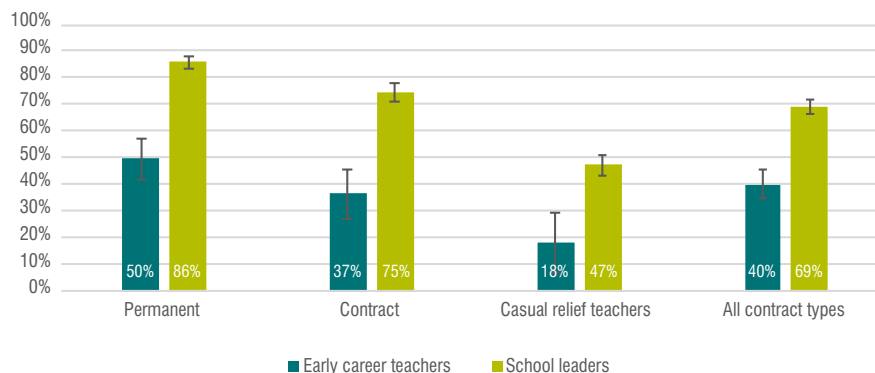
Figure 74 presents these results.

- Early career teachers on a permanent contract (part-time and full-time) were most likely to have received formal induction, according to both school leaders (86%,  $n = 486$ ) and early career teachers themselves (50%,  $n = 80$ ).
- Only 18% ( $n = 9$ ) of casual-relief teachers indicated they had received formal induction.
- School leaders were significantly more likely to indicate that early career teachers had received formal induction (69%,  $n = 1,175$ ) than early career teachers themselves (40%,  $n = 131$ ).

<sup>35</sup> See, for example, Kearney, S. (2014). *Understanding beginning teacher induction: A contextualised examination of best practice* (vol. 1). London: Cogent Education.

<sup>36</sup> In the AITSL Stakeholder Survey, 'school leaders' includes school principals, deputy/assistant principals, and other school leaders; 'early career teachers' includes teachers with up to five years' teaching experience.

**Figure 74:** Provision of formal induction to early career teachers by employment type, as reported by early career teachers and school leaders, 2019



Source: AITSL 2019 Stakeholder Survey.

## 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, as 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 resilience, emotional wellbeing, and connections with other professionals
- **Professional practices**, including development of a deeper range and sophistication of skills
- **Professional identity**, including development of knowledge of good teaching practices and understanding of expectations, responsibilities, and the significance of teaching.

Figure 75 presents the results from these survey questions.

- Orientation was the most common focus area, with 97% ( $n = 127$ ) of early career teachers, 89% ( $n = 798$ ) of teacher mentors, and 93% ( $n = 516$ ) of school leaders indicating their school had at least some focus in this area.
- Teacher wellbeing was identified as the least common focus area, with 39% ( $n = 51$ ) of early career teachers and 34% ( $n = 307$ ) of teacher mentors indicating their school had no focus in this area. School leaders identified professional practices as the least common focus area (18%,  $n = 42$ ).
- The mean scores in each focus area (i.e. the yellow dot) for the three respondent types indicate that early career teachers and teacher mentors are in greater agreement regarding availability of school induction than school leaders. However, teacher mentors were less likely to report orientation as a focus area than early career teachers and school leaders.

**Figure 75:** Focus of school induction processes as reported by early career teachers, school leaders, and teacher mentors, 2019<sup>37</sup>



Source: AITSL 2019 Stakeholder Survey.

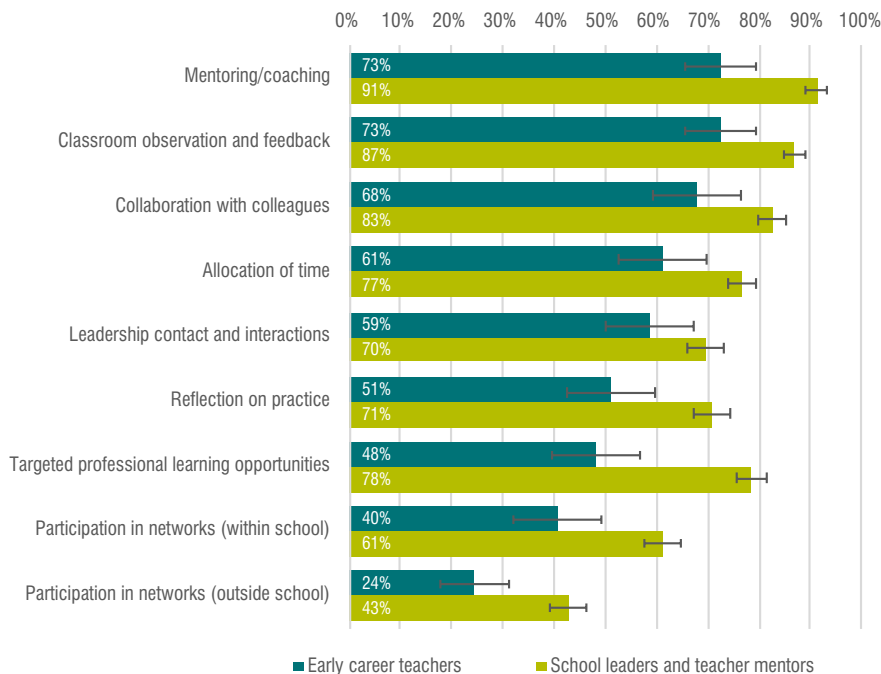
<sup>37</sup> The percentages and means were calculated from a three-point Likert scale where 'to a large extent' = 3, 'to some extent' = 2, and 'not at all' = 1. The means and standard deviations for each item and respondent were: early career teachers – orientation ( $x=2.58$ ,  $SD=0.6$ ), professional identity ( $x=2.07$ ,  $SD=0.7$ ), professional practices ( $x=1.97$ ,  $SD=0.7$ ), teacher wellbeing ( $x=1.72$ ,  $SD = 0.7$ ); school leaders – orientation ( $x=2.79$ ,  $SD = 0.4$ ), professional identity ( $x=2.42$ ,  $SD = 0.6$ ), professional practices ( $x=2.36$ ,  $SD = 0.6$ ), teacher wellbeing ( $x=2.22$ ,  $SD = 0.6$ ); teacher mentors – orientation ( $x=2.33$ ,  $SD=0.7$ ), professional identity ( $x=2.08$ ,  $SD=0.7$ ), professional practices ( $x=2.00$ ,  $SD=0.7$ ), teacher wellbeing ( $x = 1.83$ ,  $SD = 0.7$ ).

The survey also examined the use of various induction strategies in Australian schools. 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.

Figure 76 shows these results.

- Early career teachers reported that mentoring/coaching (73%,  $n = 95$ ) and classroom observation and feedback (73%,  $n = 95$ ) were the most common induction strategies. Similarly, school leaders and teacher mentors reported that mentoring/coaching was the most common induction strategy (91%,  $n = 685$ ).
- Participation in out-of-school networks was the least common induction strategy according to both early career teachers (24%,  $n = 32$ ) and school leaders and teacher mentors (43%,  $n = 320$ ).
- School and teacher mentors were significantly more likely than early career teachers themselves to indicate that early career teachers had participated in the following induction strategies: mentoring/coaching, classroom observation and feedback, collaboration with colleagues, reflection on practice, targeted professional learning opportunities, and participation in in-school networks.

**Figure 76:** Induction strategies used in schools as reported by early career teachers versus school leaders and teacher mentors, 2019



Source: AITSL 2019 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.

Figure 77 demonstrates the results.

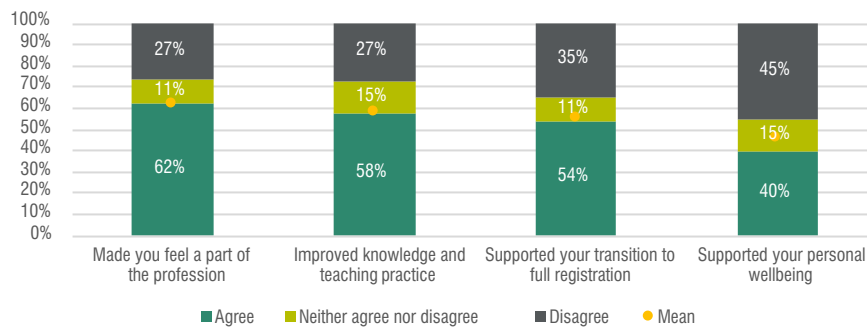
- 62% ( $n = 81$ ) of early career teachers agreed that their induction experience made them feel a part of the profession.
- 58% ( $n = 76$ ) of early career teachers agreed that their induction experience improved their knowledge and teaching practice.
- About half (54%,  $n = 71$ ) of early career teachers agreed that their induction experience supported their transition to full registration.
- A large portion (45%,  $n = 59$ ) of early career teachers disagreed that their induction experience supported their personal wellbeing.

## Quick Link

More information on teacher induction can be found in AITSL's *Spotlight Induction Report*. Find it at:

[www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight---induction.pdf](http://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight---induction.pdf)

**Figure 77:** Extent to which induction experience supported transition into school, early career teachers, 2019<sup>38</sup>



Source: AITSL 2019 Stakeholder Survey.

<sup>38</sup> The percentages and means were calculated from a 10-point Likert scale, where 'agree' = 6–10, 'neither agree nor disagree' = 5, and 'disagree' = 0–4. The means and standard deviations for each item and respondent were: made you feel part of the profession ( $x=6.15$ ,  $SD=2.4$ ), improved knowledge and teaching practice ( $x=5.80$ ,  $SD=2.5$ ), supported your transition to full registration ( $x=5.56$ ,  $SD=2.5$ ), supported your personal wellbeing ( $x=4.60$ ,  $SD = 2.3$ ).

## 5.5 Career intentions of early career teachers

The 2019 AITSL Stakeholder Survey asked early career teachers about their career intentions.

Figure 78 presents these results along with 95% confidence intervals. Note the wide confidence intervals, which indicate a high degree of variance in the survey estimates.

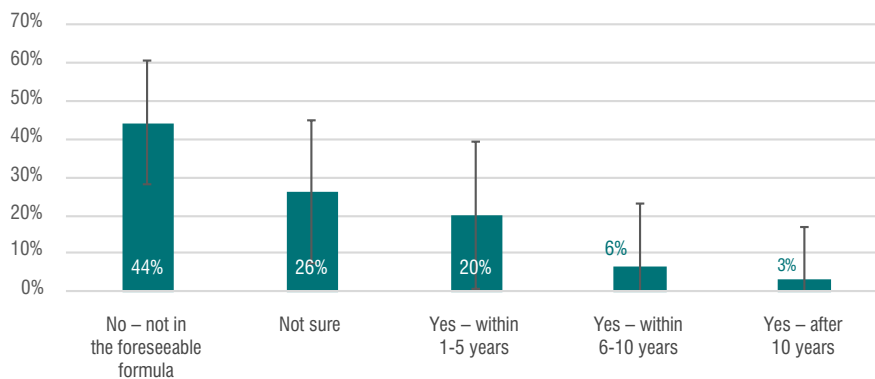
- 44% ( $n = 144$ ) of early career teachers said they were not likely to leave classroom teaching in the foreseeable future.
- 26% ( $n = 85$ ) were unsure.
- 20% ( $n = 66$ ) said they were likely to leave classroom teaching within 1–5 years.

### Quick Link

Full aggregated Excel data tables of the survey results in this report can also be found on the AITSL *Initial Teacher Education: Data Report 2019* webpage:

<http://www.aitsl.edu.au/initial-teacher-education/data-report-2019>

**Figure 78:** Likelihood of early career teachers leaving classroom teaching, 2019



Source: AITSL 2019 Stakeholder Survey.

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## 6 Individual initial teacher education provider reports

This section includes summary reports on individual ITE providers, presented alphabetically.

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 five data sources:

- Higher Education Student Data Collection
- Course Experience Questionnaire (Quality Indicators of Learning and Teaching)
- Graduate Outcomes Survey (Quality Indicators of Learning and Teaching)
- Graduate Destination Survey
- Student Experience Survey.

An explanation of the data presented from each data source is provided below.

### 6.1 Explanation of data in 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. The HESDC data presented in this section is from 2017 and includes data on:

- ITE programs
- commencing ITE student demographic, entry, and study characteristics
- completing ITE student demographic and study characteristics
- time-series commencement and completion data for 2007 to 2017
- undergraduate and postgraduate longitudinal completion and attrition rate averages at each provider, as well as the national average for ITE.<sup>39</sup>

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

The data in this report are derived from verified, 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, signed-off data. Further, the reporting practices followed in entering data into the HEIMS may vary across HEPs.

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

1. The basis-of-admission data show the main criterion on which the commencing student was granted an offer into an ITE program. The categories listed in the individual provider reports in this section include:
  - Higher education course – where a student was granted an offer as a result of a higher education course they had previously undertaken.
  - Secondary education – where a student was granted an offer as a result of completing secondary education at a school, RTO, or HEP. Secondary education is the basis-of-admission category in which ITE students were most likely to have been selected as the result of their ATAR.
  - VET award course – where a student was granted an offer as a result of a VET course they had previously undertaken.
  - Mature age – where a student was granted an offer through a mature age special entry provision as determined by the HEP.
  - Professional qualification – where a student was granted an offer as a result of previous employment relevant to the field of study, as determined by the HEP.
  - Other basis – where a student was granted an offer on a basis not falling into the above categories, for example, through a school principal's letter of recommendation.

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<sup>39</sup> Averages were calculated for the 2007, 2008, 2009, 2010, 2011, and 2012 commencing ITE cohorts at each provider, six years after their commencement (i.e. up to the end of 2012, 2013, 2014, 2015, 2016, and 2017 respectively).



2. The ATAR data include ATARs for ITE students who commenced through a secondary education pathway only. It should be noted that the listed ATARs 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 of the basis on which they were admitted to an ITE program. Any further interpretation of the data to draw conclusions about ATAR and selection should be undertaken with caution. These data do not represent the published minimum entry ATAR scores 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, the data show 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 did not complete an ITE program at the same provider within six years. The latter category includes students who completed an ITE program at another institution, students who re-enrolled in a non-ITE program at the same or another institution, and students who discontinued all university studies.

A six-year timeframe was deemed appropriate because previous analysis using HEIMS data suggests only a very small proportion of students go on to complete an ITE program after six years.<sup>40</sup>

The completion and attrition rates were calculated through longitudinal analysis of data from the HESDC, wherein student IDs, CHESSN, and special ITE course indicators were matched to follow each individual student's progress over the six-year timeframe.

AITSL calculated the combined average completion and attrition rates from data across six cohorts (students who commenced an ITE program in 2007 through to those who commenced in 2012). This analysis enabled AITSL to publish completion and attrition rates for smaller providers whose data would have otherwise been suppressed, and also provided more consistent completion and attrition data for these smaller providers, whose rates across time may be prone to variability due to the small number of students in each cohort.

Finally, it should be noted that lower completion rates are particularly associated with some student demographic and study characteristics. This is further explained in Section 4.7 and should be considered in any further analysis of Section 6.

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

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<sup>40</sup> Six- and ten-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).

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

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## Student Experience Survey

Data from the Student Experience Survey (SES) 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 2015, 2016, and 2017 data from the SES are presented in a column chart showing average scores for each individual ITE provider, as well as the national average, across six domains designed to conceptualise and measure the student higher education experience. These domains are:

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

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

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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. This survey provides information about graduates' perceptions of the quality of education provided at their institution of study. The CEQ was completed by graduates of Australian HEPs about four months after completion of their courses in conjunction with the Graduate Outcomes Survey (GOS), and the data represent combined responses from graduates of undergraduate and postgraduate programs.

Up to and including 2015, 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: Other, Early Childhood, Primary, and Secondary. From 2016 onwards, 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 sampling methodology between the Graduate Outcomes Survey and the previous Graduate Destination Survey also impact on the CEQ. The following variances are important to note:

- GOS data are sampled and collected by a central agency, while GDS data were sampled and collected by each individual higher education institution.
- GOS data collection was restricted to online methods only, while the GDS incorporated other methods, such as paper distribution and collection of data as part of the graduation ceremony.
- The collection period for the GOS ranged from 4 to 8 weeks, as opposed to 3 to 10 months for the GDS.

The CEQ asks graduates to what extent they agree with a series of statements about their study experiences. Combined 2015, 2016, and 2017 data are presented in a column chart showing the average scores for the individual ITE provider, as well as the national average, across the following three indicators:

- Overall satisfaction
- Good teaching
- Generic skills.

The chart presents the average results, together with the upper and lower confidence limits. These confidence intervals are displayed to provide a measure of precision for the results.

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## Graduate Destination Survey/Graduate Outcomes Survey

Combined data from the Graduate Destination Survey (GDS)/Graduate Outcomes Survey (GOS) are presented on the third page of each individual provider report. The GDS/GOS is administered at the same time as the CEQ and collects information about graduate employment outcomes, continuing study, and work-seeking status. The data represent combined employment outcomes for graduates from both undergraduate and postgraduate programs.

Up to and including 2015, ITE students were identified in the GDS by limiting the data to four specific fields of education within the broad field of 'Teacher Education', namely Teacher Education: Other, Early Childhood, Primary, and Secondary. From 2016 onwards, 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. There are several differences in the sampling methodology between the Graduate Outcomes Survey and the Graduate Destination Survey. The three key variances are as follows.

- GOS data are sampled and collected by a central agency, while GDS data were sampled and collected by each individual higher education institution.
- GOS data collection was restricted to online methods only, while GDS data collection incorporated other methods of data collection, such as paper distribution and collection of data as part of the graduation ceremony.
- The collection period for GOS ranged from 4 to 8 weeks, as opposed to 3 to 10 months for the GDS.

The employment outcomes data show the proportion of ITE respondents who were employed about four months after completing their course, by individual ITE provider. Combined 2015, 2016, and 2017 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 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 in Appendix 1.3. Please note that 2015 was the last year the GDS was administered. In 2017 it was incorporated into the GOS.

**Five 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. Data items containing fewer than 25 responses have been omitted. The CEQ and SES data presented in this section allow comparison of an individual ITE provider's average against the national average of all ITE providers. Where there is overlap between the confidence intervals for an ITE provider and for the national average, it cannot be concluded with confidence that there exists a true difference between that 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. Instead, four teacher education field-of-study codes were used to identify ITE students in these surveys, capturing about 90% of ITE students. From 2016 onwards, however, data from HEIMS element E312=22 were 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 and 2017 than in 2015 due to sampling variances between the GDS and the GOS. Therefore, care should be taken when interpreting differences in graduate satisfaction and employment outcomes.
4. In the *Initial Teacher Education: Data Report 2019*, both records of a double degree are counted, whereas for the 2018 report only one was counted. Therefore, the number of records for each of the SES, CEQ, and GOS may differ between the two iterations of the report. This should be considered in any further analysis of Section 6.
5. Lower scores in the SES, CEQ, and GDS/GOS may be correlated with 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

<b>Provider name</b>	<b>Provider name</b>
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 TAFE	University of Southern Queensland
James Cook University	University of Tasmania
La Trobe University	University of Technology, Sydney
Macquarie University	University of the Sunshine Coast
Monash University	University of Wollongong
Morling College	Victoria University
Murdoch University	Western Sydney University

## Initial teacher education

### Program and commencement data

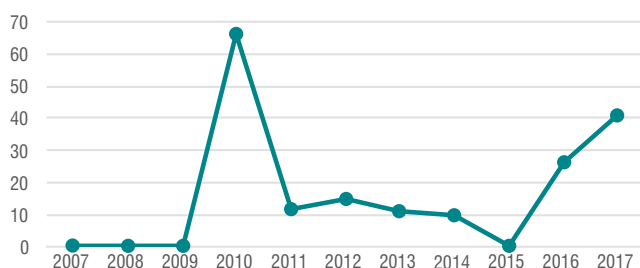
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>41</b>	<b>100%</b>
Student type	Domestic	34	83%
	International	7	17%
Gender	Male	6	15%
	Female	35	85%
Age	<20	7	17%
	20-24	10	24%
	25-29	< 5	np
	30-39	12	29%
	40+	np	np
State/territory of permanent home address*	NSW	14	34%
	VIC	12	29%
	QLD	5	12%
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	6	15%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		0	0%
Disability		< 5	np
Low SES*		< 5	np
Medium SES*		13	38%
High SES*		17	50%
Metro*		25	74%
Regional*		9	26%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>41</b>	<b>100%</b>
Basis of admission	Secondary education	< 5	np
	Higher education course	16	48%
	VET/TAFE	11	33%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	6	18%
ATAR (school leavers)	30-50	< 5	np
	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	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	34	83%
	Secondary	7	17%
	Other	0	0%
Mode of attendance	Internal	7	17%
	External	10	24%
	Multi-modal	24	59%
Type of attendance	Full-time	22	54%
	Part-time	19	46%
Course level	Postgraduate	13	32%
	Undergraduate	28	68%

#### 2017 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

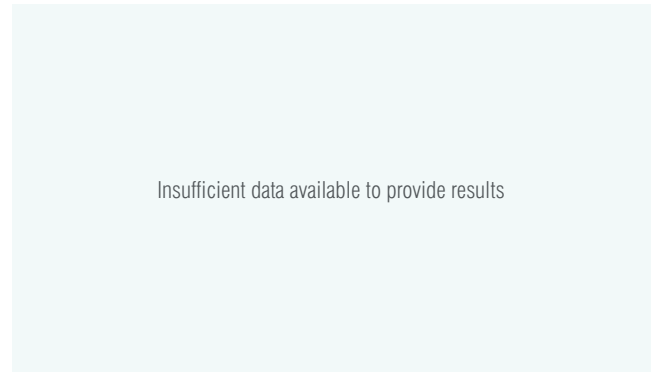
2017 completing students

		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	< 5	np
	25-29	0	0%
	30-39	0	0%
	40+	< 5	np
State/territory of permanent home address*	NSW	< 5	np
	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	0	0%
	Disability	0	0%
	Low SES*	< 5	np
	Medium SES*	< 5	np
	High SES*	0	0%
	Metro*	< 5	np
	Regional*	< 5	np
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	< 5	np
	Secondary	< 5	np
	Other	0	0%
Course level	Postgraduate	< 5	np
	Undergraduate	0	0%

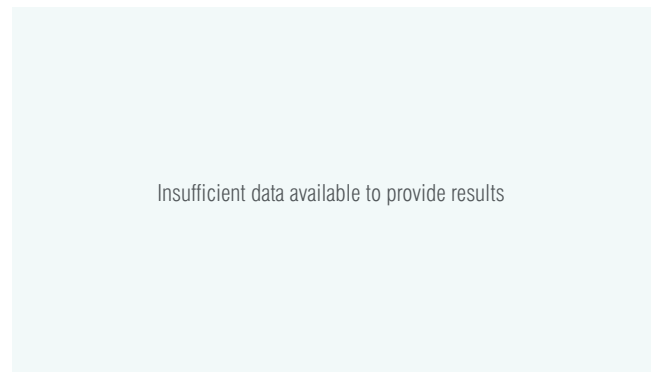
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

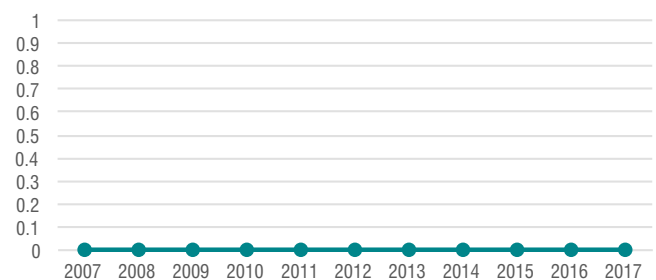


##### Postgraduate



#### 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.

### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*

Not available due to insufficient data

### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*

Not available due to insufficient data

### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^

Not available due to insufficient data

\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

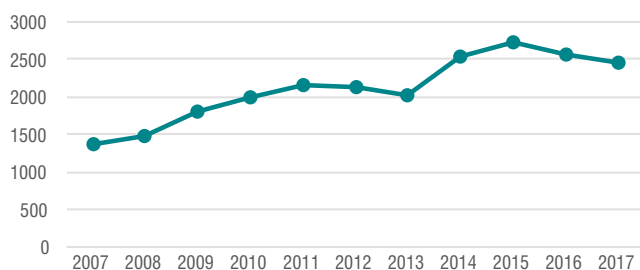
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>2,456</b>	<b>100%</b>
Student type	Domestic	2342	95%
	International	114	5%
Gender	Male	650	26%
	Female	1,806	74%
Age	<20	1,426	58%
	20-24	643	26%
	25-29	193	8%
	30-39	122	5%
	40+	72	3%
State/territory of permanent home address*	NSW	939	38%
	VIC	896	36%
	QLD	429	17%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	67	3%
	International	115	5%
	Equity status (domestic onshore students only)	NESB	25
Indigenous		67	3%
Disability		112	5%
Low SES*		321	14%
Medium SES*		1,293	55%
High SES*		722	31%
Metro*		2,118	90%
Regional*		220	9%
Remote*		< 5	np

#### Time series

Number of commencements



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

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

#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>2,456</b>	<b>100%</b>
Basis of admission	Secondary education	1,077	44%
	Higher education course	737	30%
	VET/TAFE	236	10%
	Mature entry	np	np
	Professional qualification	< 5	np
	Other basis	388	16%
ATAR (school leavers)	30-50	20	2%
	51-55	83	8%
	56-60	118	11%
	61-65	142	13%
	66-70	144	13%
	71-75	115	11%
	76-80	78	7%
	81-85	56	5%
	86-90	33	3%
	91-95	16	1%
	96-100	< 5	np
	Students without ATAR	261	25%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	449	18%
	Primary	965	39%
	Secondary	1,042	42%
	Other	0	0%
Mode of attendance	Internal	2,099	85%
	External	323	13%
	Multi-modal	34	1%
Type of attendance	Full-time	2,232	91%
	Part-time	224	9%
Course level	Postgraduate	504	21%
	Undergraduate	1,952	79%

#### 2017 program information

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

## Initial teacher education Completion data

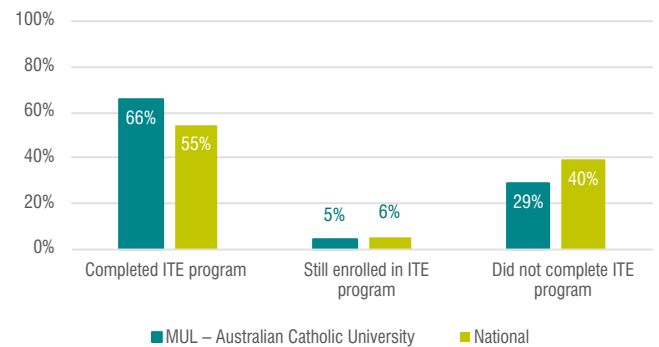
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>1138</b>	<b>100%</b>
Gender	Male	227	20%
	Female	911	80%
Age	<20	< 5	np
	20-24	829	73%
	25-29	167	15%
	30-39	89	8%
	40+	np	np
State/territory of permanent home address*	NSW	426	37%
	VIC	455	40%
	QLD	182	16%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	48	4%
	International	20	2%
Equity status (domestic onshore students only)	NESB	8	1%
	Indigenous	9	1%
	Disability	70	6%
	Low SES*	137	12%
	Medium SES*	600	54%
	High SES*	378	34%
	Metro*	1,028	92%
	Regional*	87	8%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	281	25%
	Primary	485	43%
	Secondary	372	33%
	Other	0	0%
Course level	Postgraduate	236	21%
	Undergraduate	902	79%

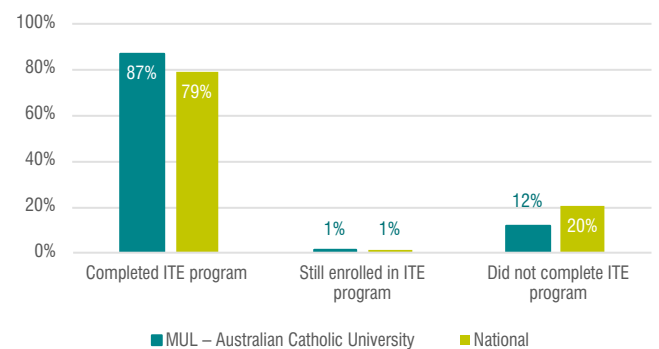
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

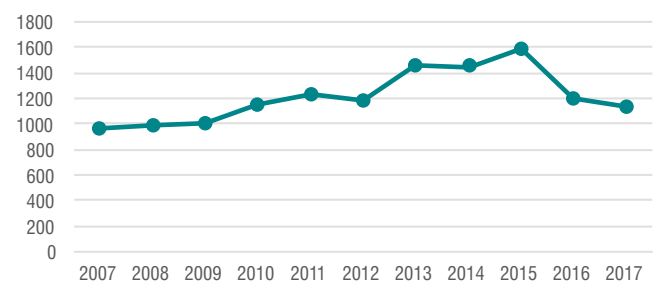


#### Postgraduate



#### 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.

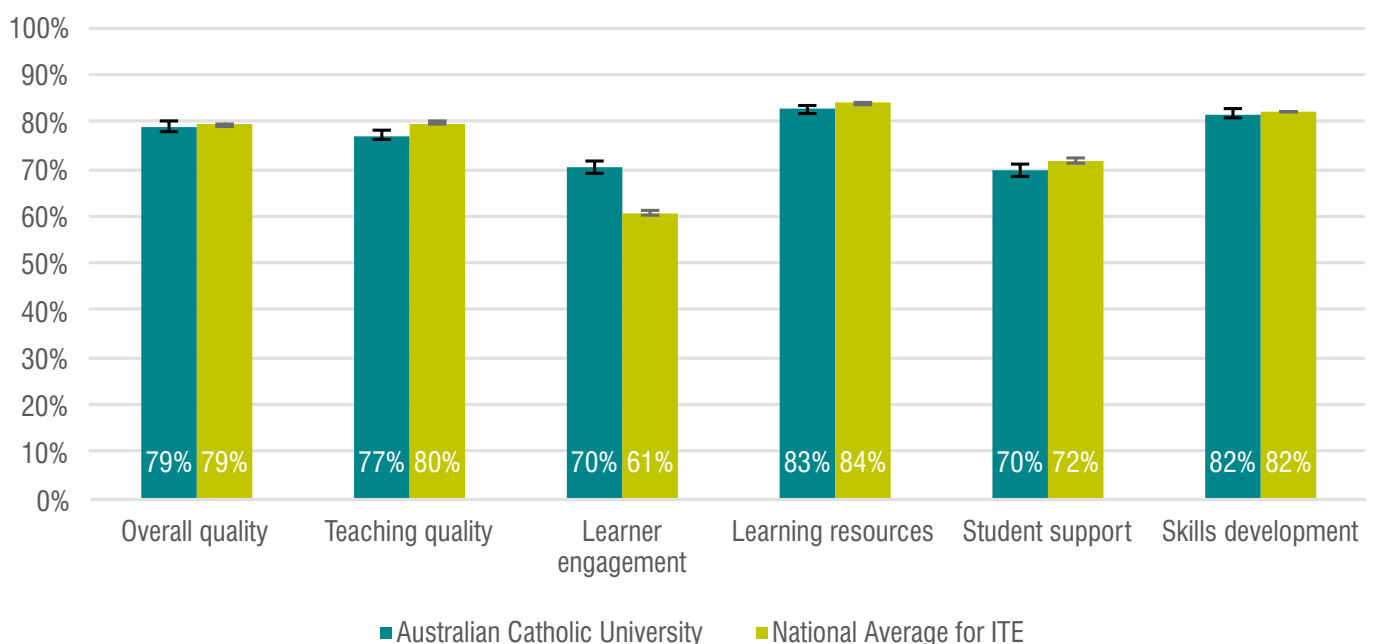
## Initial teacher education

### 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.

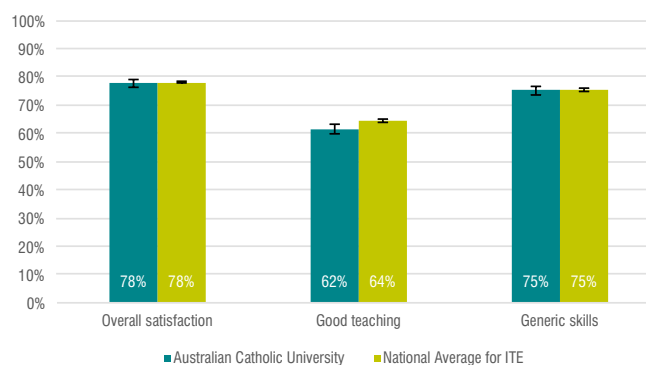
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



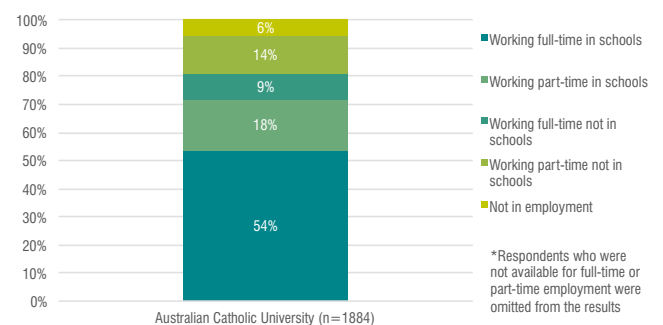
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

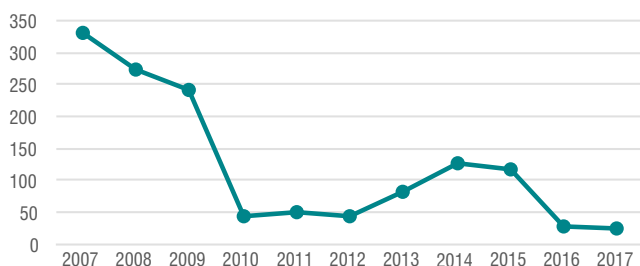
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>25</b>	<b>100%</b>
Student type	Domestic	25	100%
	International	0	0%
Gender	Male	5	20%
	Female	20	80%
Age	<20	10	40%
	20-24	12	48%
	25-29	< 5	np
	30-39	0	0%
	40+	< 5	np
State/territory of permanent home address*	NSW	23	92%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	0	0%
	Equity status (domestic onshore students only)	NESB	0
Indigenous		0	0%
Disability		< 5	np
Low SES*		5	20%
Medium SES*		14	56%
High SES*		6	24%
Metro*		22	88%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>25</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 (school leavers)	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	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	25	100%
	Other	0	0%
Mode of attendance	Internal	np	np
	External	< 5	np
	Multi-modal	0	0%
Type of attendance	Full-time	np	np
	Part-time	< 5	np
Course level	Postgraduate	0	0%
	Undergraduate	25	100%

#### 2017 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

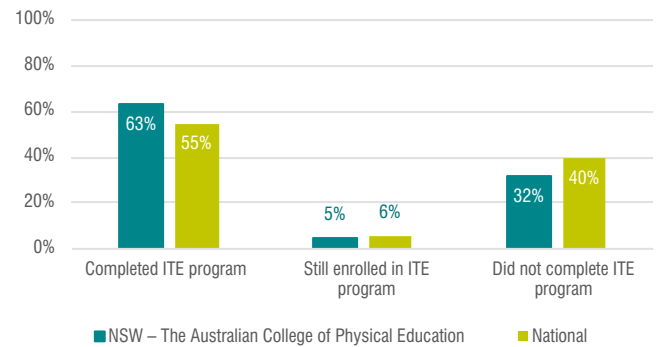
2017 completing students

		Number	%
<b>Total completing students</b>		<b>26</b>	<b>100%</b>
Gender	Male	9	35%
	Female	17	65%
Age	<20	0	0%
	20-24	21	81%
	25-29	< 5	np
	30-39	0	0%
	40+	< 5	np
State/territory of permanent home address*	NSW	24	92%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	0	0%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	5	19%
	Medium SES*	9	35%
	High SES*	12	46%
	Metro*	22	85%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	26	100%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	26	100%

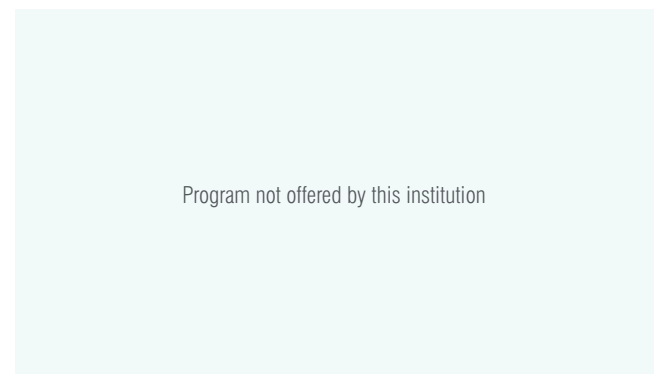
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

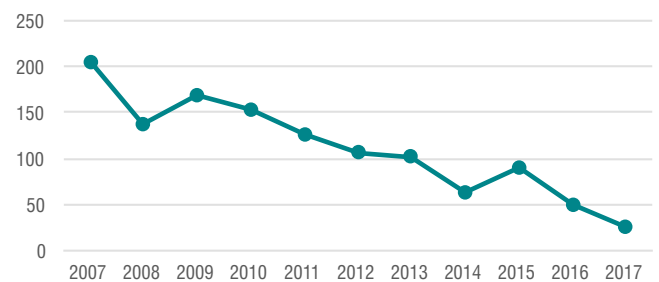


##### Postgraduate



#### 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.

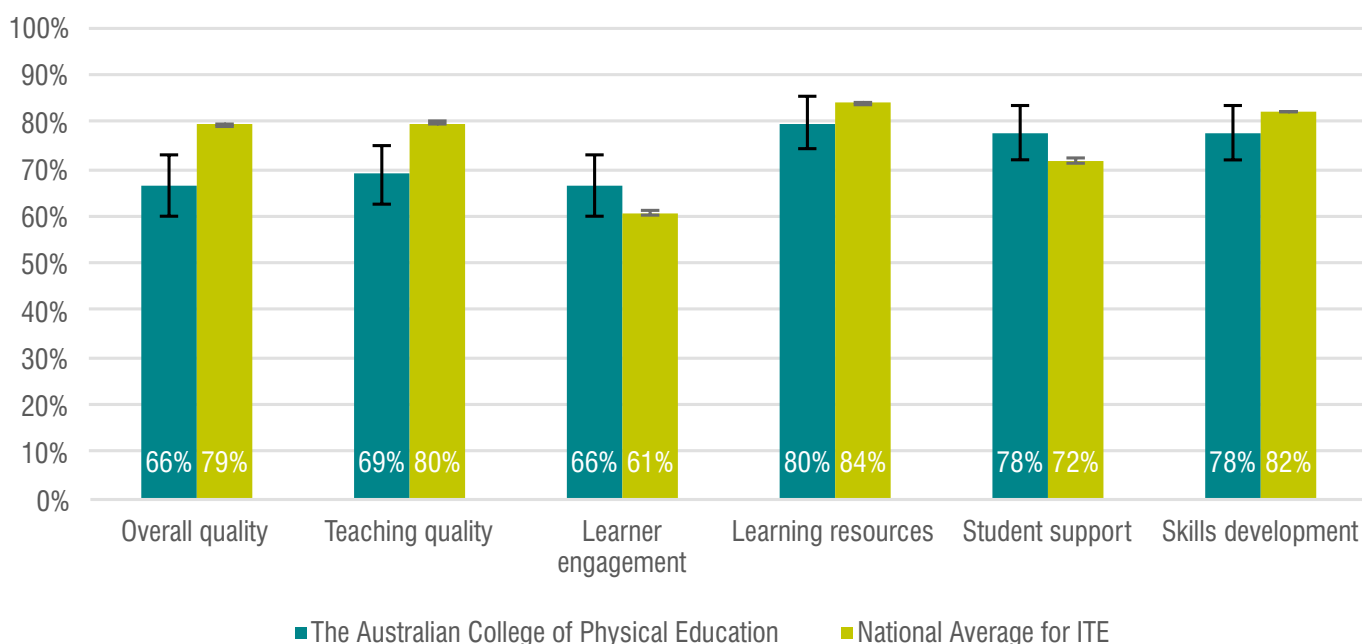
## Initial teacher education

### 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.

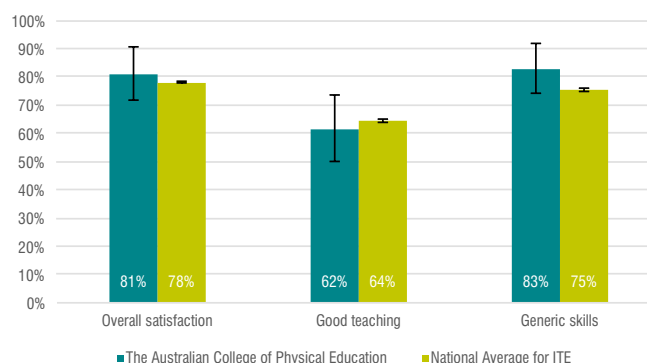
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



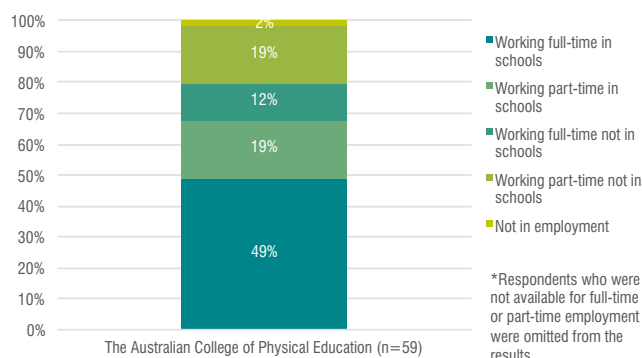
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

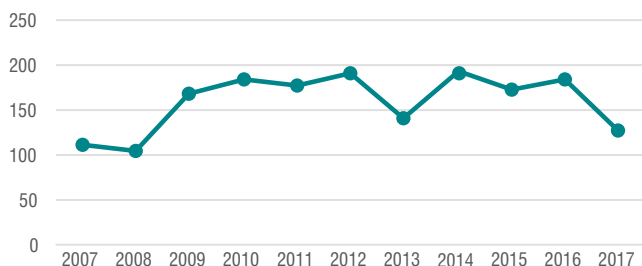
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>128</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	53	41%
	Female	75	59%
Age	<20	60	47%
	20-24	41	32%
	25-29	10	8%
	30-39	10	8%
	40+	7	5%
State/territory of permanent home address*	NSW	100	78%
	VIC	6	5%
	QLD	11	9%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	< 5	np
	International	< 5	np
	Equity status (domestic onshore students only)	NESB	0
Indigenous		< 5	np
Disability		< 5	np
Low SES*		35	28%
Medium SES*		78	63%
High SES*		11	9%
Metro*		107	86%
Regional*		16	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>128</b>	<b>100%</b>
Basis of admission	Secondary education	40	32%
	Higher education course	65	52%
	VET/TAFE	15	12%
	Mature entry	np	np
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (school leavers)	30-50	< 5	np
	51-55	< 5	np
	56-60	< 5	np
	61-65	< 5	np
	66-70	< 5	np
	71-75	< 5	np
	76-80	< 5	np
	81-85	< 5	np
	86-90	< 5	np
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	8	21%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	19	15%
	Primary	47	37%
	Secondary	62	48%
	Other	0	0%
Mode of attendance	Internal	78	61%
	External	26	20%
	Multi-modal	24	19%
Type of attendance	Full-time	110	86%
	Part-time	18	14%
Course level	Postgraduate	21	16%
	Undergraduate	107	84%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	18%
	Undergraduate	18	82%
	Total	22	100%



## Initial teacher education

### Completion data

#### Demographic and study characteristics

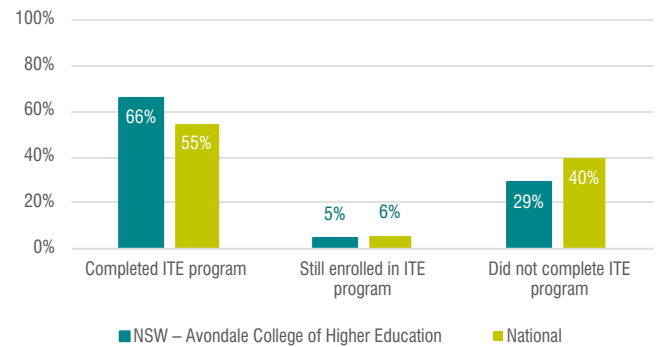
2017 completing students

		Number	%
<b>Total completing students</b>		<b>81</b>	<b>100%</b>
Gender	Male	28	35%
	Female	53	65%
Age	<20	0	0%
	20-24	53	65%
	25-29	15	19%
	30-39	6	7%
	40+	7	9%
State/territory of permanent home address*	NSW	60	74%
	VIC	< 5	np
	QLD	11	14%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	16	20%
	Medium SES*	52	66%
	High SES*	11	14%
	Metro*	60	76%
	Regional*	18	23%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	6	7%
	Primary	31	38%
	Secondary	44	54%
	Other	0	0%
Course level	Postgraduate	14	17%
	Undergraduate	67	83%

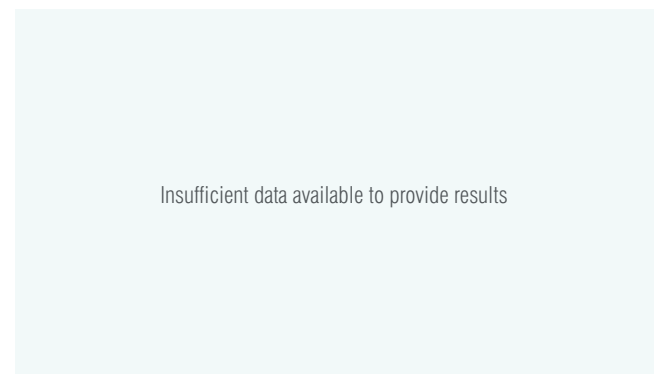
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

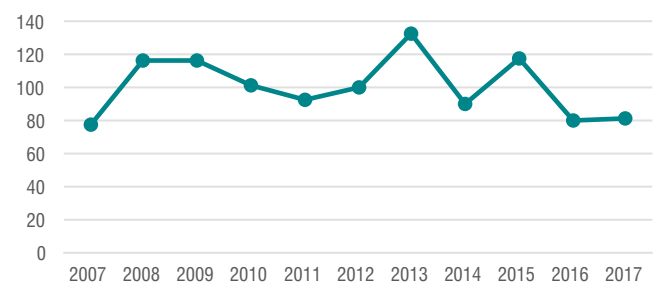


##### Postgraduate



#### 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.

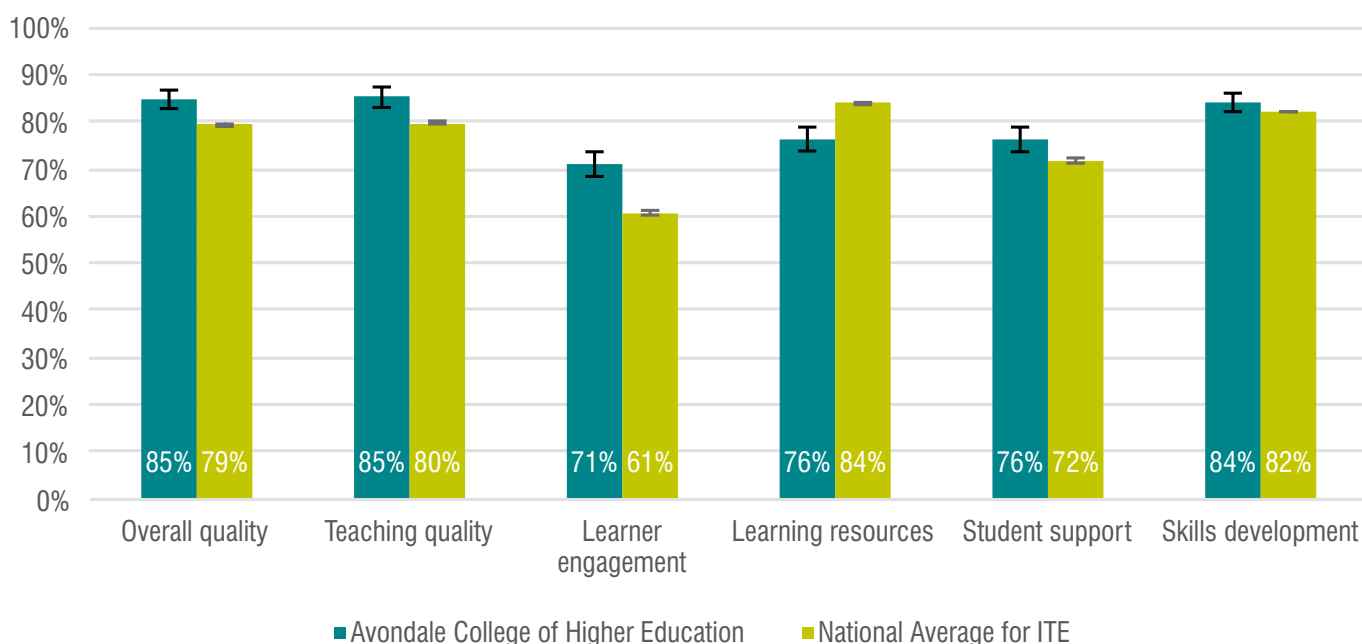
## Initial teacher education

### 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.

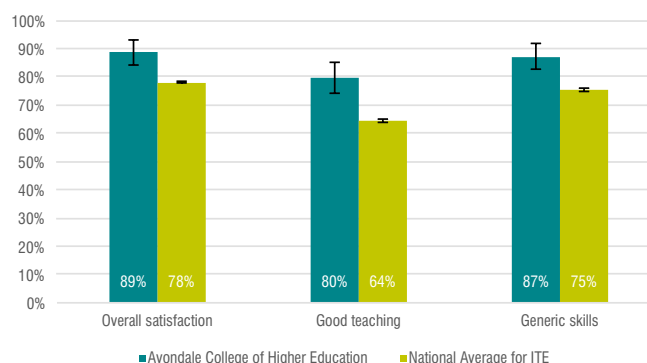
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



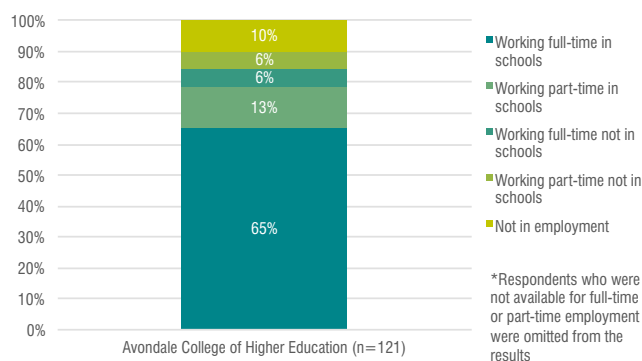
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

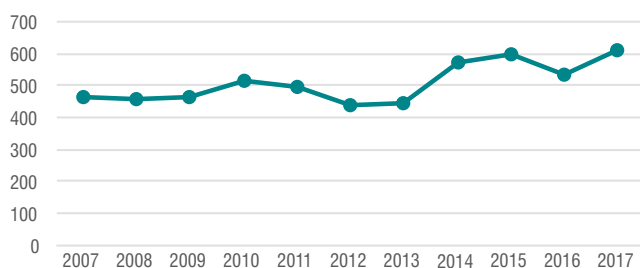
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>611</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	182	30%
	Female	429	70%
Age	<20	210	34%
	20-24	120	20%
	25-29	82	13%
	30-39	117	19%
	40+	82	13%
State/territory of permanent home address*	NSW	11	2%
	VIC	9	1%
	QLD	553	91%
	WA	28	5%
	SA	6	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		17	3%
Disability		13	2%
Low SES*		383	63%
Medium SES*		198	32%
High SES*		29	5%
Metro*		100	16%
Regional*		488	80%
Remote*		21	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>611</b>	<b>100%</b>
Basis of admission	Secondary education	153	25%
	Higher education course	327	54%
	VET/TAFE	33	5%
	Mature entry	58	10%
	Professional qualification	< 5	np
	Other basis	np	np
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	18	12%
	71-75	17	11%
	76-80	18	12%
	81-85	15	10%
	86-90	13	8%
	91-95	7	3%
	96-100	0	0%
	Students without ATAR	65	44%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	66	11%
	Primary	179	29%
	Secondary	193	32%
	Other	173	28%
Mode of attendance	Internal	76	12%
	External	122	20%
	Multi-modal	413	68%
Type of attendance	Full-time	487	80%
	Part-time	124	20%
Course level	Postgraduate	173	28%
	Undergraduate	438	72%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	25%
	Undergraduate	6	75%
	Total	8	100%

## Initial teacher education Completion data

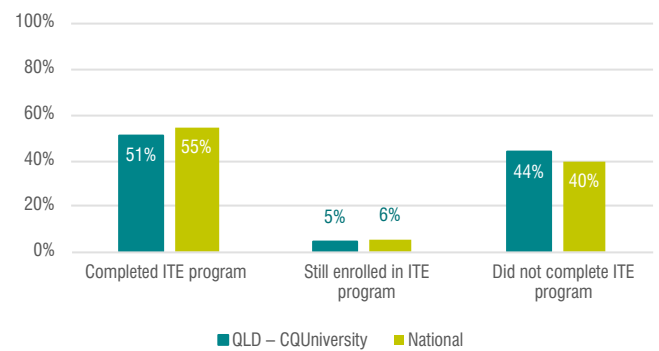
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>222</b>	<b>100%</b>
Gender	Male	59	27%
	Female	163	73%
Age	<20	0	0%
	20-24	105	47%
	25-29	36	16%
	30-39	45	20%
	40+	36	16%
State/territory of permanent home address*	NSW	5	2%
	VIC	5	2%
	QLD	195	88%
	WA	12	5%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	5	2%
	Disability	< 5	np
	Low SES*	124	56%
	Medium SES*	80	36%
	High SES*	17	8%
	Metro*	49	22%
	Regional*	165	75%
Detailed field of teacher education	Not specified	8	4%
	Early Childhood	24	11%
	Primary	62	28%
	Secondary	25	11%
	Other	103	46%
Course level	Postgraduate	95	43%
	Undergraduate	127	57%

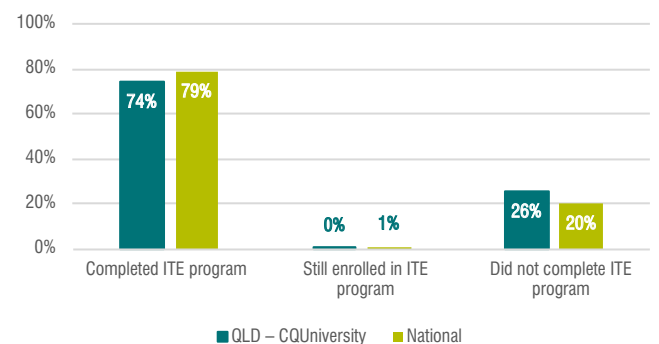
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

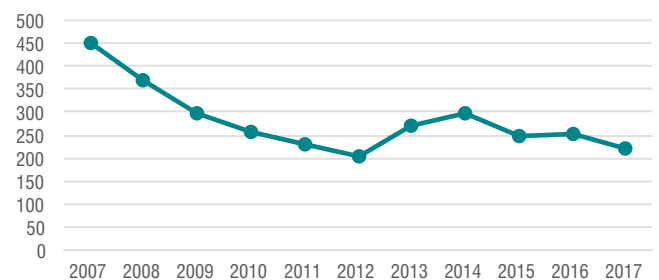


#### Postgraduate



#### 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.

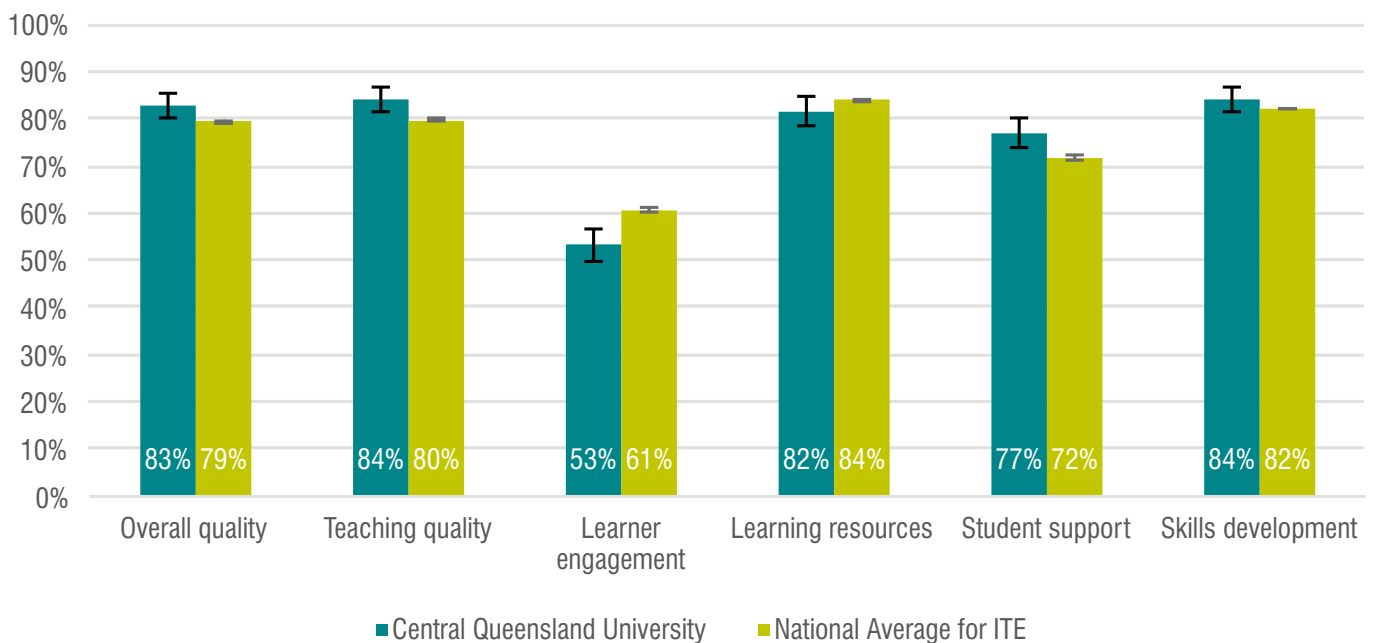
## Initial teacher education

### 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.

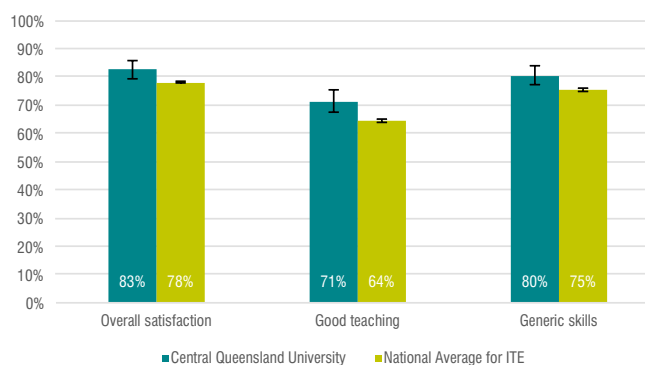
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



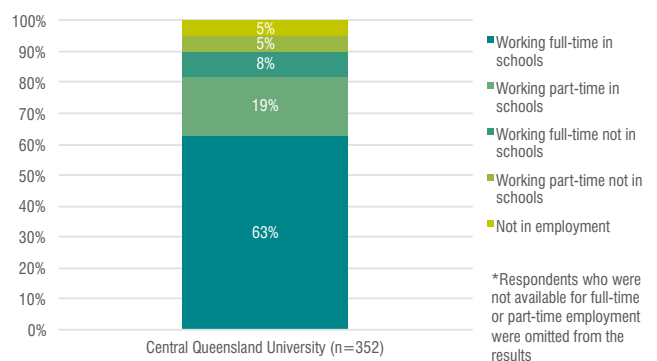
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

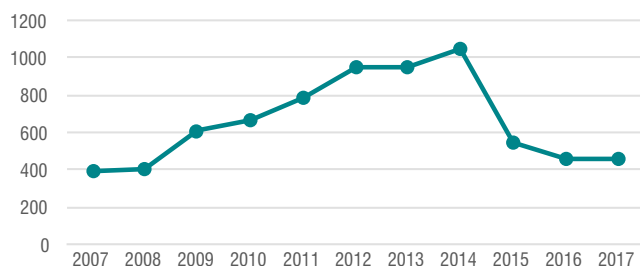
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>459</b>	<b>100%</b>
Student type	Domestic	441	96%
	International	18	4%
Gender	Male	123	27%
	Female	336	73%
Age	<20	66	14%
	20-24	106	23%
	25-29	93	20%
	30-39	130	28%
	40+	64	14%
State/territory of permanent home address*	NSW	23	5%
	VIC	31	7%
	QLD	20	4%
	WA	16	3%
	SA	177	39%
	TAS	< 5	np
	NT	168	37%
	ACT	< 5	np
	International	19	4%
	Equity status (domestic onshore students only)	NESB	15
Indigenous		23	5%
Disability		16	4%
Low SES*		121	28%
Medium SES*		251	57%
High SES*		62	14%
Metro*		146	33%
Regional*		237	54%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>459</b>	<b>100%</b>
Basis of admission	Secondary education	97	21%
	Higher education course	226	49%
	VET/TAFE	57	12%
	Mature entry	43	9%
	Professional qualification	0	0%
	Other basis	36	8%
ATAR (school leavers)	30-50	0	0%
	51-55	< 5	np
	56-60	< 5	np
	61-65	< 5	np
	66-70	< 5	np
	71-75	< 5	np
	76-80	< 5	np
	81-85	< 5	np
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	80	85%
Detailed field of teacher education	Not specified	140	31%
	Early Childhood	82	18%
	Primary	149	32%
	Secondary	88	19%
	Other	0	0%
Mode of attendance	Internal	43	9%
	External	355	77%
	Multi-modal	61	13%
Type of attendance	Full-time	294	64%
	Part-time	165	36%
Course level	Postgraduate	0	0%
	Undergraduate	459	100%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	11%
	Undergraduate	17	89%
	Total	19	100%

## Initial teacher education Completion data

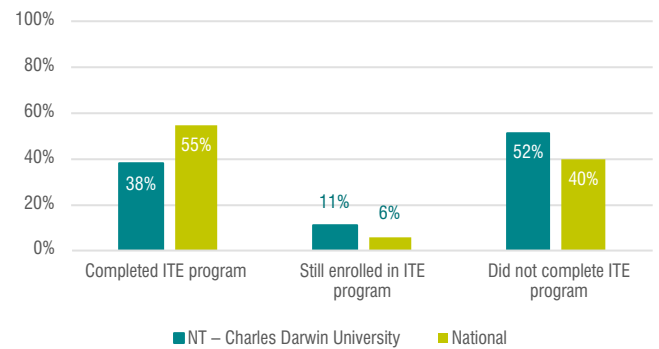
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>258</b>	<b>100%</b>
Gender	Male	52	20%
	Female	206	80%
Age	<20	< 5	np
	20-24	49	19%
	25-29	71	28%
	30-39	85	33%
	40+	np	np
State/territory of permanent home address*	NSW	16	6%
	VIC	13	5%
	QLD	11	4%
	WA	10	4%
	SA	115	45%
	TAS	< 5	np
	NT	75	29%
	ACT	< 5	np
	International	10	4%
Equity status (domestic onshore students only)	NESB	5	2%
	Indigenous	8	3%
	Disability	8	3%
	Low SES*	77	31%
	Medium SES*	138	56%
	High SES*	30	12%
	Metro*	97	39%
	Regional*	107	43%
	Remote*	36	15%
Detailed field of teacher education	Not specified	136	53%
	Early Childhood	47	18%
	Primary	62	24%
	Secondary	13	5%
	Other	0	0%
Course level	Postgraduate	42	16%
	Undergraduate	216	84%

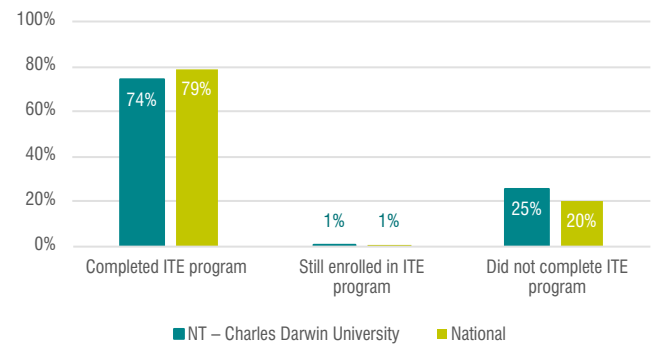
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

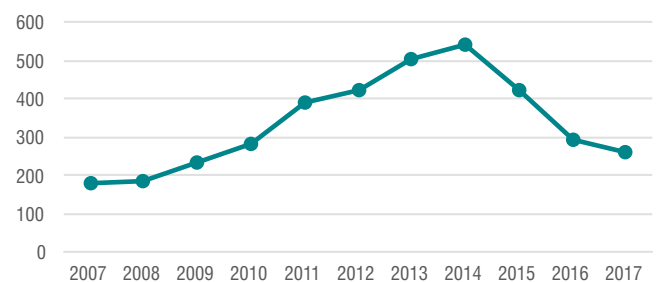


#### Postgraduate



#### 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.

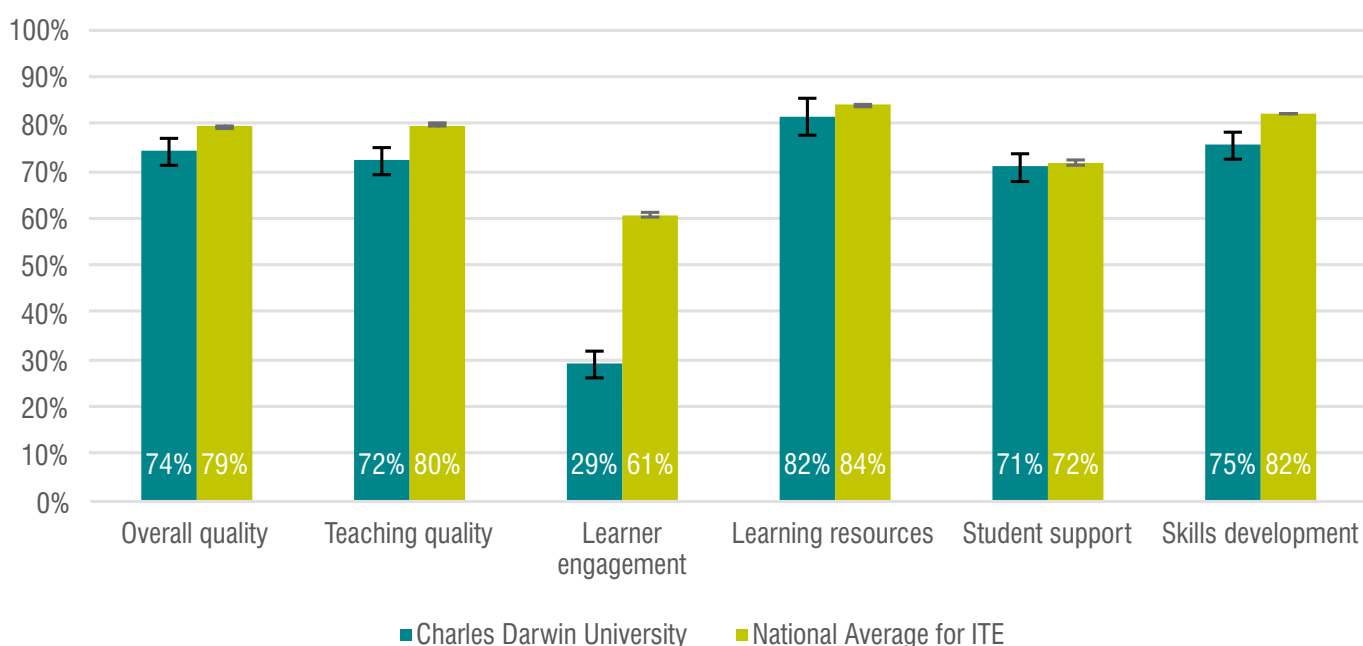
## Initial teacher education

### 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.

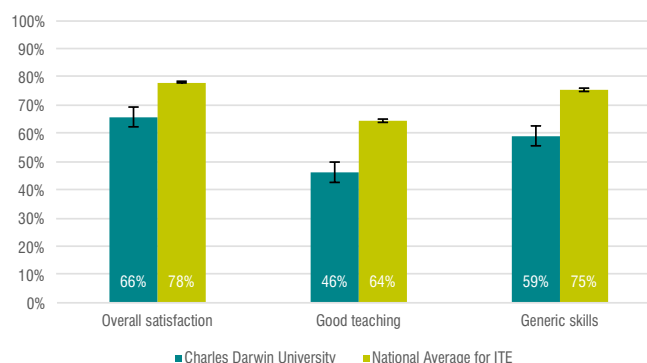
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



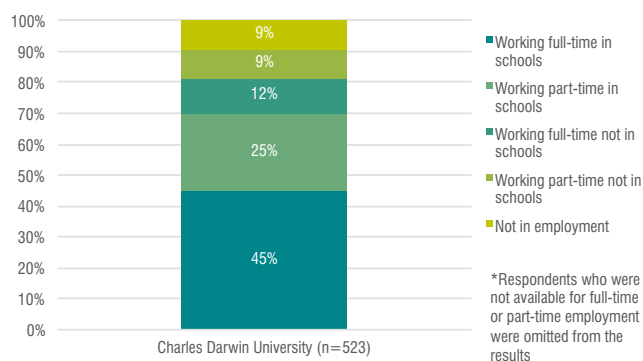
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.



## Initial teacher education

### Program and commencement data

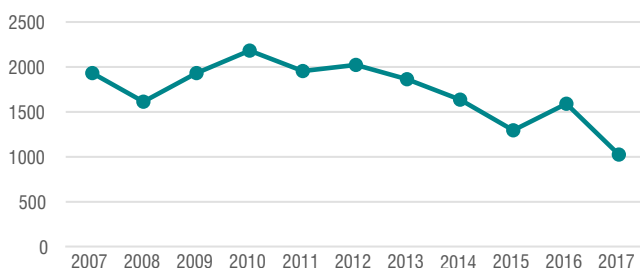
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,024</b>	<b>100%</b>
Student type	Domestic	1014	99%
	International	10	1%
Gender	Male	199	19%
	Female	825	81%
Age	<20	108	11%
	20-24	250	24%
	25-29	223	22%
	30-39	271	26%
	40+	172	17%
State/territory of permanent home address*	NSW	807	79%
	VIC	87	8%
	QLD	55	5%
	WA	10	1%
	SA	13	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	32	3%
	International	15	1%
	Equity status (domestic onshore students only)	NESB	25
Indigenous		35	3%
Disability		26	3%
Low SES*		240	24%
Medium SES*		539	53%
High SES*		229	23%
Metro*		618	61%
Regional*		381	38%
Remote*		10	1%

#### Time series

Number of commencements



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

Due to a discrepancy in the coding of data provided to the HESDC, commencement figures for Charles Sturt University are underrepresented. The correct number of commencing ITE students at Charles Sturt University in 2017 was 1196. Additionally, the correct number of undergraduate courses offered by Charles Sturt University was 16. 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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,024</b>	<b>100%</b>
Basis of admission	Secondary education	24	2%
	Higher education course	437	43%
	VET/TAFE	510	50%
	Mature entry	33	3%
	Professional qualification	0	0%
	Other basis	20	2%
ATAR (school leavers)	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	21%
	81-85	0	0%
	86-90	0	0%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	8	33%
Detailed field of teacher education	Not specified	133	13%
	Early Childhood	431	42%
	Primary	184	18%
	Secondary	276	27%
	Other	0	0%
Mode of attendance	Internal	69	7%
	External	842	82%
	Multi-modal	113	11%
Type of attendance	Full-time	497	49%
	Part-time	527	51%
Course level	Postgraduate	181	18%
	Undergraduate	843	82%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	9%
	Undergraduate	20	91%
	Total	22	100%

## Initial teacher education Completion data

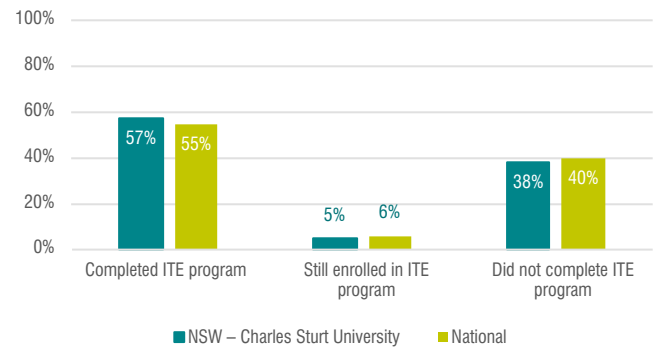
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>699</b>	<b>100%</b>
Gender	Male	132	19%
	Female	567	81%
Age	<20	< 5	np
	20-24	209	30%
	25-29	140	20%
	30-39	190	27%
	40+	np	np
State/territory of permanent home address*	NSW	589	84%
	VIC	61	9%
	QLD	10	1%
	WA	< 5	np
	SA	6	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	13	2%
	International	7	1%
Equity status (domestic onshore students only)	NESB	12	2%
	Indigenous	13	2%
	Disability	16	2%
	Low SES*	171	25%
	Medium SES*	381	56%
	High SES*	132	19%
	Metro*	334	49%
	Regional*	335	49%
Detailed field of teacher education	Not specified	132	19%
	Early Childhood	239	34%
	Primary	116	17%
	Secondary	212	30%
	Other	0	0%
Course level	Postgraduate	43	6%
	Undergraduate	656	94%

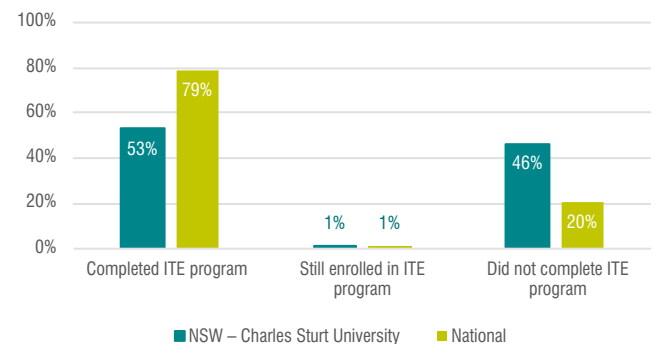
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

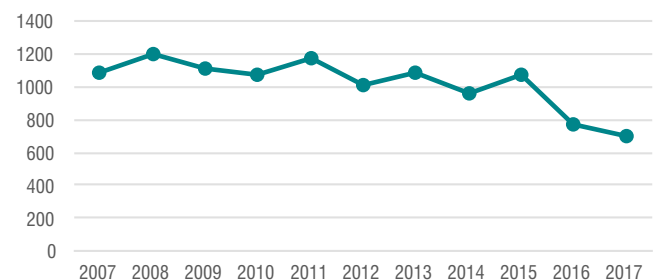


#### Postgraduate



#### 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.

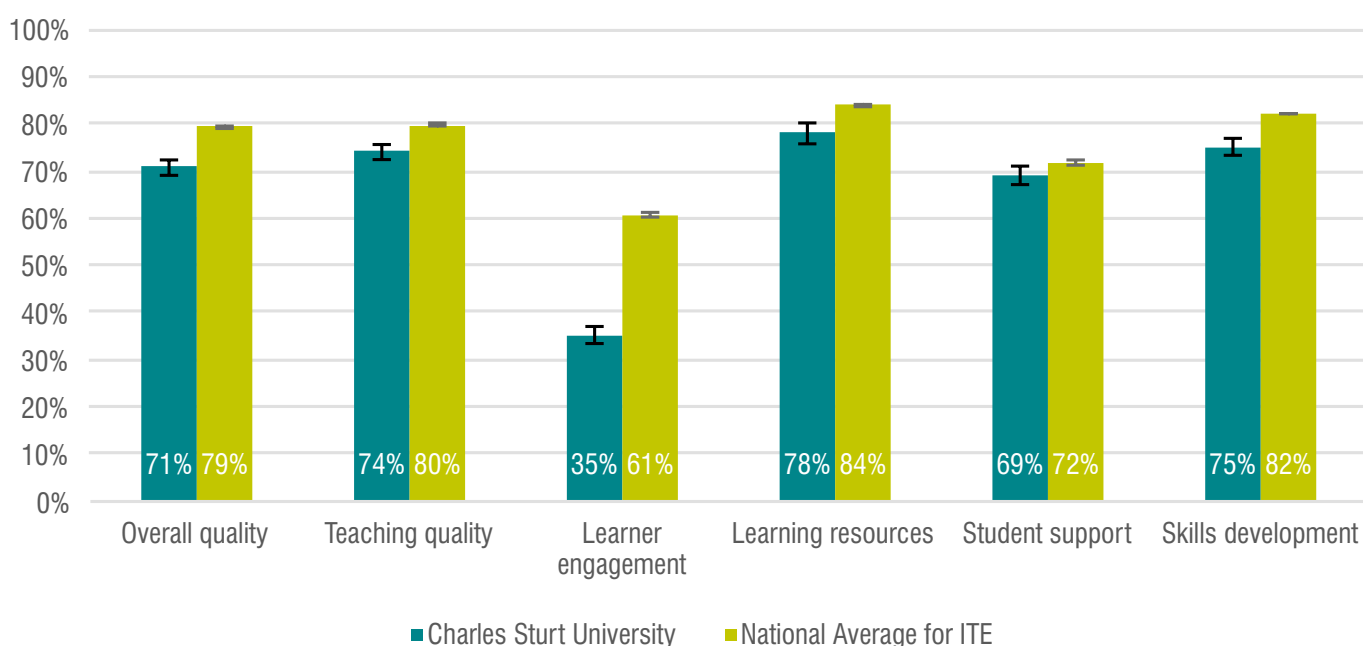
## Initial teacher education

### 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.

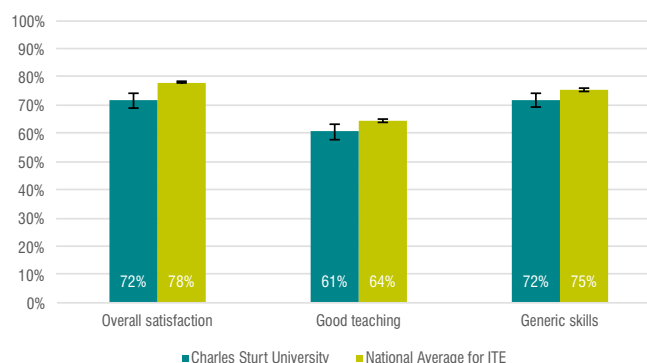
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



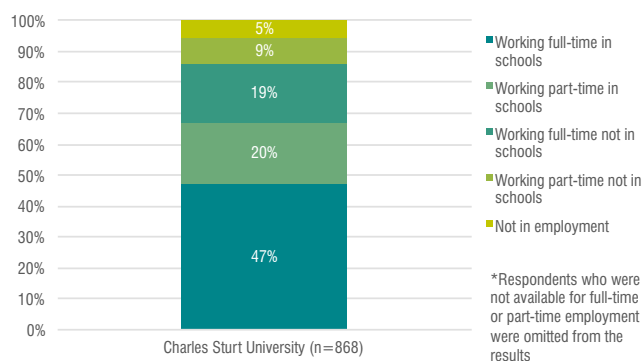
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

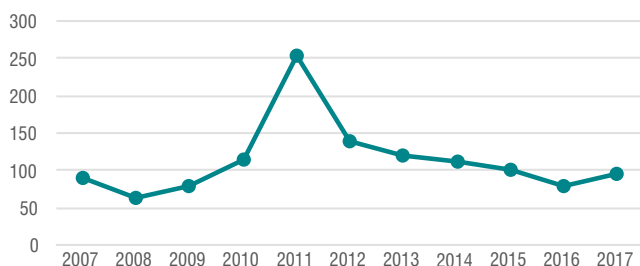
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>96</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	45	47%
	Female	51	53%
Age	<20	31	32%
	20-24	27	28%
	25-29	10	10%
	30-39	17	18%
	40+	11	11%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	92	96%
	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
Indigenous		< 5	np
Disability		6	6%
Low SES*		14	15%
Medium SES*		54	58%
High SES*		25	27%
Metro*		87	94%
Regional*		< 5	np
Remote*		< 5	np

#### Time series

Number of commencements



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

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

#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>96</b>	<b>100%</b>
Basis of admission	Secondary education	27	28%
	Higher education course	53	55%
	VET/TAFE	11	11%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	5	5%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	6	25%
	66-70	< 5	np
	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	11	46%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	27	28%
	Secondary	69	72%
	Other	0	0%
Mode of attendance	Internal	84	88%
	External	0	0%
	Multi-modal	12	13%
Type of attendance	Full-time	88	92%
	Part-time	8	8%
Course level	Postgraduate	48	50%
	Undergraduate	48	50%

#### 2017 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

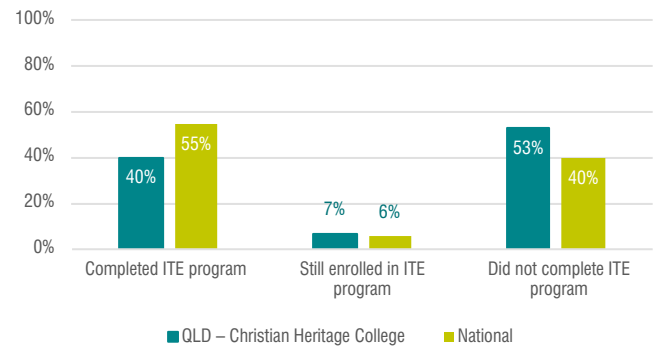
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>71</b>	<b>100%</b>
Gender	Male	26	37%
	Female	45	63%
Age	<20	0	0%
	20-24	29	41%
	25-29	14	20%
	30-39	16	23%
	40+	12	17%
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	67	94%
	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	7%
	Indigenous	< 5	np
	Disability	5	7%
	Low SES*	8	12%
	Medium SES*	44	65%
	High SES*	16	24%
	Metro*	68	np
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	np	np
	Secondary	53	77%
	Other	< 5	np
Course level	Postgraduate	44	62%
	Undergraduate	27	38%

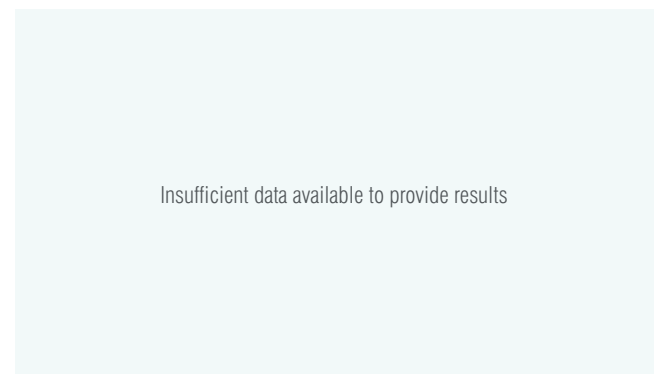
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

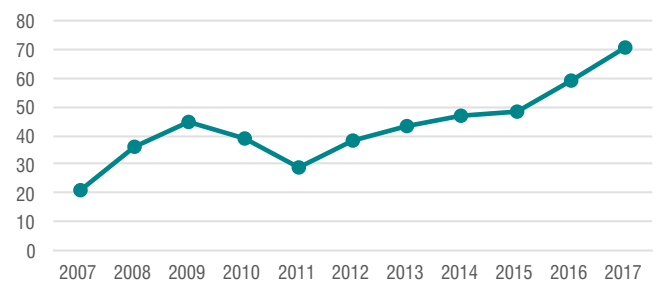


#### Postgraduate



#### 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.

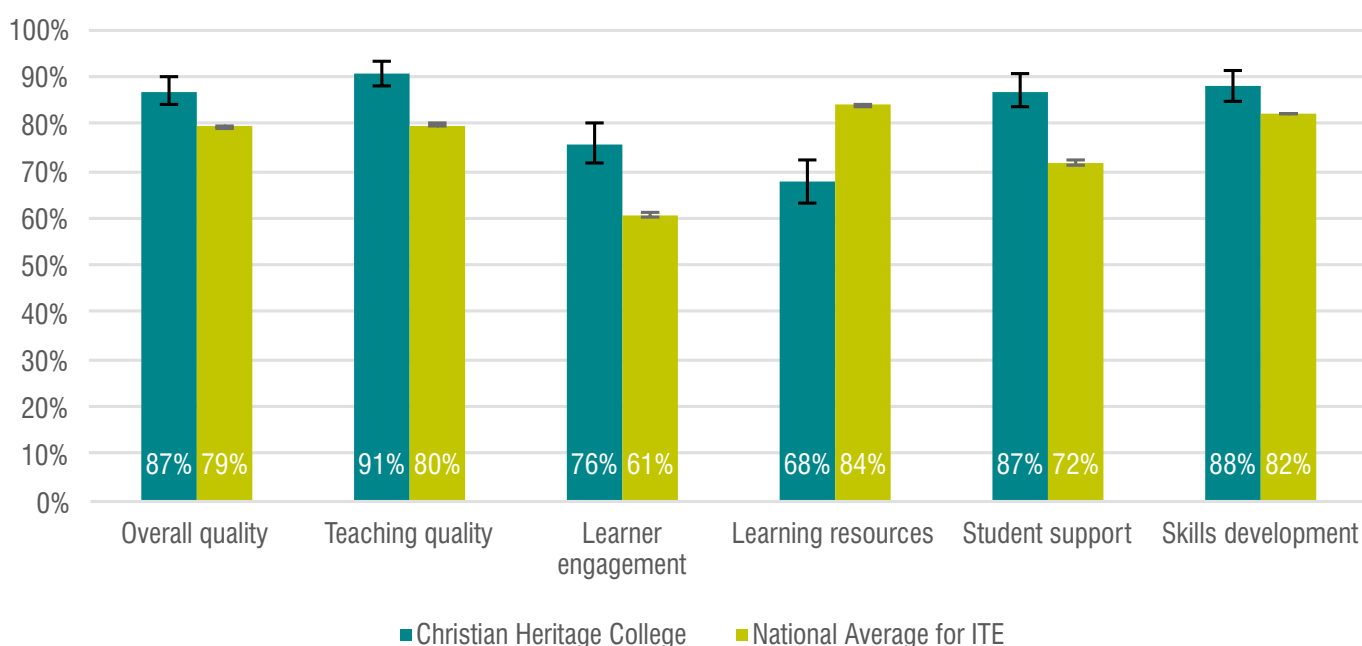
## Initial teacher education

### 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.

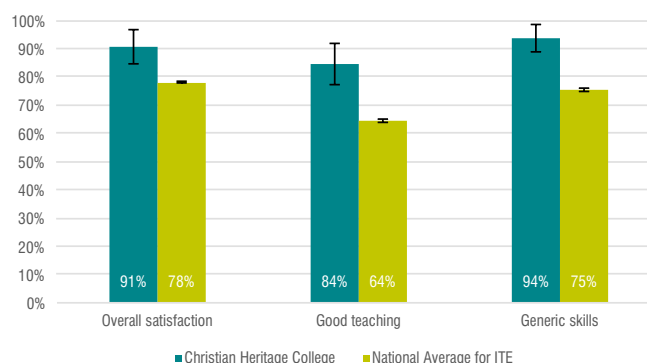
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



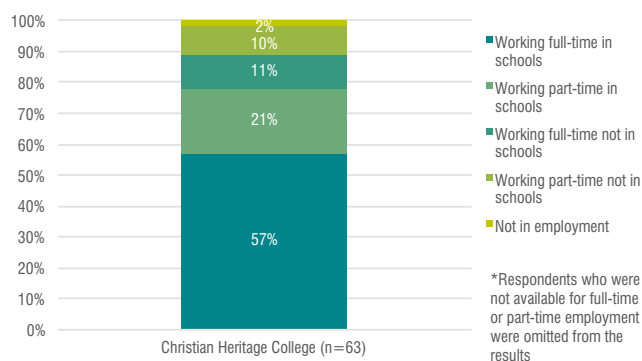
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

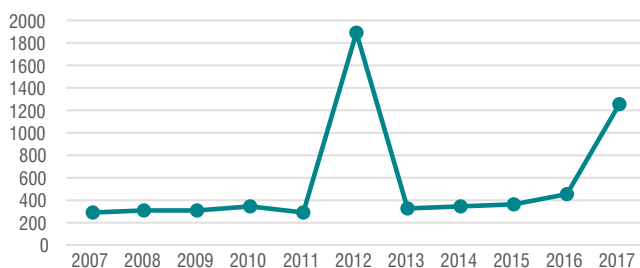
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,255</b>	<b>100%</b>
Student type	Domestic	1243	99%
	International	12	1%
Gender	Male	238	19%
	Female	1,017	81%
Age	<20	356	28%
	20-24	274	22%
	25-29	201	16%
	30-39	296	24%
	40+	128	10%
State/territory of permanent home address*	NSW	260	21%
	VIC	122	10%
	QLD	157	13%
	WA	623	50%
	SA	55	4%
	TAS	7	1%
	NT	< 5	np
	ACT	15	1%
	International	np	np
	Equity status (domestic onshore students only)	NESB	26
Indigenous		15	1%
Disability		48	4%
Low SES*		354	28%
Medium SES*		693	56%
High SES*		196	16%
Metro*		996	80%
Regional*		220	18%
Remote*		27	2%

#### Time series

Number of commencements



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

Issues exist with the coding of Initial Teacher Education (ITE) data prior to 2017, this accounts for the apparent steep increase in commencements and completions in 2017. 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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,255</b>	<b>100%</b>
Basis of admission	Secondary education	243	19%
	Higher education course	657	52%
	VET/TAFE	169	13%
	Mature entry	21	2%
	Professional qualification	0	0%
	Other basis	165	13%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	19	8%
	71-75	6	3%
	76-80	19	8%
	81-85	23	10%
	86-90	11	5%
	91-95	12	3%
	96-100	9	4%
	Students without ATAR	141	60%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	304	24%
	Primary	763	61%
	Secondary	188	15%
	Other	0	0%
Mode of attendance	Internal	477	38%
	External	762	61%
	Multi-modal	16	1%
Type of attendance	Full-time	683	54%
	Part-time	572	46%
Course level	Postgraduate	0	0%
	Undergraduate	1,255	100%

#### 2017 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	11	100%
	Total	11	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

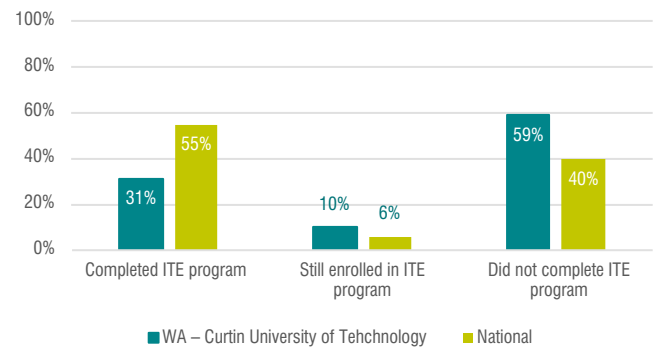
2017 completing students

		Number	%
<b>Total completing students</b>		<b>489</b>	<b>100%</b>
Gender	Male	54	11%
	Female	435	89%
Age	<20	0	0%
	20-24	126	26%
	25-29	73	15%
	30-39	181	37%
	40+	109	22%
State/territory of permanent home address*	NSW	148	30%
	VIC	69	14%
	QLD	50	10%
	WA	153	31%
	SA	27	6%
	TAS	< 5	np
	NT	0	0%
	ACT	5	1%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	17	4%
	Low SES*	121	27%
	Medium SES*	264	58%
	High SES*	70	15%
	Metro*	343	75%
	Regional*	104	23%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	145	30%
	Primary	317	65%
	Secondary	27	6%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	489	100%

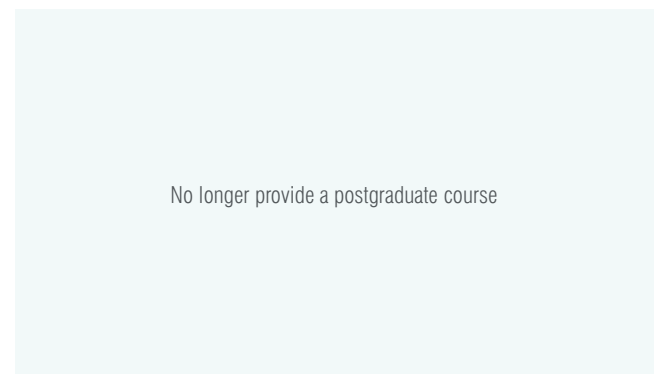
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

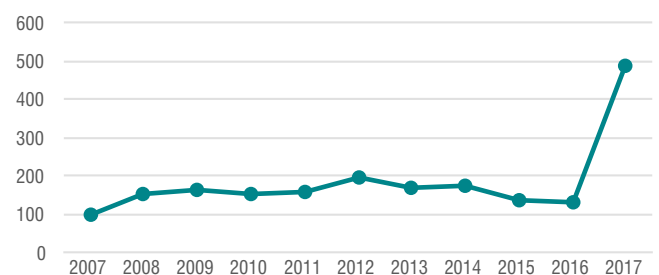


##### Postgraduate



#### 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.



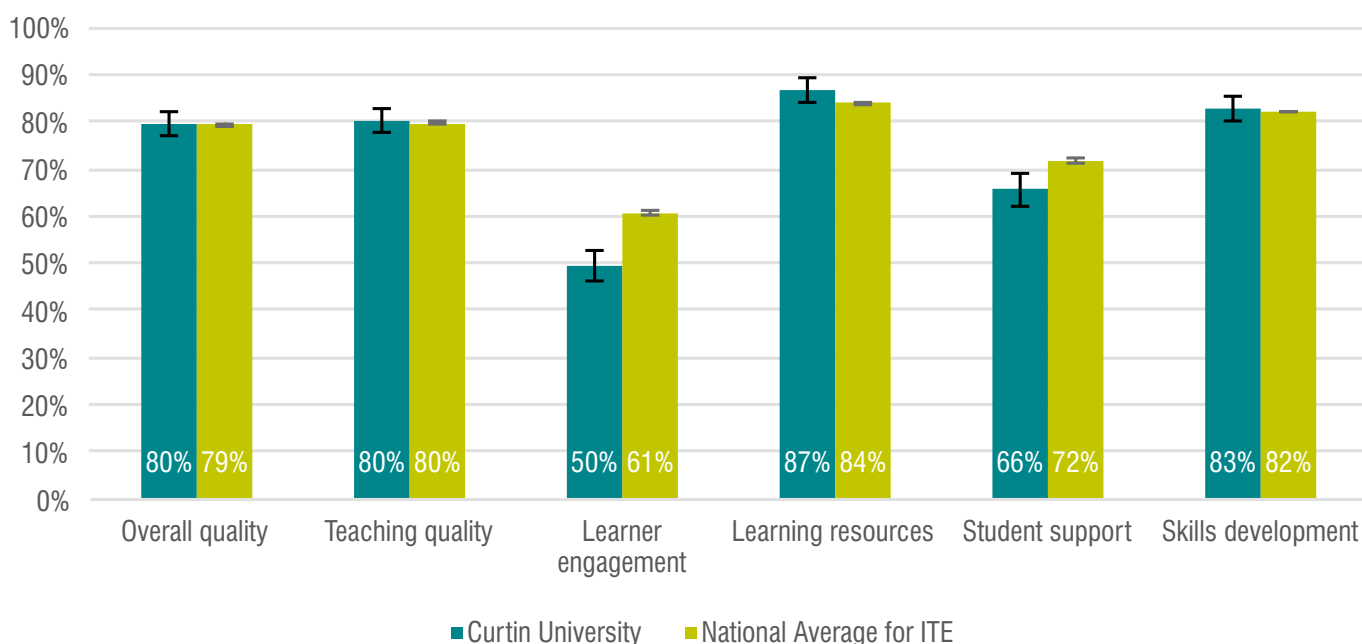
## Initial teacher education

### 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.

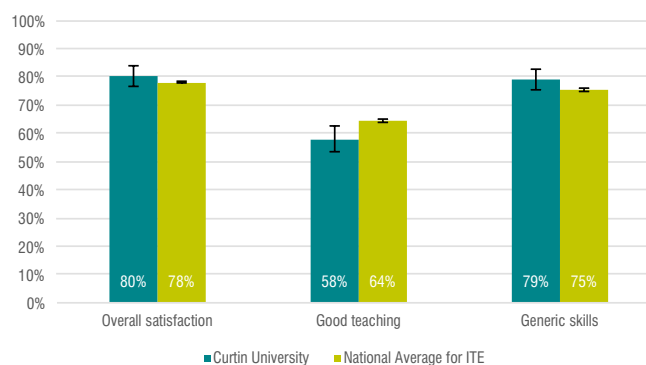
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



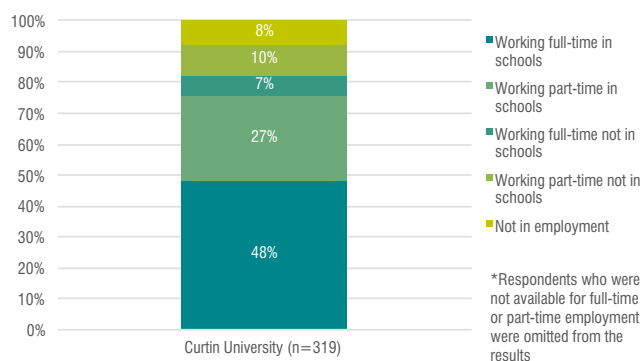
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education Program and commencement data

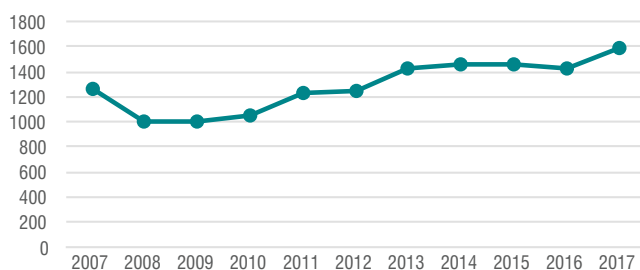
### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,585</b>	<b>100%</b>
Student type	Domestic	1496	94%
	International	89	6%
Gender	Male	407	26%
	Female	1,178	74%
Age	<20	466	29%
	20-24	557	35%
	25-29	225	14%
	30-39	222	14%
	40+	115	7%
State/territory of permanent home address*	NSW	28	2%
	VIC	1,378	87%
	QLD	22	1%
	WA	15	1%
	SA	28	2%
	TAS	9	1%
	NT	< 5	np
	ACT	np	np
	International	95	6%
	Equity status (domestic onshore students only)	NESB	27
Indigenous		17	1%
Disability		103	7%
Low SES*		185	12%
Medium SES*		897	60%
High SES*		407	27%
Metro*		1,160	78%
Regional*		323	22%
Remote*		7	0%

### Time series

Number of commencements



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

\*\*The University has informed us that 131 of the 421 school leavers were selected on the basis of additional post-secondary studies

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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,585</b>	<b>100%</b>
Basis of admission	Secondary education	421	27%
	Higher education course	870	55%
	VET/TAFE	226	14%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	68	4%
ATAR (school leavers)	30-50	8	2%
	51-55	31	7%
	56-60	52	13%
	61-65	86	21%
	66-70	66	16%
	71-75	60	14%
	76-80	44	11%
	81-85	25	6%
	86-90	20	5%
	91-95	6	np
	96-100	< 5	np
	Students without ATAR	15	4%
	Detailed field of teacher education	Not specified	100
Early Childhood		220	14%
Primary		440	28%
Secondary		113	7%
Other		712	45%
Mode of attendance	Internal	912	58%
	External	457	29%
	Multi-modal	216	14%
Type of attendance	Full-time	1,312	83%
	Part-time	273	17%
Course level	Postgraduate	596	38%
	Undergraduate	989	62%

### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	14	37%
	Undergraduate	24	63%
	Total	38	100%

## Initial teacher education Completion data

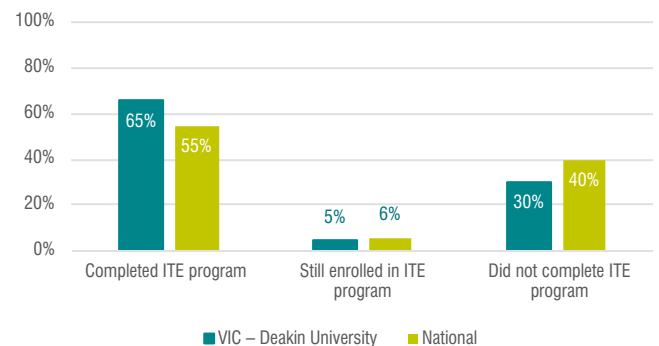
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>883</b>	<b>100%</b>
Gender	Male	201	23%
	Female	682	77%
Age	<20	< 5	np
	20-24	491	56%
	25-29	214	24%
	30-39	117	13%
	40+	np	np
State/territory of permanent home address*	NSW	25	3%
	VIC	776	88%
	QLD	< 5	np
	WA	22	2%
	SA	5	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	13	1%
	International	34	4%
Equity status (domestic onshore students only)	NESB	7	1%
	Indigenous	6	1%
	Disability	54	6%
	Low SES*	69	8%
	Medium SES*	483	57%
	High SES*	297	35%
	Metro*	674	79%
	Regional*	174	20%
Detailed field of teacher education	Not specified	31	4%
	Early Childhood	71	8%
	Primary	373	42%
	Secondary	79	9%
	Other	329	37%
Course level	Postgraduate	360	41%
	Undergraduate	523	59%

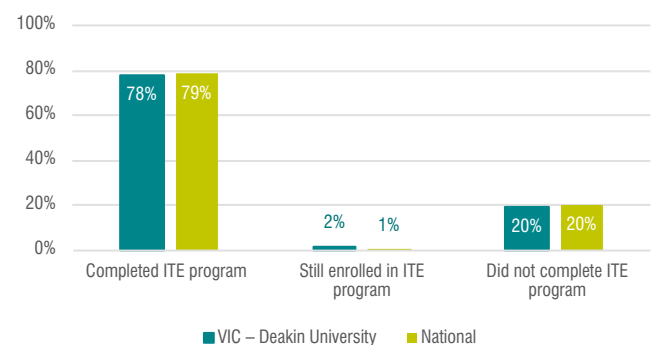
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

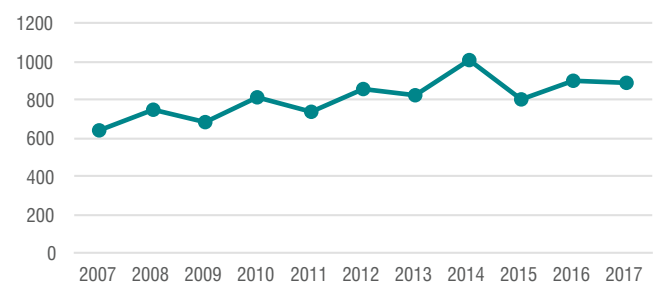


#### Postgraduate



#### 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.

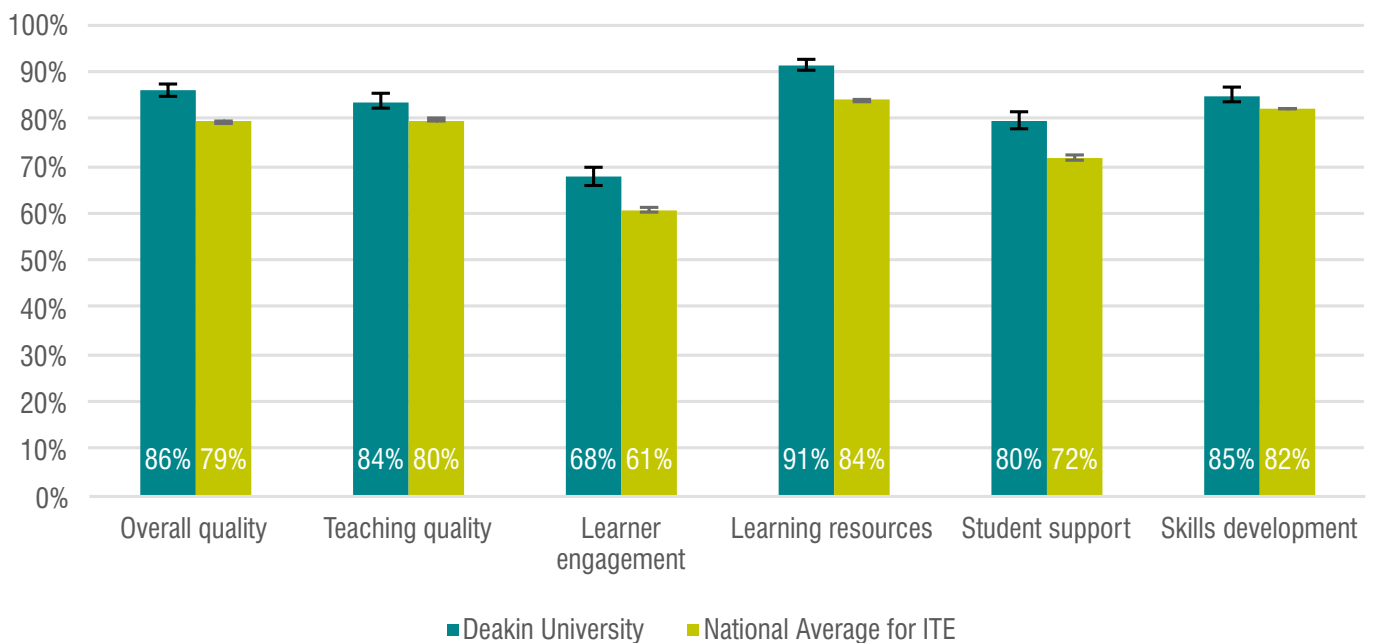
## Initial teacher education

### 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.

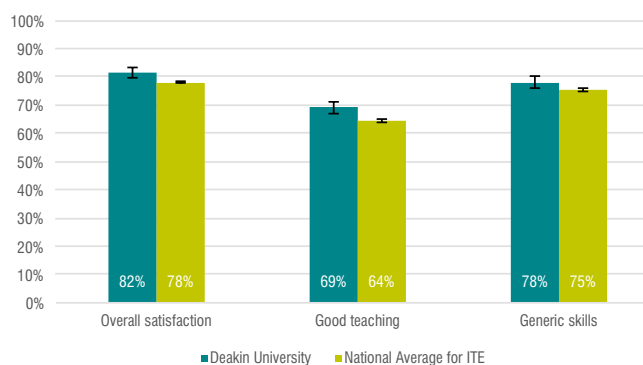
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



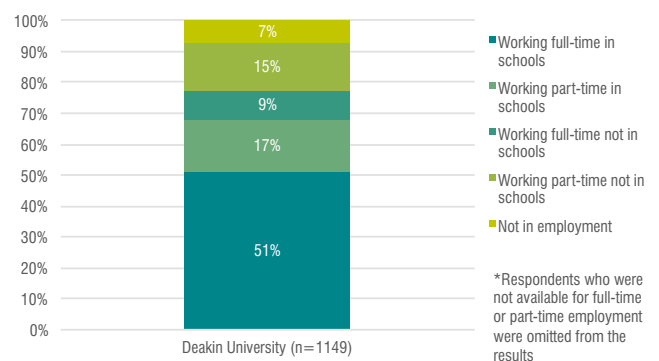
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

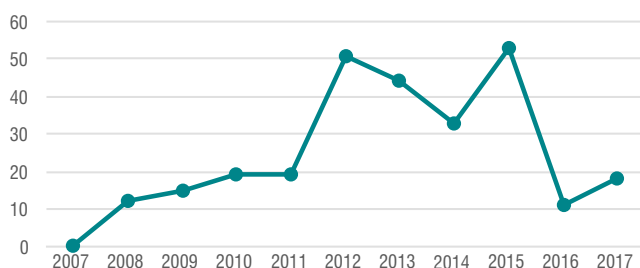
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>18</b>	<b>100%</b>
Student type	Domestic	18	100%
	International	0	0%
Gender	Male	< 5	np
	Female	np	np
Age	< 20	< 5	np
	20-24	< 5	np
	25-29	< 5	np
	30-39	< 5	np
	40+	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	18	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
Indigenous		0	0%
Disability		< 5	np
Low SES*		< 5	np
Medium SES*		12	67%
High SES*		< 5	np
Metro*		14	78%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>18</b>	<b>100%</b>
Basis of admission	Secondary education	< 5	np
	Higher education course	12	67%
	VET/TAFE	0	0%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (school leavers)	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	< 5	np	
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	13	72%
	Secondary	5	28%
	Other	0	0%
Mode of attendance	Internal	< 5	np
	External	< 5	np
	Multi-modal	13	72%
Type of attendance	Full-time	13	72%
	Part-time	5	28%
Course level	Postgraduate	0	0%
	Undergraduate	18	100%

#### 2017 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

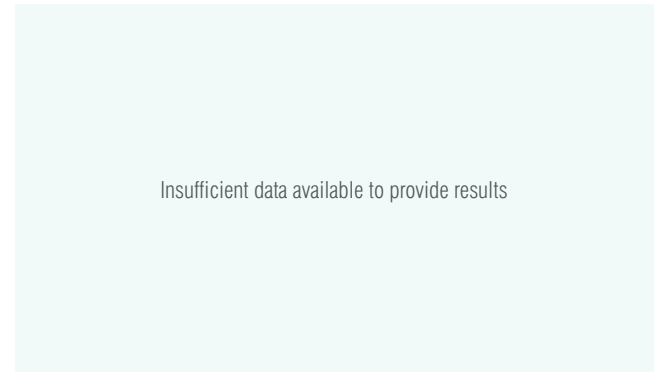
### Demographic and study characteristics 2017 completing students

		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	0	0%
	30-39	< 5	np
	40+	0	0%
State/territory of permanent home address*	NSW	0	0%
	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	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	0	0%
	Medium SES*	< 5	np
	High SES*	0	0%
	Metro*	< 5	np
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	< 5	np
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	< 5	np

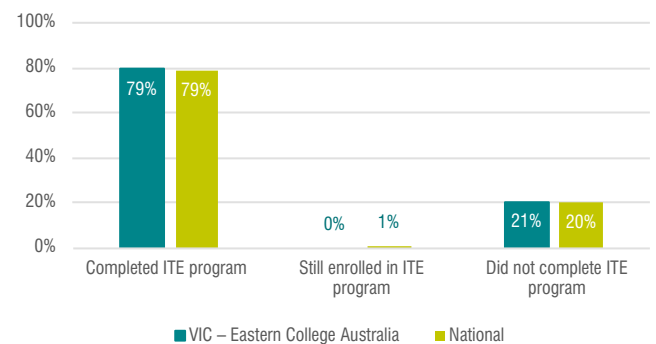
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

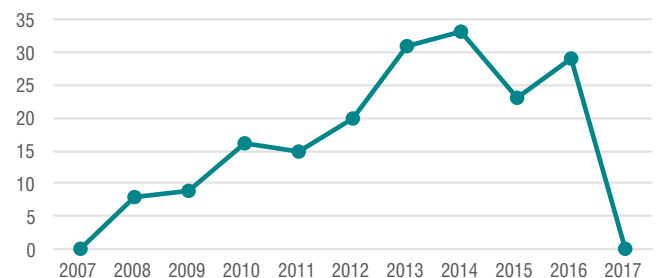


#### Postgraduate



#### 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.

### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*

Not available due to insufficient data

### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*

Not available due to insufficient data

### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^

Not available due to insufficient data

\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

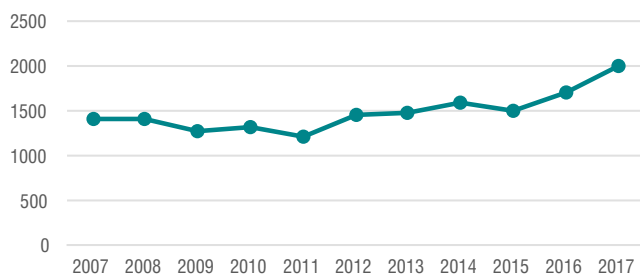
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,992</b>	<b>100%</b>
Student type	Domestic	1915	96%
	International	77	4%
Gender	Male	589	30%
	Female	1,403	70%
Age	<20	472	24%
	20-24	557	28%
	25-29	345	17%
	30-39	382	19%
	40+	236	12%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	1,902	95%
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	80	4%
	Equity status (domestic onshore students only)	NESB	30
Indigenous		17	1%
Disability		74	4%
Low SES*		368	19%
Medium SES*		1,102	58%
High SES*		439	23%
Metro*		1,671	87%
Regional*		220	12%
Remote*		18	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,992</b>	<b>100%</b>
Basis of admission	Secondary education	284	14%
	Higher education course	1,185	59%
	VET/TAFE	132	7%
	Mature entry	39	2%
	Professional qualification	0	0%
	Other basis	352	18%
ATAR (school leavers)	30-50	< 5	np
	51-55	0	0%
	56-60	< 5	np
	61-65	13	5%
	66-70	11	4%
	71-75	35	12%
	76-80	40	14%
	81-85	44	16%
	86-90	39	14%
	91-95	18	5%
	96-100	< 5	np
	Students without ATAR	74	28%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	339	17%
	Primary	986	49%
	Secondary	667	33%
	Other	0	0%
Mode of attendance	Internal	1,605	81%
	External	169	8%
	Multi-modal	218	11%
Type of attendance	Full-time	1,348	68%
	Part-time	644	32%
Course level	Postgraduate	962	48%
	Undergraduate	1,030	52%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	9	26%
	Undergraduate	25	74%
	Total	34	100%



## Initial teacher education Completion data

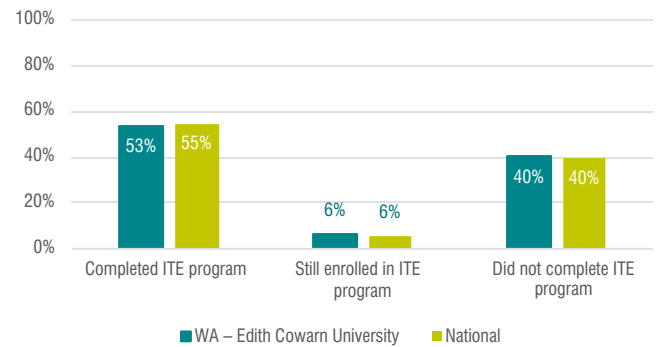
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>1,155</b>	<b>100%</b>
Gender	Male	307	27%
	Female	848	73%
Age	<20	0	0%
	20-24	525	45%
	25-29	238	21%
	30-39	234	20%
	40+	158	14%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	1,088	94%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	57	5%
Equity status (domestic onshore students only)	NESB	10	1%
	Indigenous	8	1%
	Disability	44	4%
	Low SES*	162	15%
	Medium SES*	631	58%
	High SES*	299	27%
	Metro*	994	91%
	Regional*	91	8%
	Remote*	6	1%
Detailed field of teacher education	Not specified	< 5	np
	Early Childhood	207	18%
	Primary	546	47%
	Secondary	398	35%
	Other	< 5	np
Course level	Postgraduate	725	63%
	Undergraduate	430	37%

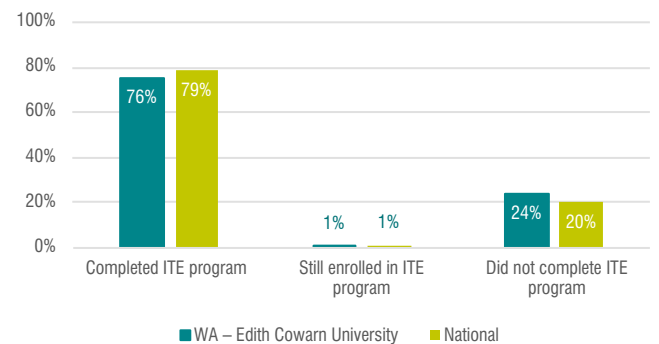
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

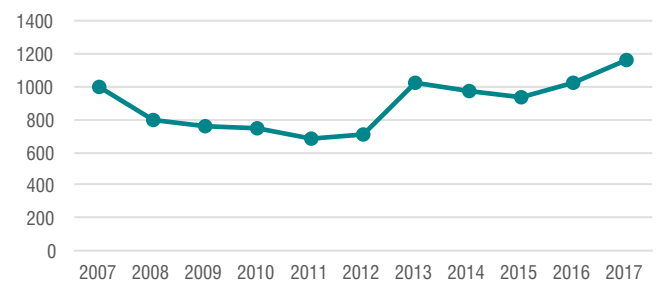


#### Postgraduate



#### 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.

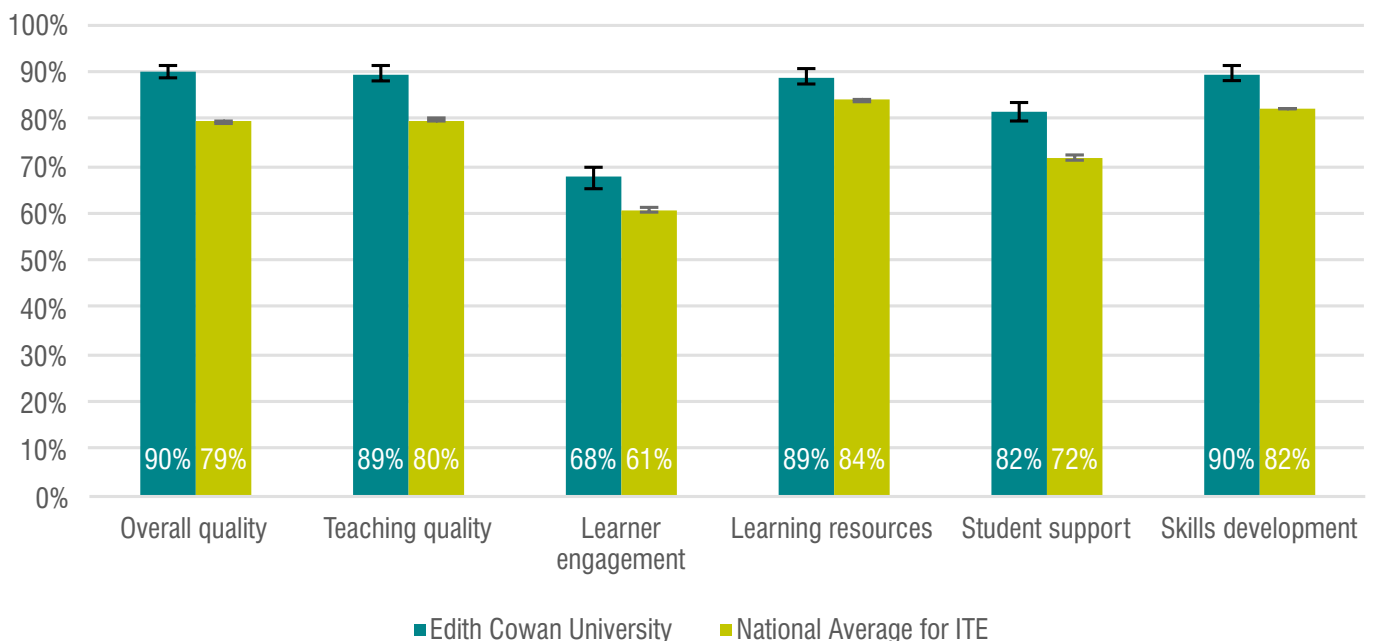
## Initial teacher education

### 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.

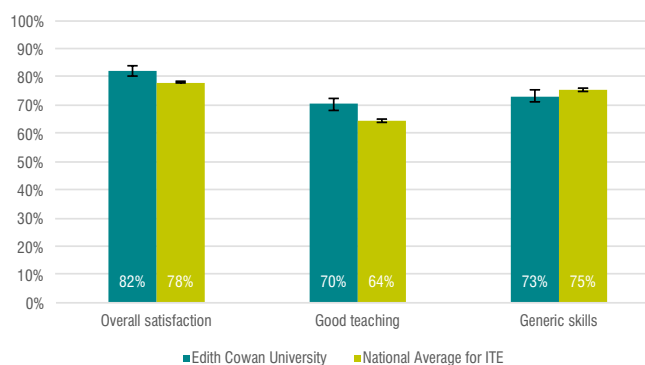
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



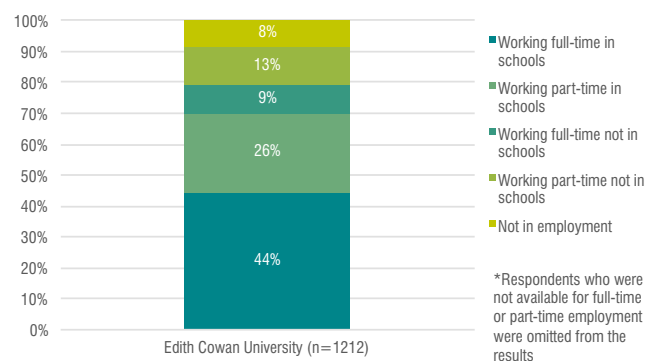
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education Program and commencement data

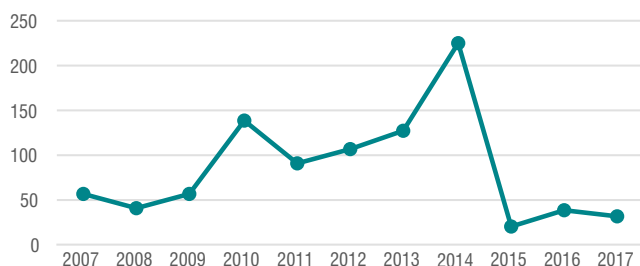
### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>32</b>	<b>100%</b>
Student type	Domestic	32	100%
	International	0	0%
Gender	Male	15	47%
	Female	17	53%
Age	<20	np	np
	20-24	15	47%
	25-29	8	25%
	30-39	5	16%
	40+	< 5	np
State/territory of permanent home address*	NSW	30	94%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	0	0%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		0	0%
Disability		< 5	np
Low SES*		< 5	np
Medium SES*		14	44%
High SES*		14	44%
Metro*		27	84%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>32</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	32	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (school leavers)	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	7	22%
	Secondary	25	78%
	Other	0	0%
Mode of attendance	Internal	< 5	np
	External	np	np
	Multi-modal	0	0%
Type of attendance	Full-time	27	84%
	Part-time	5	16%
Course level	Postgraduate	32	100%
	Undergraduate	0	0%

### 2017 program information

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

## Initial teacher education

### Completion data

#### Demographic and study characteristics

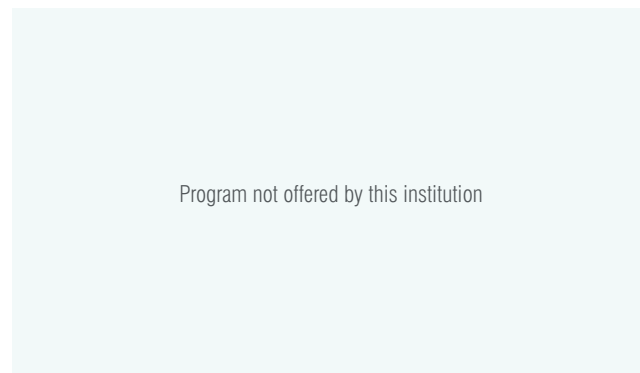
2017 completing students

		Number	%
<b>Total completing students</b>		<b>12</b>	<b>100%</b>
Gender	Male	< 5	np
	Female	np	np
Age	<20	0	0%
	20-24	< 5	np
	25-29	< 5	np
	30-39	< 5	np
	40+	5	42%
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	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	< 5	np
	Medium SES*	6	50%
	High SES*	np	np
	Metro*	10	83%
	Regional*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	6	50%
	Secondary	6	50%
	Other	0	0%
Course level	Postgraduate	12	100%
	Undergraduate	0	0%

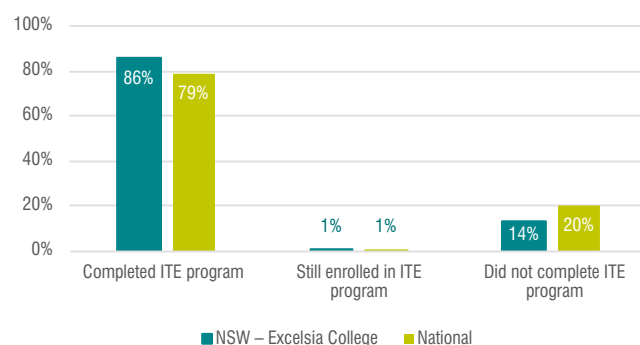
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

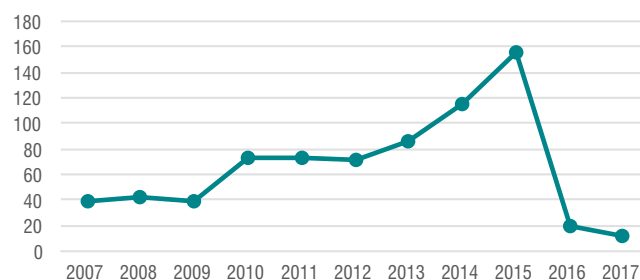


##### Postgraduate



##### 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.

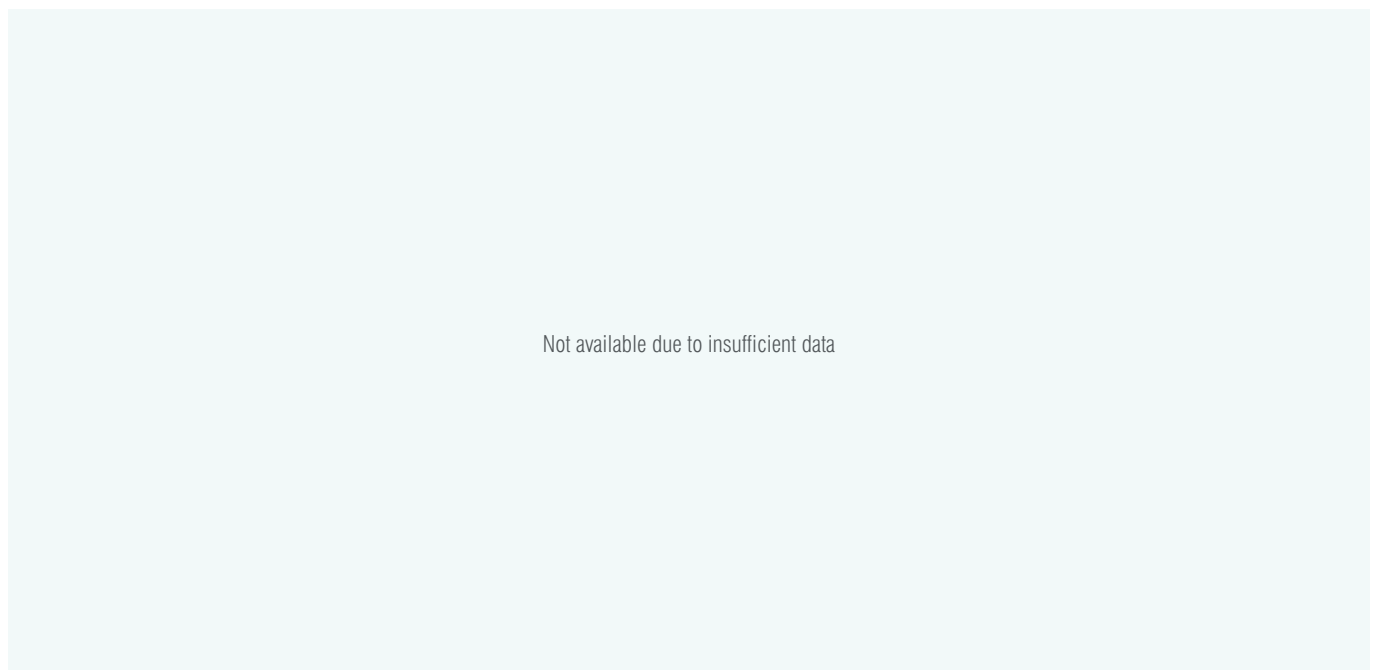
## Initial teacher education

### 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.

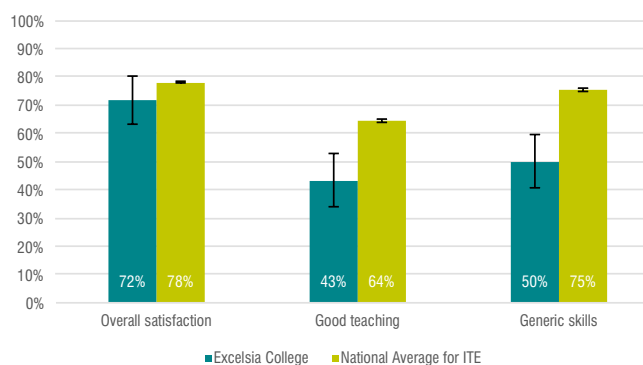
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



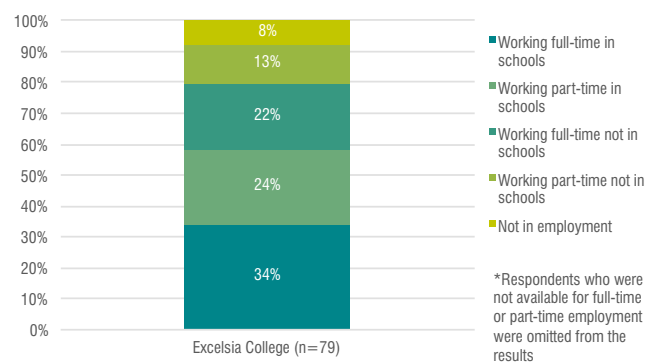
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

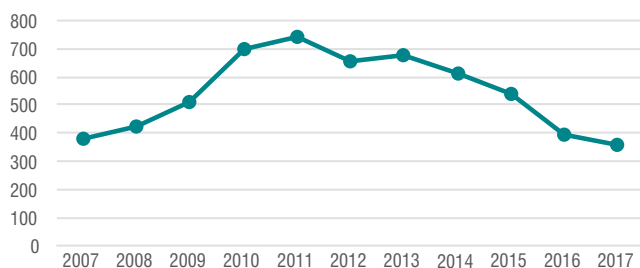
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>355</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	112	32%
	Female	243	68%
Age	<20	160	45%
	20-24	93	26%
	25-29	46	13%
	30-39	41	12%
	40+	15	4%
State/territory of permanent home address*	NSW	6	2%
	VIC	345	97%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		7	2%
Disability		26	7%
Low SES*		104	29%
Medium SES*		236	67%
High SES*		14	4%
Metro*		100	28%
Regional*		251	71%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>355</b>	<b>100%</b>
Basis of admission	Secondary education	146	41%
	Higher education course	82	23%
	VET/TAFE	20	6%
	Mature entry	10	3%
	Professional qualification	5	1%
	Other basis	92	26%
ATAR (school leavers)	30-50	59	40%
	51-55	9	6%
	56-60	10	7%
	61-65	15	10%
	66-70	10	7%
	71-75	6	4%
	76-80	< 5	np
	81-85	< 5	np
	86-90	< 5	np
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	32	22%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	122	34%
	Primary	99	28%
	Secondary	134	38%
	Other	0	0%
Mode of attendance	Internal	293	83%
	External	np	np
	Multi-modal	< 5	np
Type of attendance	Full-time	314	88%
	Part-time	41	12%
Course level	Postgraduate	38	11%
	Undergraduate	317	89%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	2	13%
	Undergraduate	13	87%
	Total	15	100%

## Initial teacher education Completion data

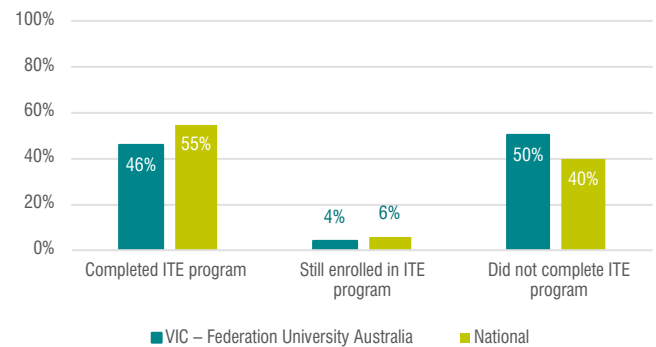
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>269</b>	<b>100%</b>
Gender	Male	85	32%
	Female	184	68%
Age	<20	0	0%
	20-24	191	71%
	25-29	42	16%
	30-39	19	7%
	40+	17	6%
State/territory of permanent home address*	NSW	7	3%
	VIC	256	95%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	12	4%
	Low SES*	62	23%
	Medium SES*	178	67%
	High SES*	26	10%
	Metro*	80	30%
	Regional*	184	69%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	33	12%
	Primary	150	56%
	Secondary	86	32%
	Other	0	0%
Course level	Postgraduate	31	12%
	Undergraduate	238	88%

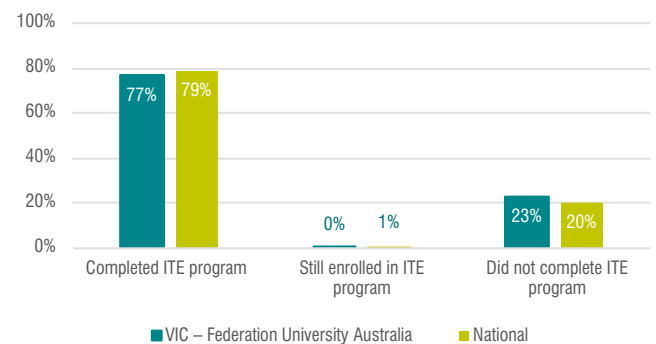
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

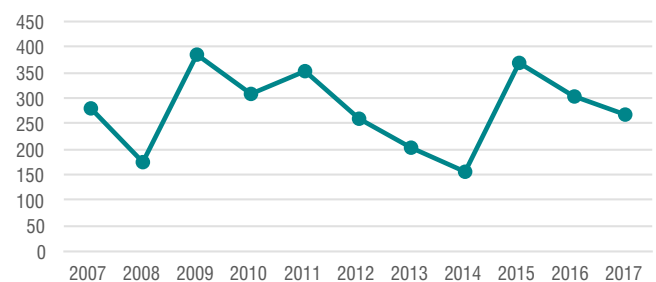


#### Postgraduate



#### 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.

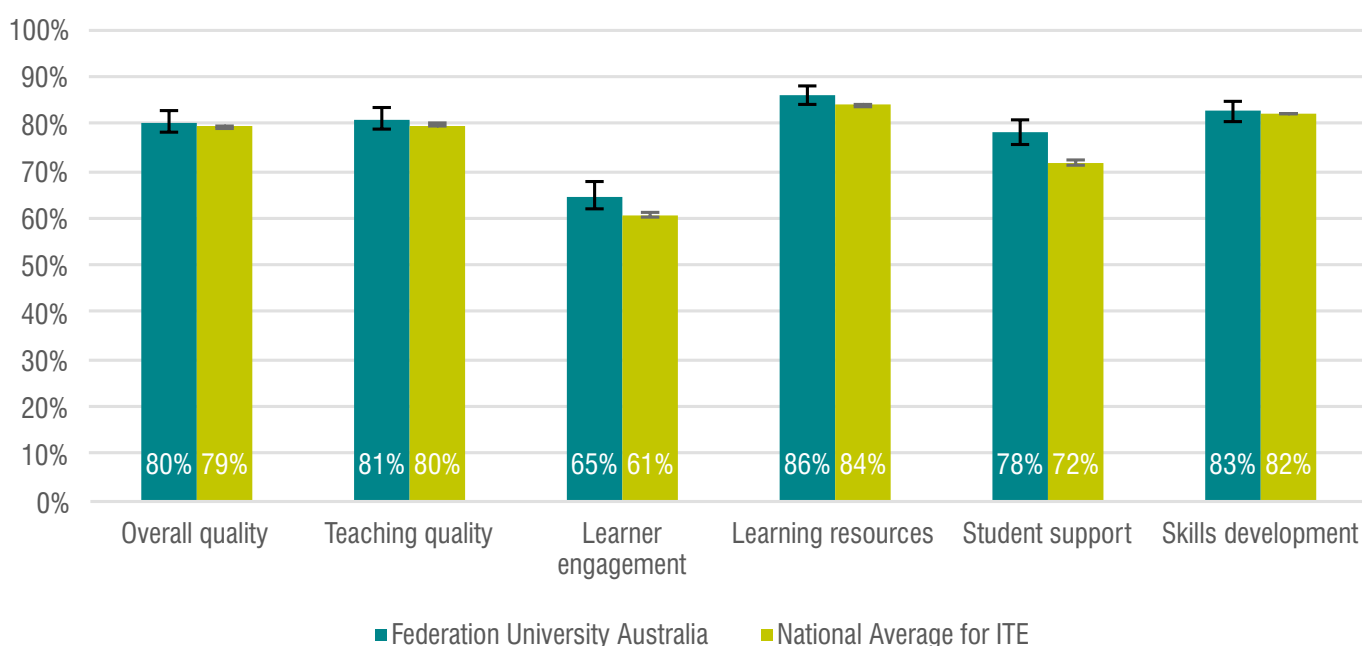
## Initial teacher education

### 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.

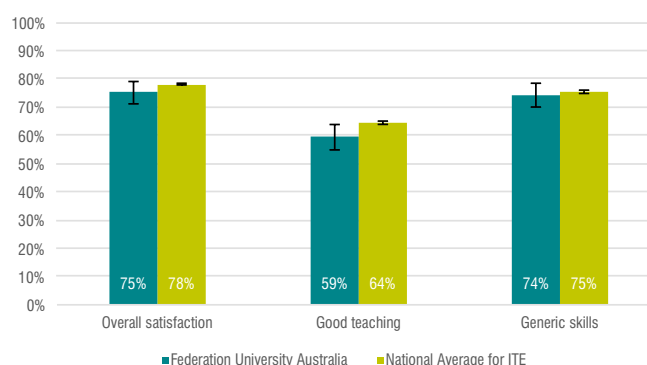
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



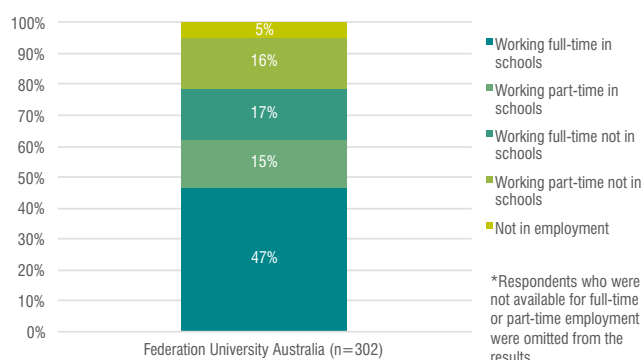
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.



## Initial teacher education

### Program and commencement data

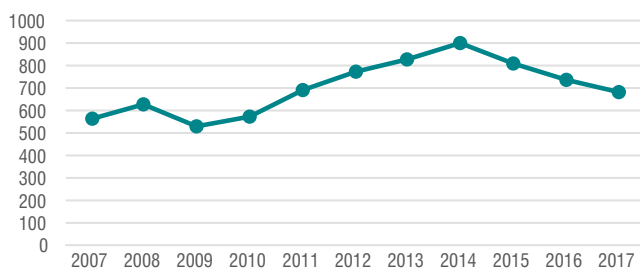
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>682</b>	<b>100%</b>
Student type	Domestic	666	98%
	International	16	2%
Gender	Male	218	32%
	Female	464	68%
Age	<20	328	48%
	20-24	214	31%
	25-29	60	9%
	30-39	55	8%
	40+	25	4%
State/territory of permanent home address*	NSW	6	1%
	VIC	7	1%
	QLD	< 5	np
	WA	< 5	np
	SA	646	95%
	TAS	0	0%
	NT	< 5	np
	ACT	< 5	np
	International	17	2%
	Equity status (domestic onshore students only)	NESB	9
Indigenous		17	3%
Disability		48	7%
Low SES*		144	22%
Medium SES*		394	59%
High SES*		127	19%
Metro*		539	81%
Regional*		108	16%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>682</b>	<b>100%</b>
Basis of admission	Secondary education	301	44%
	Higher education course	208	30%
	VET/TAFE	33	5%
	Mature entry	112	16%
	Professional qualification	0	0%
	Other basis	28	4%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	< 5	np
	71-75	25	9%
	76-80	35	12%
	81-85	26	9%
	86-90	30	10%
	91-95	22	5%
	96-100	14	5%
	Students without ATAR	137	49%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	63	9%
	Primary	228	33%
	Secondary	295	43%
	Other	96	14%
Mode of attendance	Internal	649	95%
	External	0	0%
	Multi-modal	33	5%
Type of attendance	Full-time	589	86%
	Part-time	93	14%
Course level	Postgraduate	125	18%
	Undergraduate	557	82%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	5	19%
	Undergraduate	21	81%
	Total	26	100%

## Initial teacher education Completion data

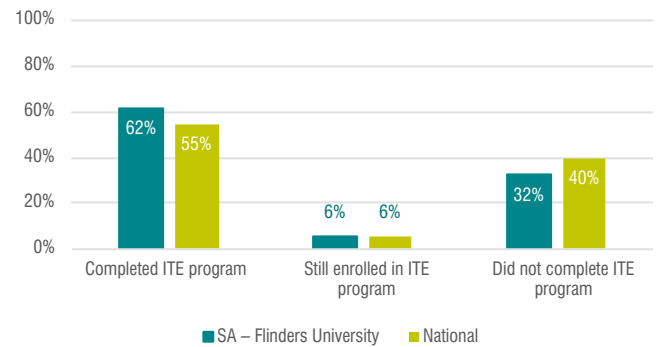
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>471</b>	<b>100%</b>
Gender	Male	125	27%
	Female	346	73%
Age	<20	0	0%
	20-24	321	68%
	25-29	83	18%
	30-39	39	8%
	40+	28	6%
State/territory of permanent home address*	NSW	< 5	np
	VIC	7	1%
	QLD	< 5	np
	WA	0	0%
	SA	452	96%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	5	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	31	7%
	Low SES*	110	24%
	Medium SES*	261	56%
	High SES*	95	20%
	Metro*	380	82%
	Regional*	76	16%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	42	9%
	Primary	144	31%
	Secondary	206	44%
	Other	79	17%
Course level	Postgraduate	83	18%
	Undergraduate	388	82%

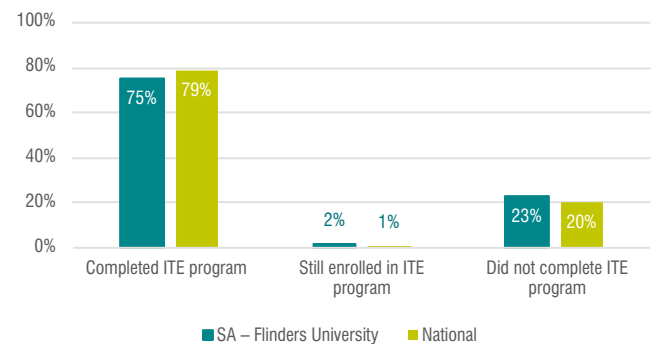
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

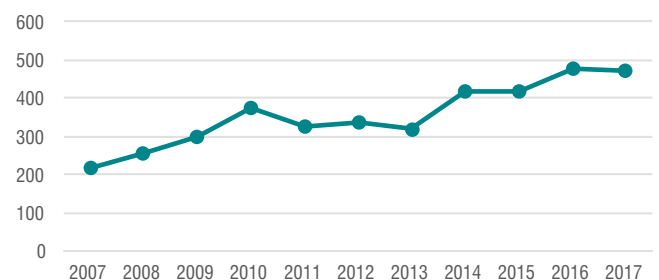


#### Postgraduate



#### 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.

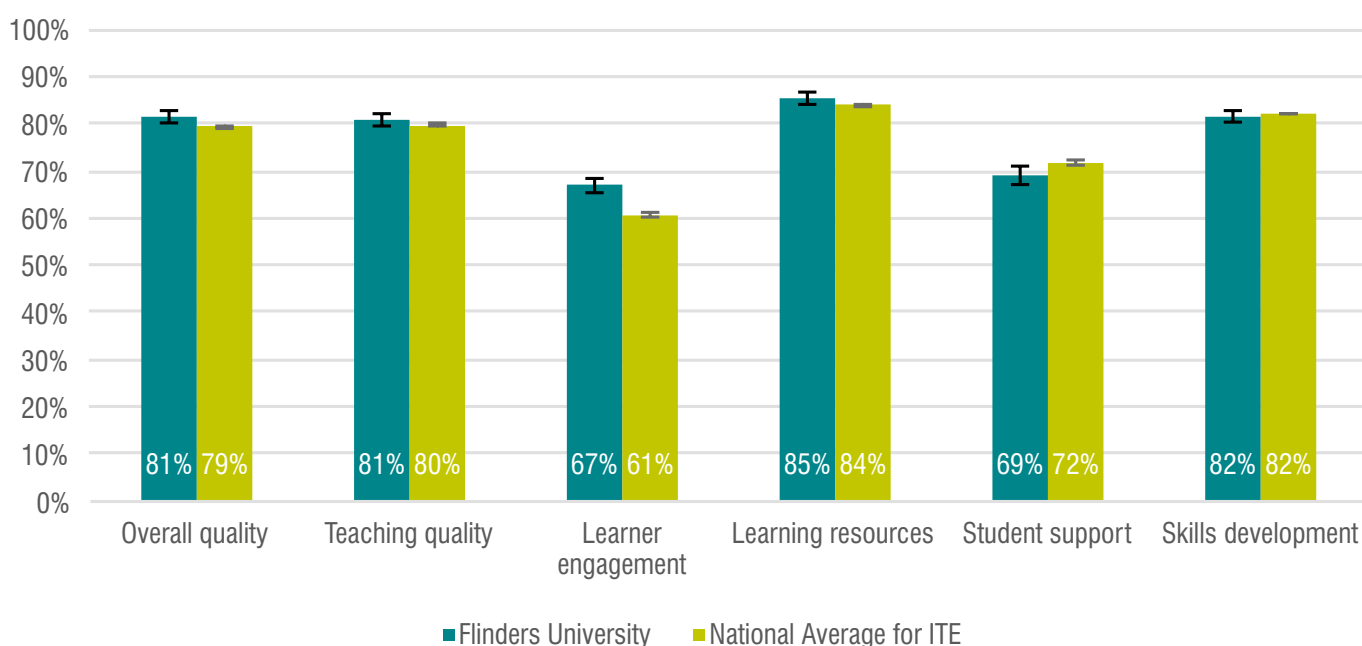
## Initial teacher education

### 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.

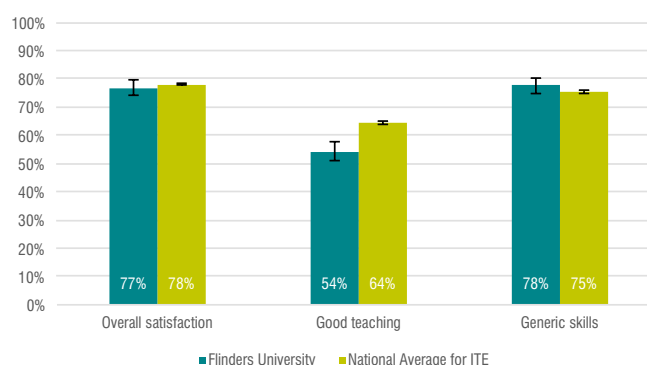
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



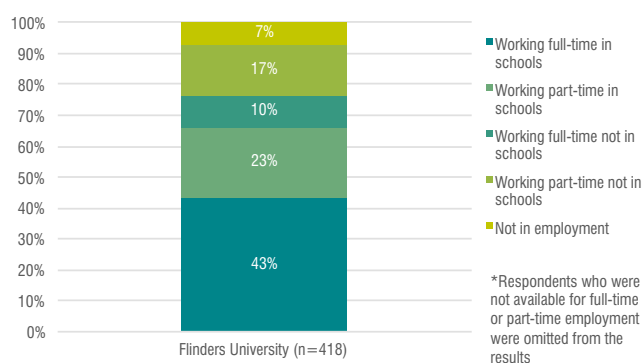
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education Program and commencement data

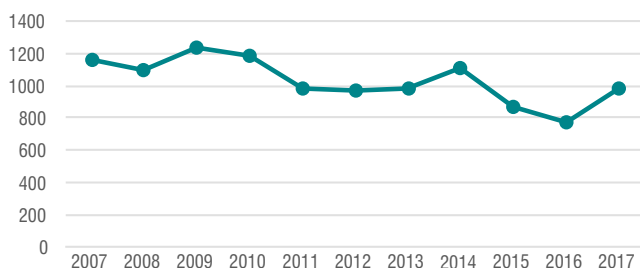
### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>984</b>	<b>100%</b>
Student type	Domestic	934	95%
	International	50	5%
Gender	Male	334	34%
	Female	650	66%
Age	<20	373	38%
	20-24	318	32%
	25-29	130	13%
	30-39	101	10%
	40+	62	6%
State/territory of permanent home address*	NSW	64	7%
	VIC	7	1%
	QLD	854	87%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	50	5%
	Equity status (domestic onshore students only)	NESB	8
Indigenous		21	2%
Disability		47	5%
Low SES*		189	20%
Medium SES*		635	68%
High SES*		110	12%
Metro*		809	87%
Regional*		121	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>984</b>	<b>100%</b>
Basis of admission	Secondary education	263	27%
	Higher education course	606	62%
	VET/TAFE	68	7%
	Mature entry	< 5	np
	Professional qualification	np	np
	Other basis	40	4%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	6	2%
	61-65	13	5%
	66-70	29	11%
	71-75	55	21%
	76-80	51	20%
	81-85	30	11%
	86-90	45	17%
	91-95	17	5%
	96-100	8	3%
	Students without ATAR	7	4%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	5	1%
	Secondary	324	33%
	Other	655	67%
Mode of attendance	Internal	69	7%
	External	39	4%
	Multi-modal	876	89%
Type of attendance	Full-time	936	95%
	Part-time	48	5%
Course level	Postgraduate	395	40%
	Undergraduate	589	60%

### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	36%
	Undergraduate	7	64%
	Total	11	100%

## Initial teacher education Completion data

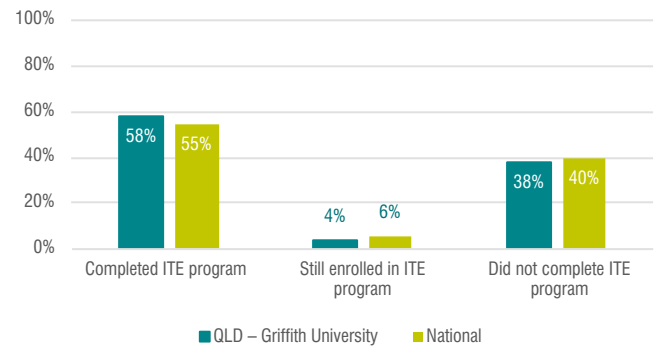
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>665</b>	<b>100%</b>
Gender	Male	198	30%
	Female	467	70%
Age	<20	0	0%
	20-24	372	56%
	25-29	130	20%
	30-39	106	16%
	40+	57	9%
State/territory of permanent home address*	NSW	43	6%
	VIC	10	2%
	QLD	570	86%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	34	5%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	15	2%
	Disability	31	5%
	Low SES*	105	17%
	Medium SES*	436	69%
	High SES*	88	14%
	Metro*	544	86%
	Regional*	80	13%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	215	32%
	Secondary	403	61%
	Other	47	7%
Course level	Postgraduate	341	51%
	Undergraduate	324	49%

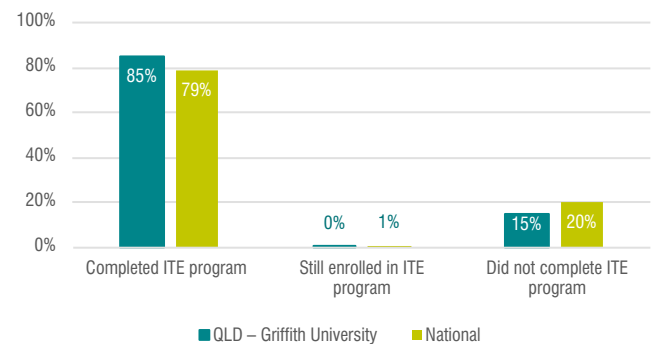
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

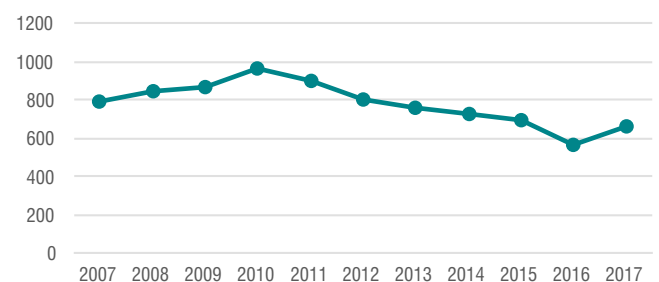


#### Postgraduate



#### 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.

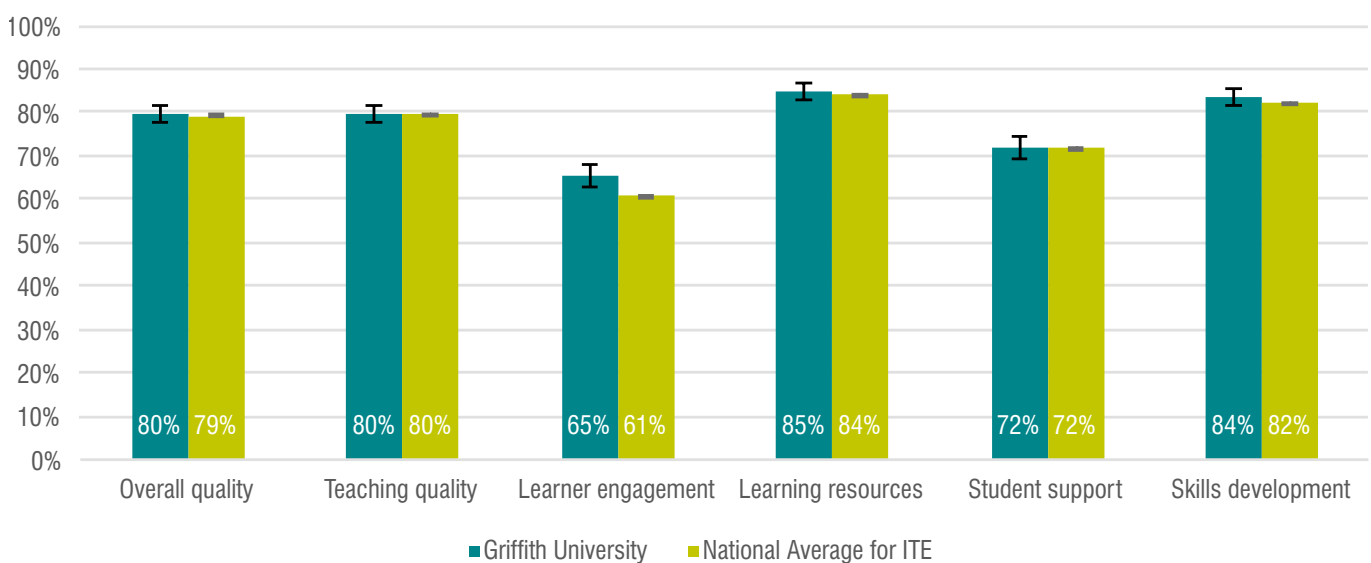
## Initial teacher education

### 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.

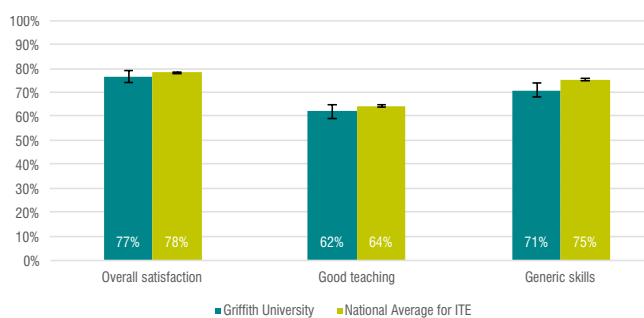
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



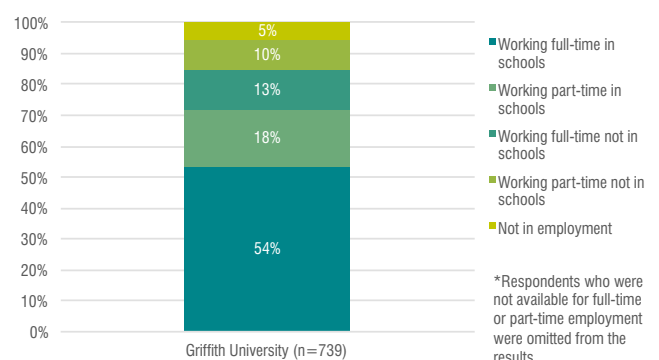
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

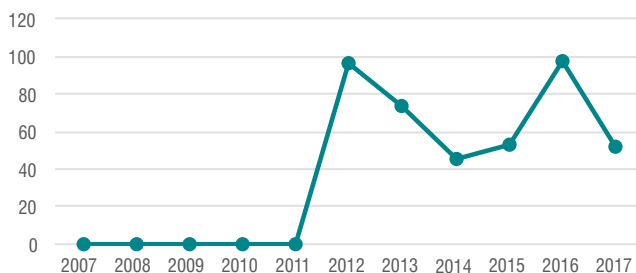
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>52</b>	<b>100%</b>
Student type	Domestic	29	56%
	International	23	44%
Gender	Male	< 5	np
	Female	np	np
Age	<20	5	10%
	20-24	24	46%
	25-29	6	12%
	30-39	6	12%
	40+	11	21%
State/territory of permanent home address*	NSW	0	0%
	VIC	29	56%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	23	44%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		0	0%
Disability		0	0%
Low SES*		< 5	np
Medium SES*		17	59%
High SES*		10	34%
Metro*		27	93%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>52</b>	<b>100%</b>
Basis of admission	Secondary education	18	39%
	Higher education course	< 5	np
	VET/TAFE	28	61%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (school leavers)	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	5	100%	
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	52	100%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	52	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	31	60%
	Part-time	21	40%
Course level	Postgraduate	0	0%
	Undergraduate	52	100%

#### 2017 program information

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

## Initial teacher education Completion data

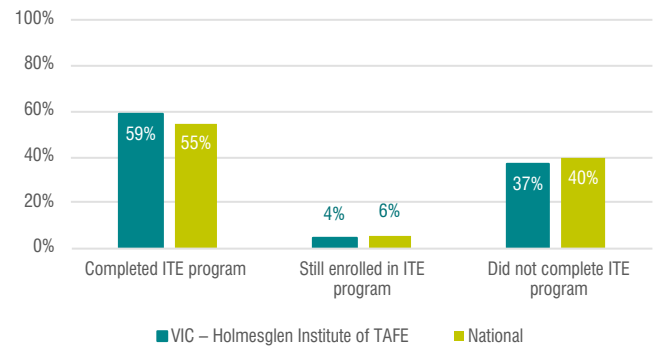
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>22</b>	<b>100%</b>
Gender	Male	0	0%
	Female	22	100%
Age	<20	0	0%
	20-24	9	41%
	25-29	5	23%
	30-39	< 5	np
	40+	< 5	np
State/territory of permanent home address*	NSW	0	0%
	VIC	17	77%
	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	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	< 5	np
	Medium SES*	11	61%
	High SES*	5	28%
	Metro*	14	78%
	Regional*	< 5	np
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	22	100%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	22	100%

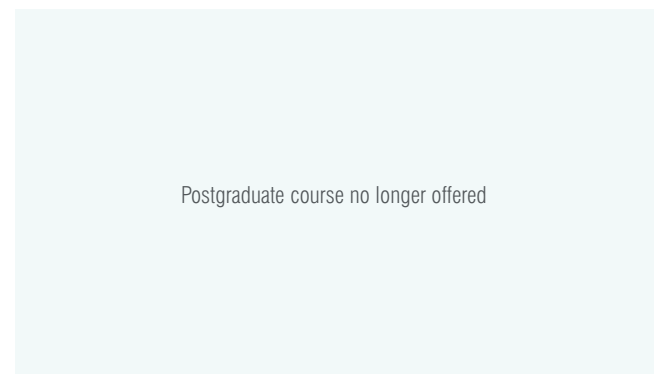
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate



#### Postgraduate



#### Time series

Number of completions



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

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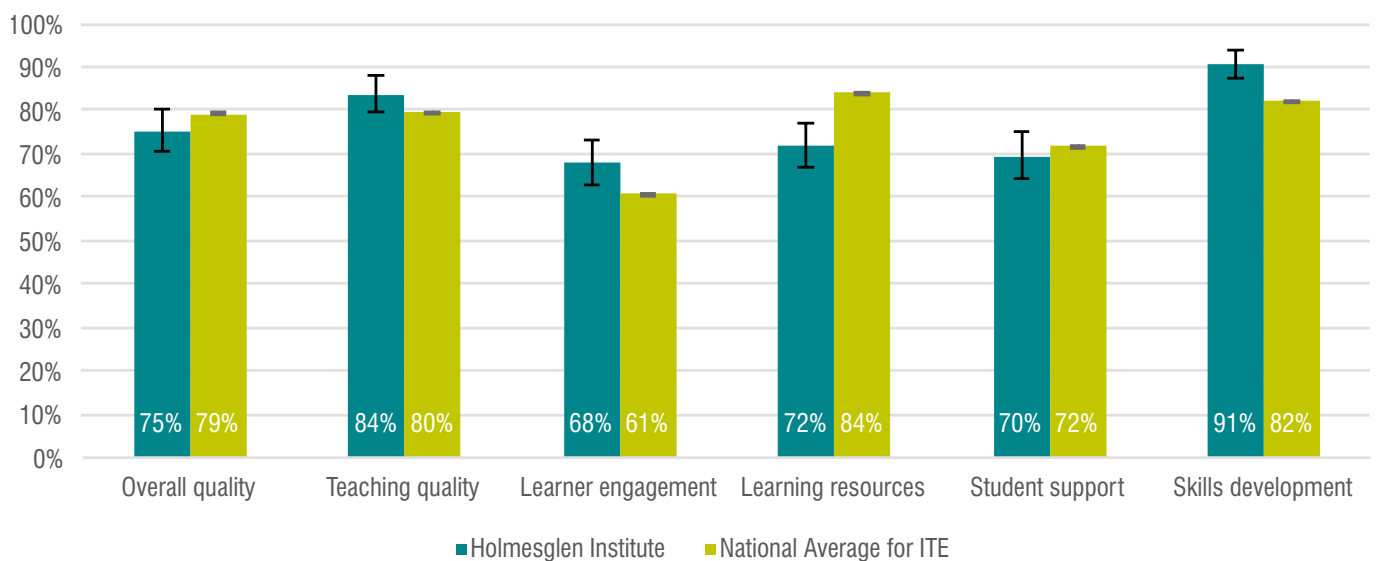
## Initial teacher education

### 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.

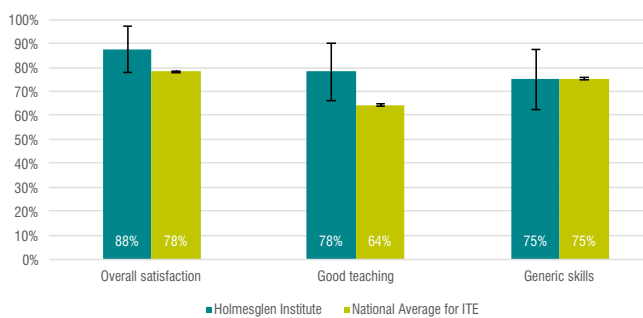
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



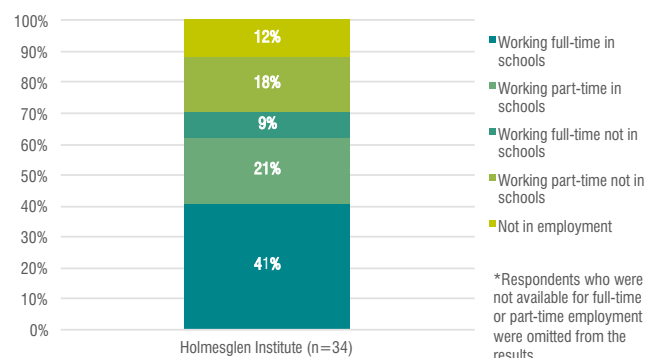
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

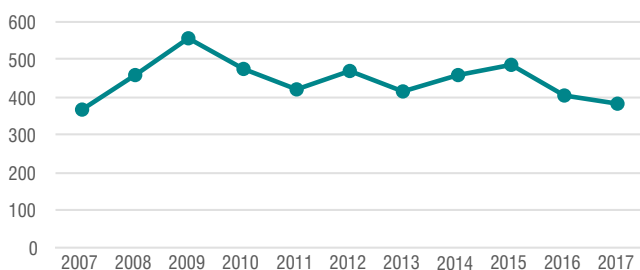
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>384</b>	<b>100%</b>
Student type	Domestic	360	94%
	International	24	6%
Gender	Male	114	30%
	Female	270	70%
Age	<20	179	47%
	20-24	79	21%
	25-29	44	11%
	30-39	42	11%
	40+	40	10%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	354	92%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	23	6%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		40	11%
Disability		22	6%
Low SES*		100	28%
Medium SES*		257	71%
High SES*		< 5	np
Metro*		11	3%
Regional*		335	93%
Remote*		14	4%

#### Time series

Number of commencements



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

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

#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>384</b>	<b>100%</b>
Basis of admission	Secondary education	115	30%
	Higher education course	202	53%
	VET/TAFE	36	9%
	Mature entry	np	np
	Professional qualification	< 5	np
	Other basis	29	8%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	< 5	np
	66-70	23	20%
	71-75	18	16%
	76-80	10	9%
	81-85	12	11%
	86-90	7	6%
	91-95	10	5%
	96-100	< 5	np
	Students without ATAR	30	30%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	46	12%
	Primary	151	39%
	Secondary	187	49%
	Other	0	0%
Mode of attendance	Internal	138	36%
	External	24	6%
	Multi-modal	222	58%
Type of attendance	Full-time	349	91%
	Part-time	35	9%
Course level	Postgraduate	110	29%
	Undergraduate	274	71%

#### 2017 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

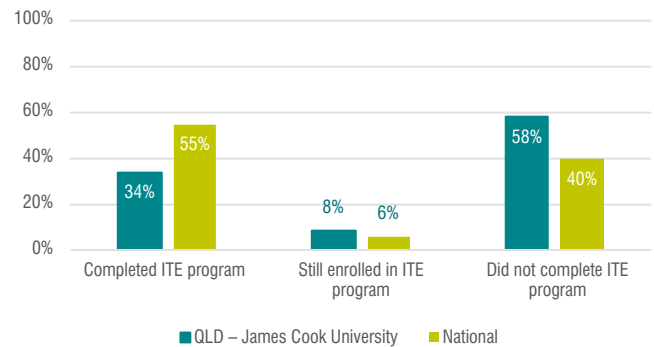
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>258</b>	<b>100%</b>
Gender	Male	62	24%
	Female	196	76%
Age	<20	0	0%
	20-24	148	57%
	25-29	43	17%
	30-39	33	13%
	40+	34	13%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	240	93%
	WA	0	0%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	17	7%
	Low SES*	68	28%
	Medium SES*	178	72%
	High SES*	< 5	np
	Metro*	10	4%
	Regional*	227	92%
	Remote*	11	4%
Detailed field of teacher education	Not specified	20	8%
	Early Childhood	57	22%
	Primary	74	29%
	Secondary	107	41%
	Other	0	0%
Course level	Postgraduate	79	31%
	Undergraduate	179	69%

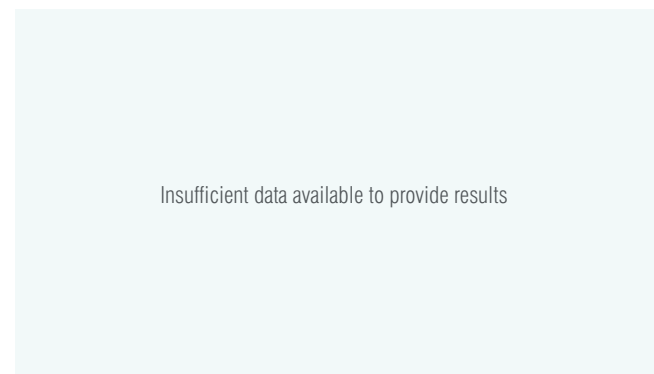
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

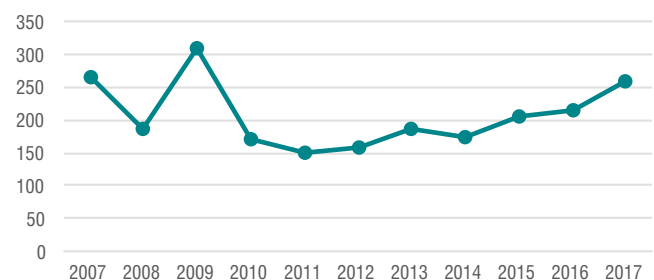


#### Postgraduate



#### Time series

##### Number of completions



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

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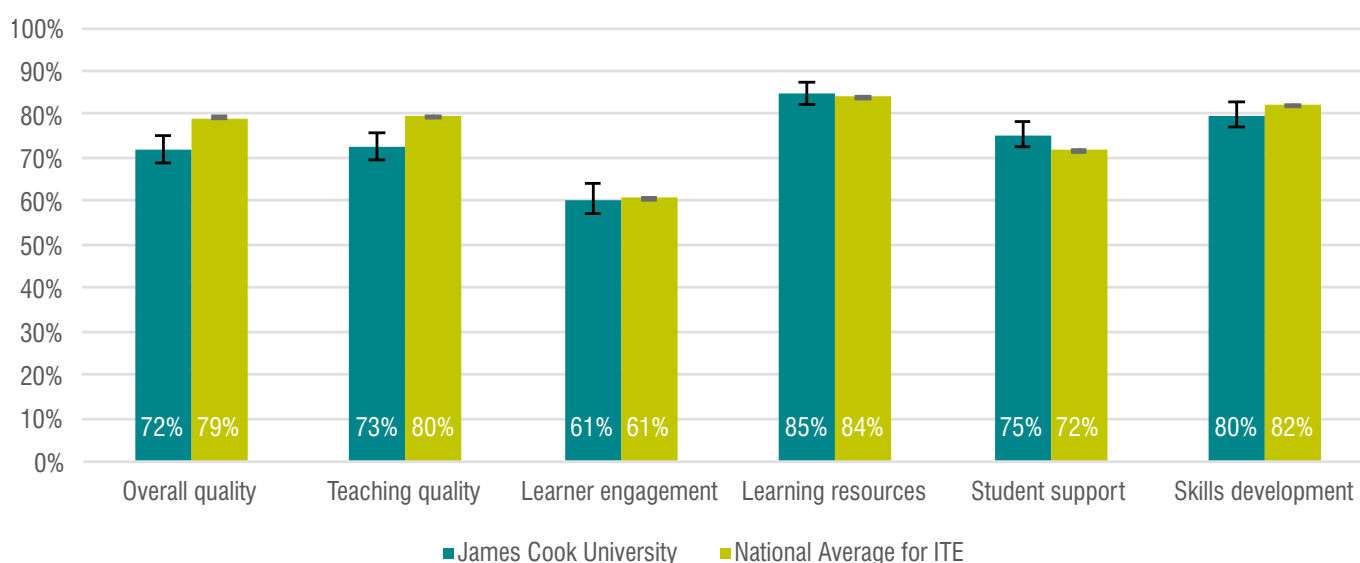
## Initial teacher education

### 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.

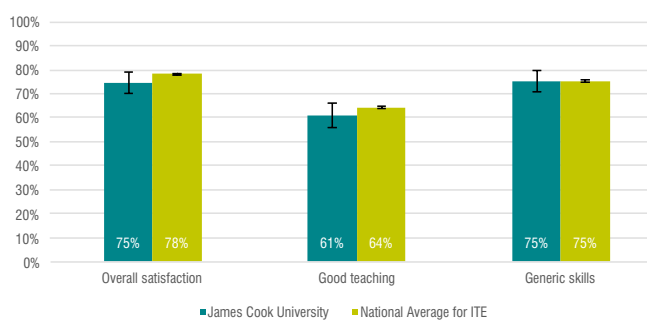
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



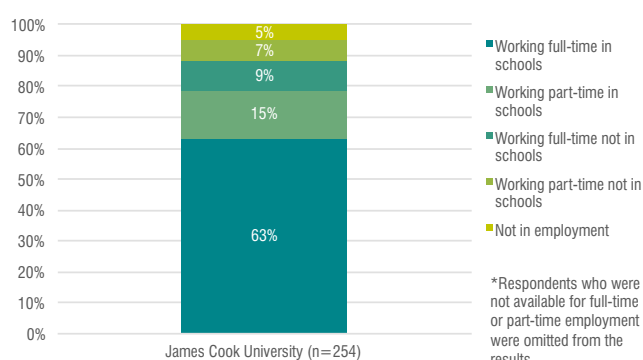
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

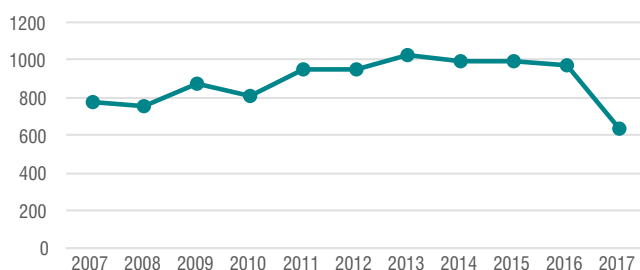
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>634</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	220	35%
	Female	414	65%
Age	<20	274	43%
	20-24	192	30%
	25-29	54	9%
	30-39	70	11%
	40+	44	7%
State/territory of permanent home address*	NSW	13	2%
	VIC	605	95%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		9	1%
Disability		41	6%
Low SES*		173	27%
Medium SES*		372	59%
High SES*		84	13%
Metro*		365	58%
Regional*		262	42%
Remote*		< 5	np

#### Time series

Number of commencements



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

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#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>634</b>	<b>100%</b>
Basis of admission	Secondary education	246	39%
	Higher education course	307	49%
	VET/TAFE	44	7%
	Mature entry	< 5	np
	Professional qualification	< 5	np
	Other basis	32	5%
ATAR (school leavers)	30-50	< 5	np
	51-55	26	11%
	56-60	33	13%
	61-65	29	12%
	66-70	24	10%
	71-75	16	7%
	76-80	14	6%
	81-85	< 5	np
	86-90	7	3%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	88	36%
Detailed field of teacher education	Not specified	36	6%
	Early Childhood	37	6%
	Primary	265	42%
	Secondary	285	45%
	Other	11	2%
Mode of attendance	Internal	9	1%
	External	0	0%
	Multi-modal	625	99%
Type of attendance	Full-time	578	91%
	Part-time	56	9%
Course level	Postgraduate	162	26%
	Undergraduate	472	74%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	12	38%
	Undergraduate	20	63%
	Total	32	100%

## Initial teacher education Completion data

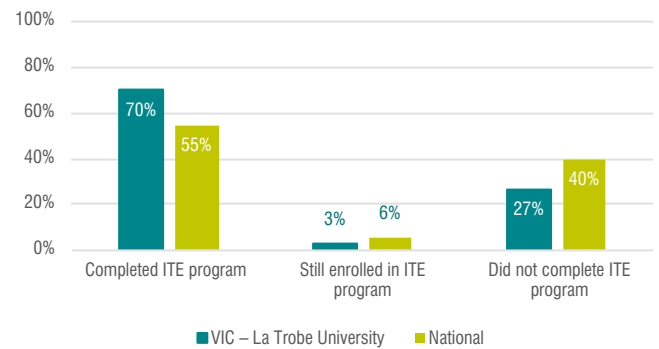
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>593</b>	<b>100%</b>
Gender	Male	165	28%
	Female	428	72%
Age	<20	0	0%
	20-24	361	61%
	25-29	106	18%
	30-39	68	11%
	40+	58	10%
State/territory of permanent home address*	NSW	35	6%
	VIC	546	92%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	27	5%
	Low SES*	147	25%
	Medium SES*	354	60%
	High SES*	88	15%
	Metro*	282	48%
	Regional*	306	52%
Detailed field of teacher education	Not specified	373	63%
	Early Childhood	29	5%
	Primary	47	8%
	Secondary	78	13%
	Other	66	11%
Course level	Postgraduate	248	42%
	Undergraduate	345	58%

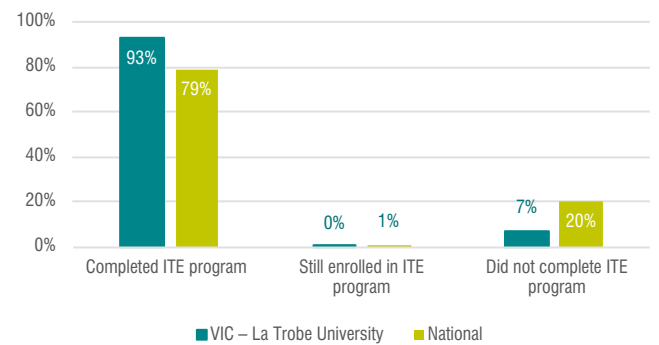
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

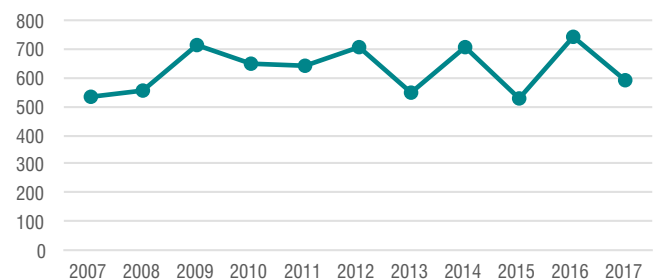


#### Postgraduate



#### 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.

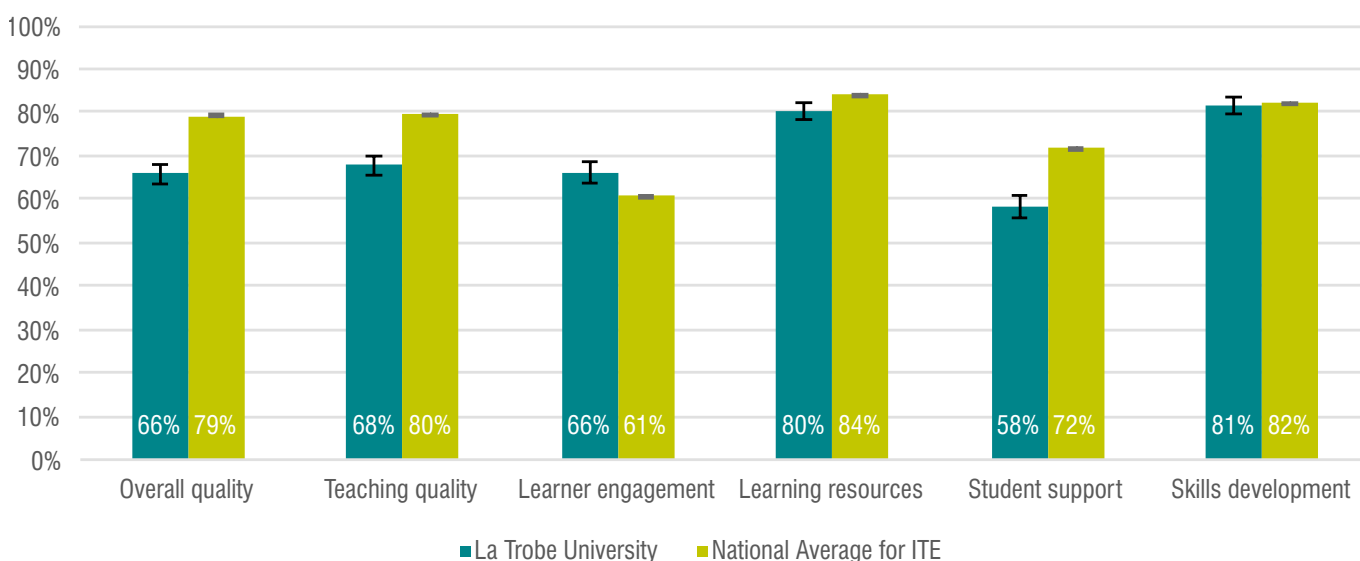
## Initial teacher education

### 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.

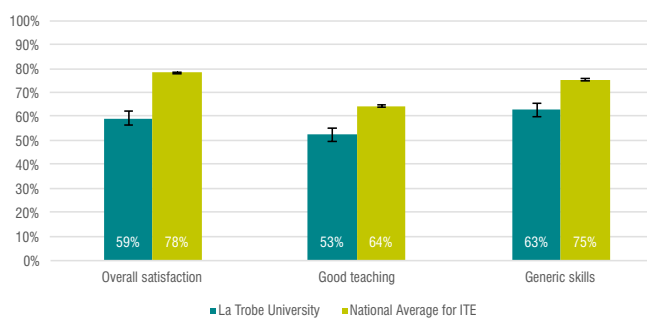
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



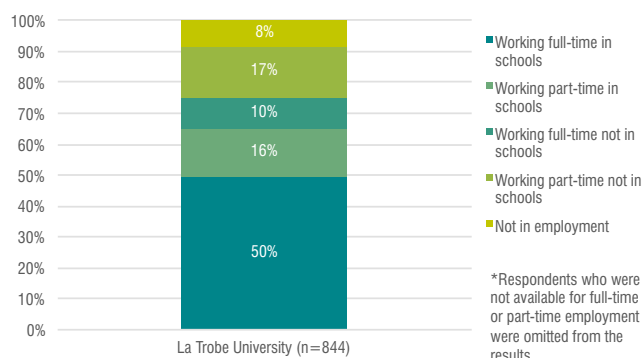
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

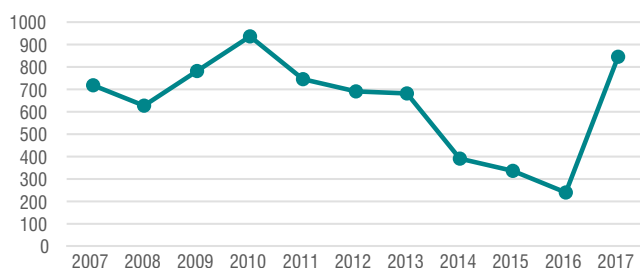
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>848</b>	<b>100%</b>
Student type	Domestic	823	97%
	International	25	3%
Gender	Male	214	25%
	Female	634	75%
Age	<20	494	58%
	20-24	214	25%
	25-29	56	7%
	30-39	42	5%
	40+	42	5%
State/territory of permanent home address*	NSW	814	96%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	26	3%
	Equity status (domestic onshore students only)	NESB	25
Indigenous		20	2%
Disability		50	6%
Low SES*		100	12%
Medium SES*		273	33%
High SES*		447	54%
Metro*		784	95%
Regional*		37	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>848</b>	<b>100%</b>
Basis of admission	Secondary education	245	29%
	Higher education course	367	43%
	VET/TAFE	64	8%
	Mature entry	11	1%
	Professional qualification	0	0%
	Other basis	161	19%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	< 5	np
	71-75	11	5%
	76-80	38	17%
	81-85	28	12%
	86-90	25	11%
	91-95	11	3%
	96-100	16	7%
	Students without ATAR	99	45%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	197	23%
	Primary	364	43%
	Secondary	287	34%
	Other	0	0%
Mode of attendance	Internal	591	70%
	External	61	7%
	Multi-modal	196	23%
Type of attendance	Full-time	726	86%
	Part-time	122	14%
Course level	Postgraduate	0	0%
	Undergraduate	848	100%

#### 2017 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	44	100%
	Total	44	100%



## Initial teacher education Completion data

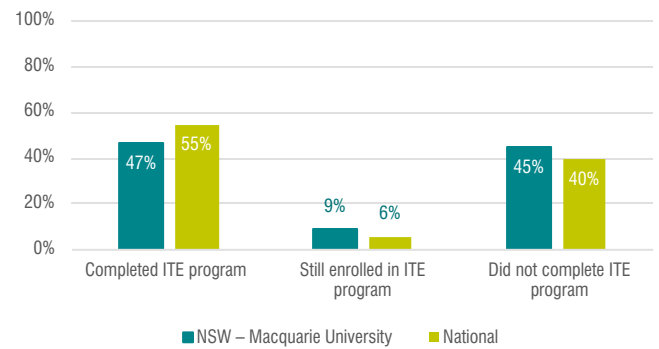
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>486</b>	<b>100%</b>
Gender	Male	83	17%
	Female	403	83%
Age	<20	0	0%
	20-24	337	69%
	25-29	73	15%
	30-39	40	8%
	40+	36	7%
State/territory of permanent home address*	NSW	473	97%
	VIC	< 5	np
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	6	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	30	6%
	Low SES*	43	9%
	Medium SES*	150	31%
	High SES*	286	60%
	Metro*	460	96%
	Regional*	18	4%
Detailed field of teacher education	Not specified	37	7%
	Early Childhood	140	28%
	Primary	209	42%
	Secondary	102	21%
	Other	7	1%
Course level	Postgraduate	0	0%
	Undergraduate	486	100%

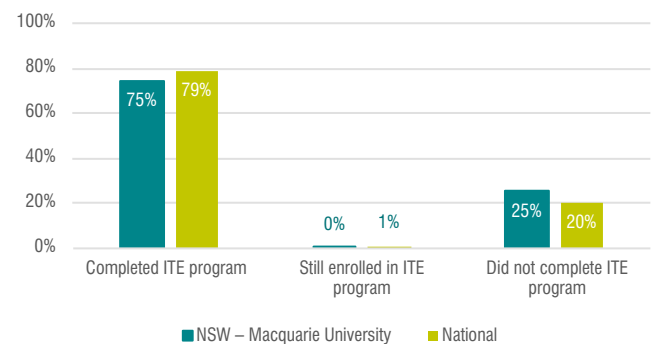
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

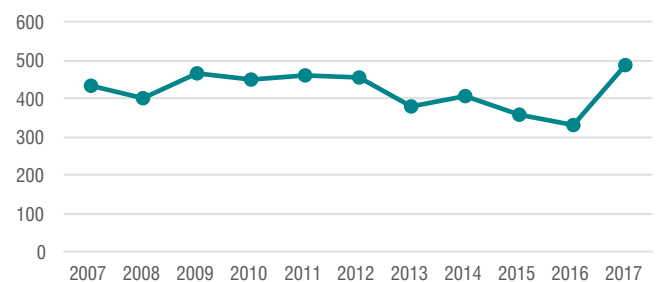


#### Postgraduate



#### 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.

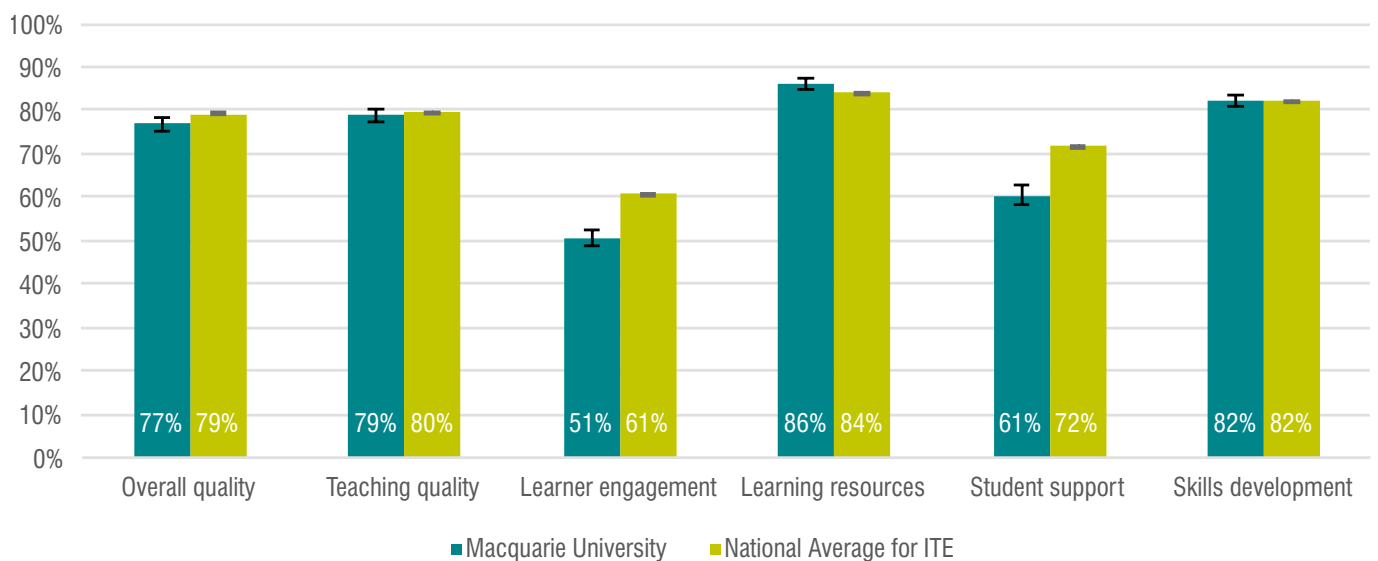
## Initial teacher education

### 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.

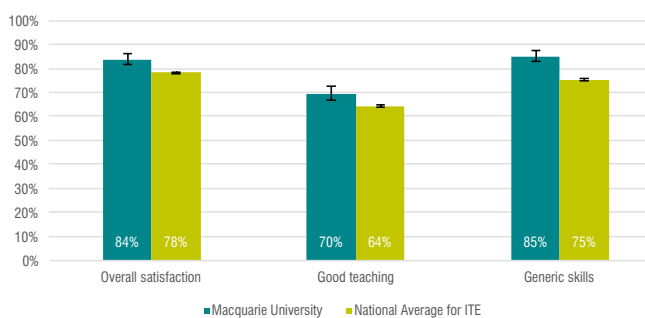
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



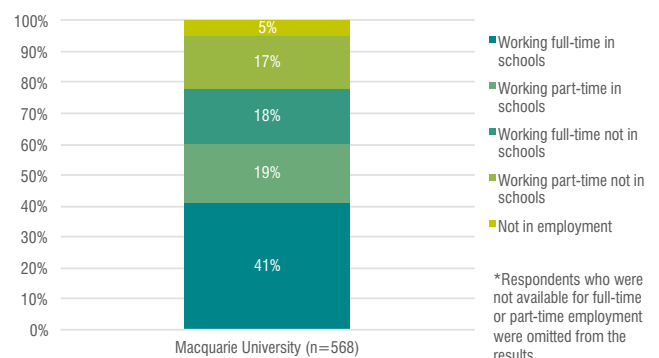
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

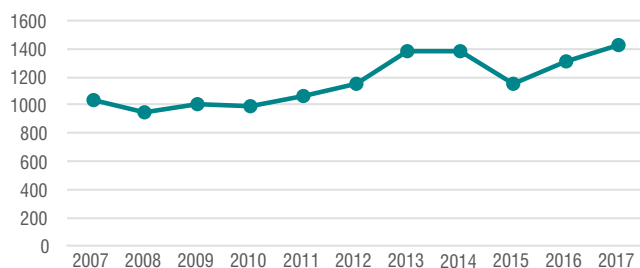
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,422</b>	<b>100%</b>
Student type	Domestic	986	69%
	International	436	31%
Gender	Male	329	23%
	Female	1,093	77%
Age	<20	565	40%
	20-24	523	37%
	25-29	184	13%
	30-39	93	7%
	40+	57	4%
State/territory of permanent home address*	NSW	13	1%
	VIC	941	66%
	QLD	9	1%
	WA	5	0%
	SA	9	1%
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	438	31%
	Equity status (domestic onshore students only)	NESB	55
Indigenous		9	1%
Disability		64	7%
Low SES*		129	13%
Medium SES*		542	55%
High SES*		312	32%
Metro*		880	89%
Regional*		102	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,422</b>	<b>100%</b>
Basis of admission	Secondary education	406	29%
	Higher education course	909	64%
	VET/TAFE	39	3%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	68	5%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	0	0%
	66-70	21	7%
	71-75	41	13%
	76-80	70	22%
	81-85	88	28%
	86-90	49	15%
	91-95	22	5%
	96-100	12	4%
Students without ATAR	14	6%	
Detailed field of teacher education	Not specified	554	39%
	Early Childhood	120	8%
	Primary	203	14%
	Secondary	446	31%
	Other	99	7%
Mode of attendance	Internal	1,349	95%
	External	45	3%
	Multi-modal	28	2%
Type of attendance	Full-time	1,384	97%
	Part-time	38	3%
Course level	Postgraduate	695	49%
	Undergraduate	727	51%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	12	16%
	Undergraduate	62	84%
	Total	74	100%

## Initial teacher education Completion data

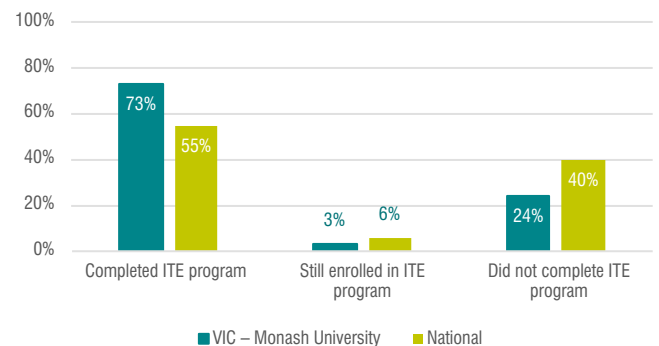
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>1016</b>	<b>100%</b>
Gender	Male	236	23%
	Female	780	77%
Age	<20	< 5	np
	20-24	619	61%
	25-29	209	21%
	30-39	121	12%
	40+	np	np
State/territory of permanent home address*	NSW	14	1%
	VIC	791	78%
	QLD	9	1%
	WA	< 5	np
	SA	7	1%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	190	19%
Equity status (domestic onshore students only)	NESB	30	4%
	Indigenous	< 5	np
	Disability	50	6%
	Low SES*	108	13%
	Medium SES*	472	57%
	High SES*	243	29%
	Metro*	733	89%
	Regional*	89	11%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	310	31%
	Early Childhood	116	11%
	Primary	183	18%
	Secondary	330	32%
	Other	77	8%
Course level	Postgraduate	546	54%
	Undergraduate	470	46%

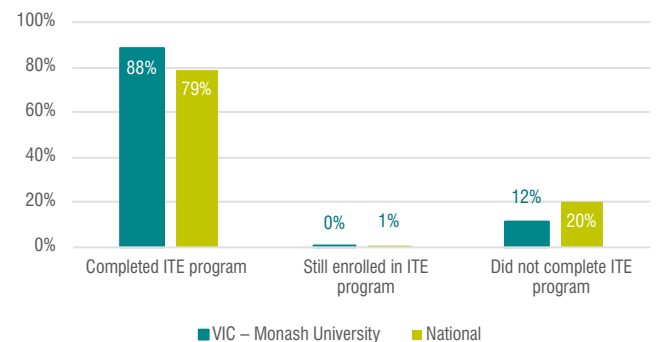
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

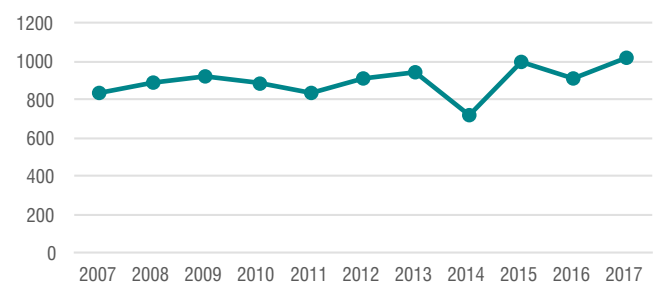


#### Postgraduate



#### 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.

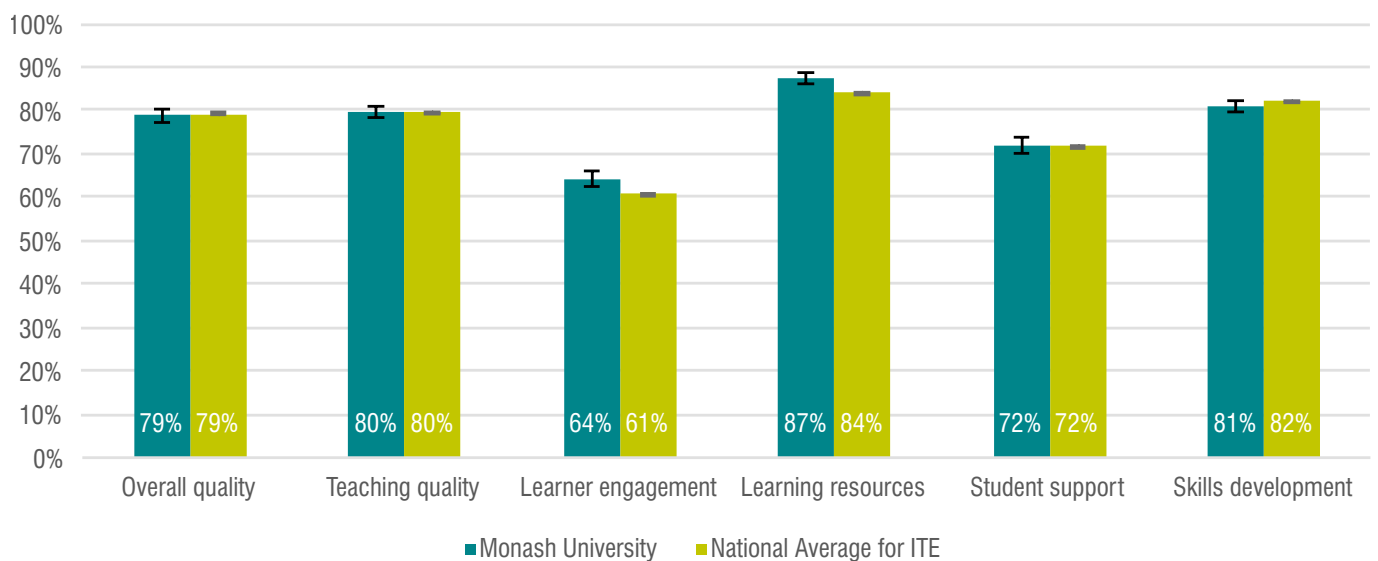
## Initial teacher education

### 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.

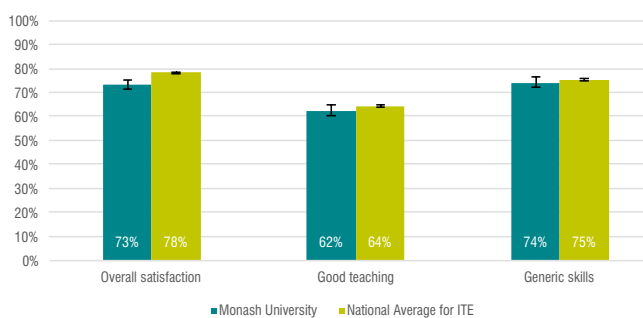
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



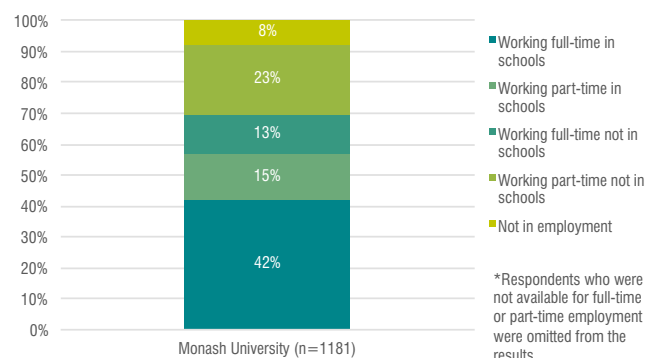
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

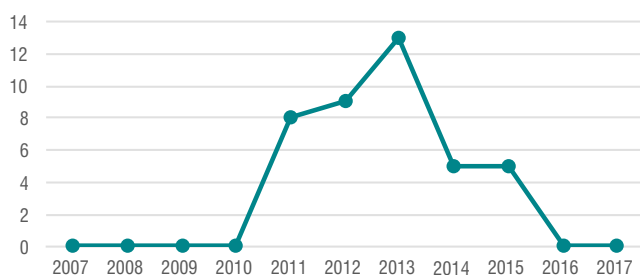
#### Student demographics

2017 commencing students

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

#### Time series

Number of commencements



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

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

#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>&lt; 5</b>	<b>np</b>
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 (school leavers)	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	< 5	np
	Part-time	0	0%
Course level	Postgraduate	< 5	np
	Undergraduate	0	0%

#### 2017 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

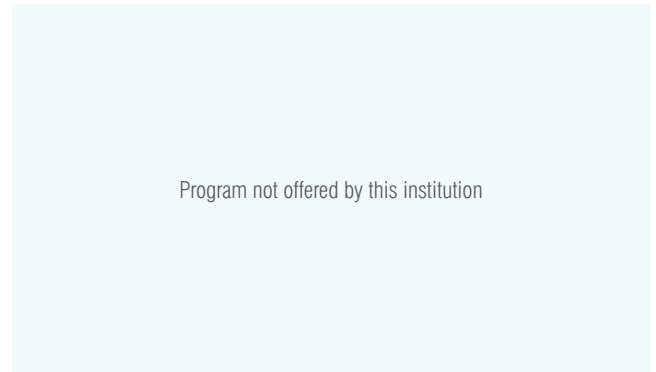
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>&lt; 5</b>	<b>np</b>
Gender	Male	< 5	np
	Female	0	0%
Age	<20	0	0%
	20-24	0	0%
	25-29	0	0%
	30-39	< 5	np
	40+	< 5	np
State/territory of permanent home address*	NSW	< 5	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	0	0%
	Indigenous	0	0%
	Disability	0	0%
	Low SES*	0	0%
	Medium SES*	< 5	np
	High SES*	< 5	np
	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%

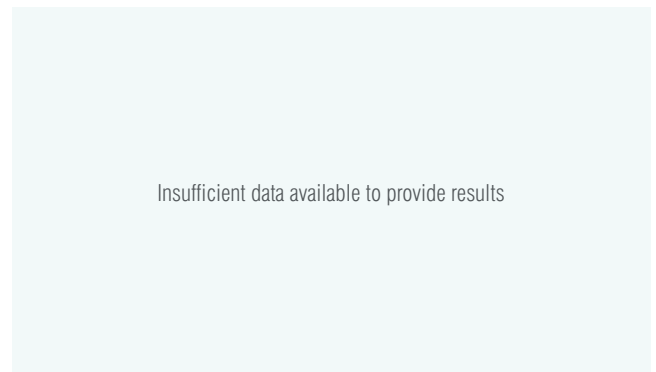
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

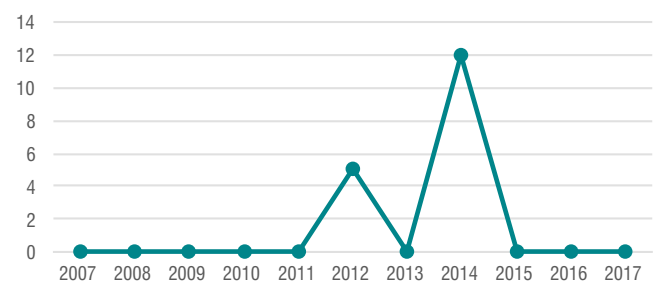


#### Postgraduate



### 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.

### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*

Not available due to insufficient data

### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*

Not available due to insufficient data

### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^

Not available due to insufficient data

\*Combined average for 2015, 2016 and 2017 survey data.



## Initial teacher education

### Program and commencement data

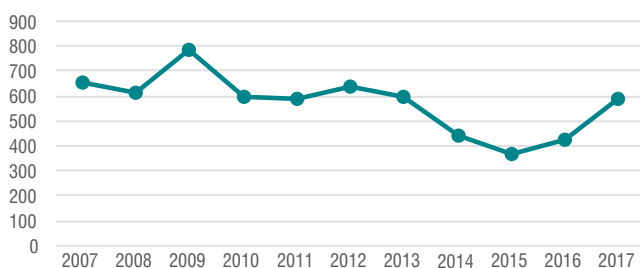
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>585</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	183	31%
	Female	402	69%
Age	<20	221	38%
	20-24	131	22%
	25-29	67	11%
	30-39	109	19%
	40+	57	10%
State/territory of permanent home address*	NSW	6	1%
	VIC	< 5	np
	QLD	< 5	np
	WA	560	96%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	8	1%
	Equity status (domestic onshore students only)	NESB	5
Indigenous		10	2%
Disability		35	6%
Low SES*		181	31%
Medium SES*		307	53%
High SES*		89	15%
Metro*		504	87%
Regional*		56	10%
Remote*		16	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>585</b>	<b>100%</b>
Basis of admission	Secondary education	99	17%
	Higher education course	302	52%
	VET/TAFE	57	10%
	Mature entry	61	10%
	Professional qualification	0	0%
	Other basis	66	11%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	5	5%
	61-65	10	10%
	66-70	13	13%
	71-75	23	23%
	76-80	18	18%
	81-85	13	13%
	86-90	< 5	np
	91-95	< 5	0%
	96-100	< 5	np
	Students without ATAR	10	12%
Detailed field of teacher education	Not specified	471	81%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	114	19%
	Other	0	0%
Mode of attendance	Internal	357	61%
	External	120	21%
	Multi-modal	108	18%
Type of attendance	Full-time	433	74%
	Part-time	152	26%
Course level	Postgraduate	191	33%
	Undergraduate	394	67%

#### 2017 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

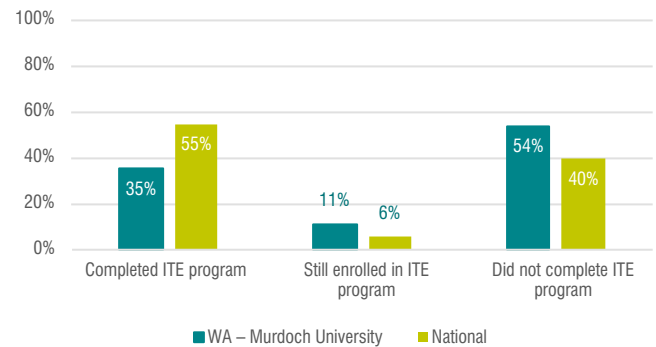
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>245</b>	<b>100%</b>
Gender	Male	69	28%
	Female	176	72%
Age	<20	0	0%
	20-24	112	46%
	25-29	43	18%
	30-39	54	22%
	40+	36	15%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	230	94%
	SA	< 5	np
	TAS	< 5	np
	NT	< 5	np
	ACT	0	0%
	International	7	3%
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	< 5	np
	Disability	19	8%
	Low SES*	69	29%
	Medium SES*	131	55%
	High SES*	38	16%
	Metro*	205	86%
	Regional*	26	11%
Detailed field of teacher education	Not specified	63	26%
	Early Childhood	41	17%
	Primary	18	7%
	Secondary	117	48%
	Other	6	2%
Course level	Postgraduate	88	36%
	Undergraduate	157	64%

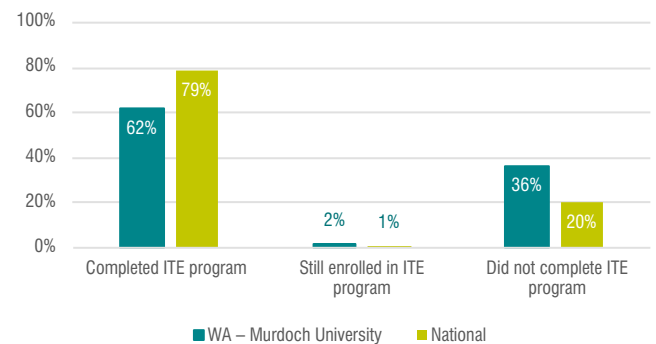
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

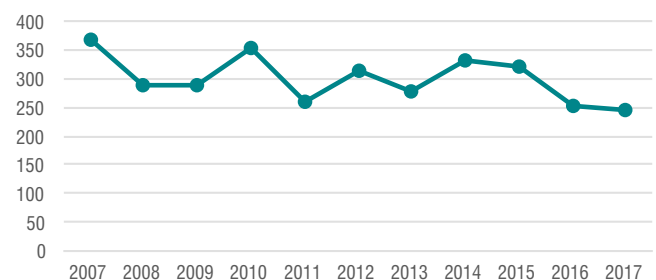


#### Postgraduate



#### 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.

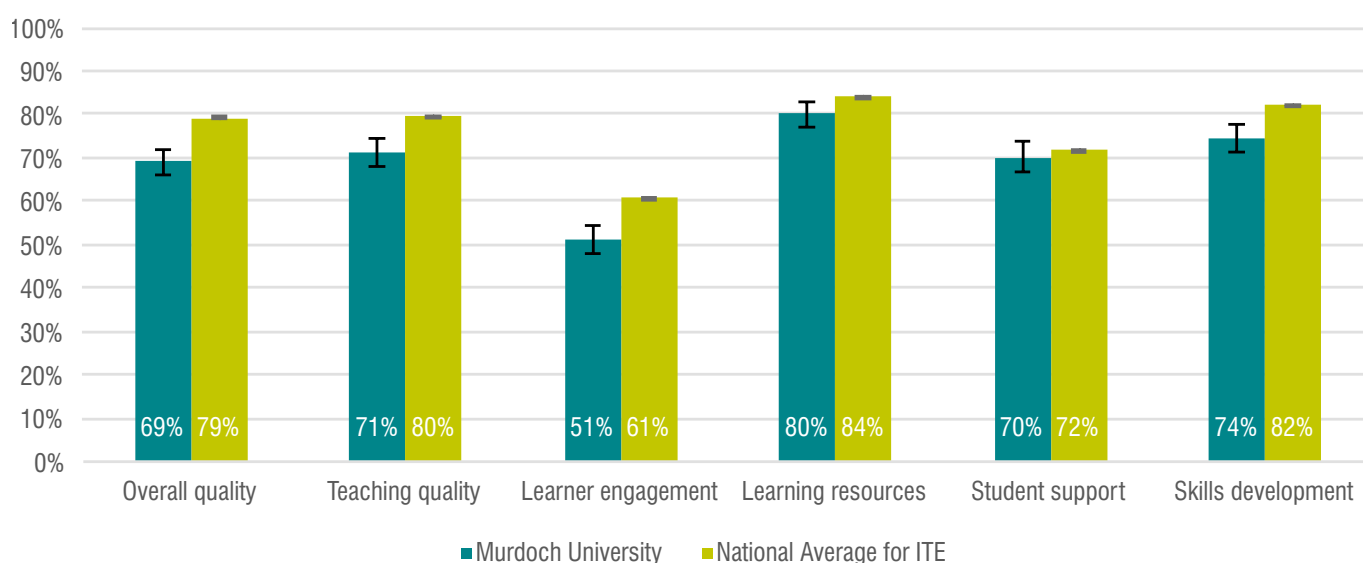
## Initial teacher education

### 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.

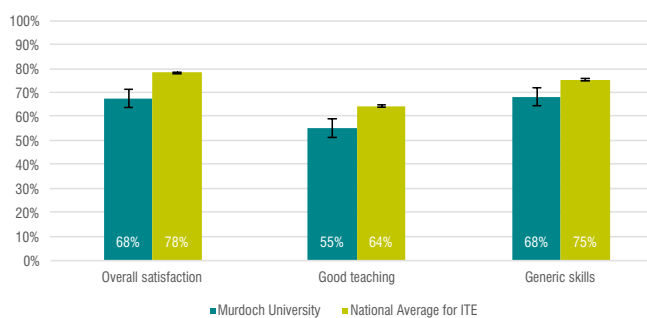
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



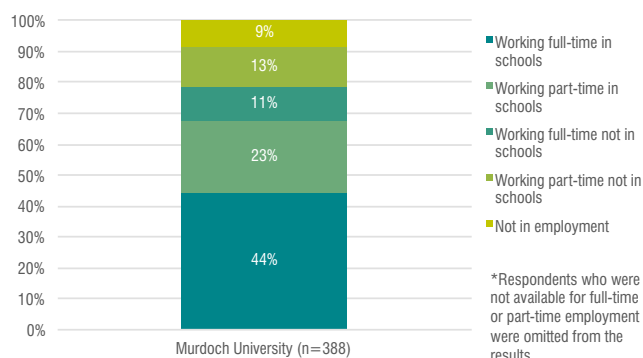
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

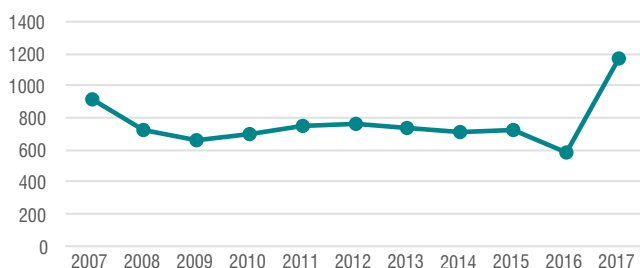
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,173</b>	<b>100%</b>
Student type	Domestic	1140	97%
	International	33	3%
Gender	Male	421	36%
	Female	752	64%
Age	<20	446	38%
	20-24	312	27%
	25-29	147	13%
	30-39	155	13%
	40+	113	10%
State/territory of permanent home address*	NSW	19	2%
	VIC	9	1%
	QLD	1,088	93%
	WA	5	0%
	SA	11	1%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	36	3%
	Equity status (domestic onshore students only)	NESB	19
Indigenous		16	1%
Disability		35	3%
Low SES*		172	15%
Medium SES*		533	47%
High SES*		430	38%
Metro*		1,037	91%
Regional*		91	8%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,173</b>	<b>100%</b>
Basis of admission	Secondary education	367	31%
	Higher education course	718	61%
	VET/TAFE	31	3%
	Mature entry	0	0%
	Professional qualification	35	3%
	Other basis	22	2%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	< 5	np
	66-70	30	8%
	71-75	63	17%
	76-80	28	8%
	81-85	45	12%
	86-90	24	7%
	91-95	12	2%
	96-100	8	2%
	Students without ATAR	149	42%
Detailed field of teacher education	Not specified	441	38%
	Early Childhood	80	7%
	Primary	299	25%
	Secondary	353	30%
	Other	0	0%
Mode of attendance	Internal	759	65%
	External	271	23%
	Multi-modal	143	12%
Type of attendance	Full-time	980	84%
	Part-time	193	16%
Course level	Postgraduate	587	50%
	Undergraduate	586	50%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	27%
	Undergraduate	8	73%
	Total	11	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

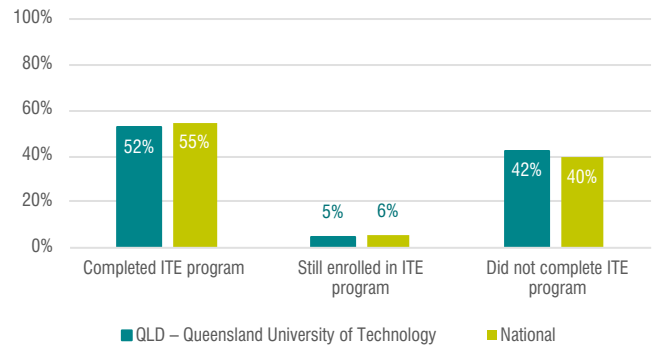
2017 completing students

		Number	%
<b>Total completing students</b>		<b>666</b>	<b>100%</b>
Gender	Male	213	32%
	Female	453	68%
Age	<20	< 5	np
	20-24	377	57%
	25-29	121	18%
	30-39	109	16%
	40+	np	np
State/territory of permanent home address*	NSW	10	2%
	VIC	7	1%
	QLD	623	94%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	20	3%
Equity status (domestic onshore students only)	NESB	9	1%
	Indigenous	12	2%
	Disability	20	3%
	Low SES*	74	11%
	Medium SES*	308	48%
	High SES*	264	41%
	Metro*	604	93%
	Regional*	40	6%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	306	46%
	Early Childhood	61	9%
	Primary	136	20%
	Secondary	163	24%
	Other	0	0%
Course level	Postgraduate	337	51%
	Undergraduate	329	49%

#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

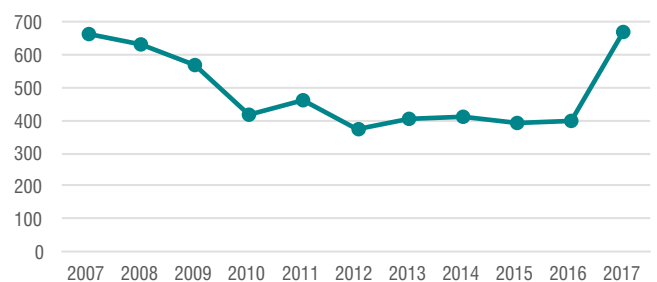


##### Postgraduate

Insufficient data available to provide results  
Postgraduate course only introduced in 2016  
Big jump in completions in 2017 as a result

#### 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.

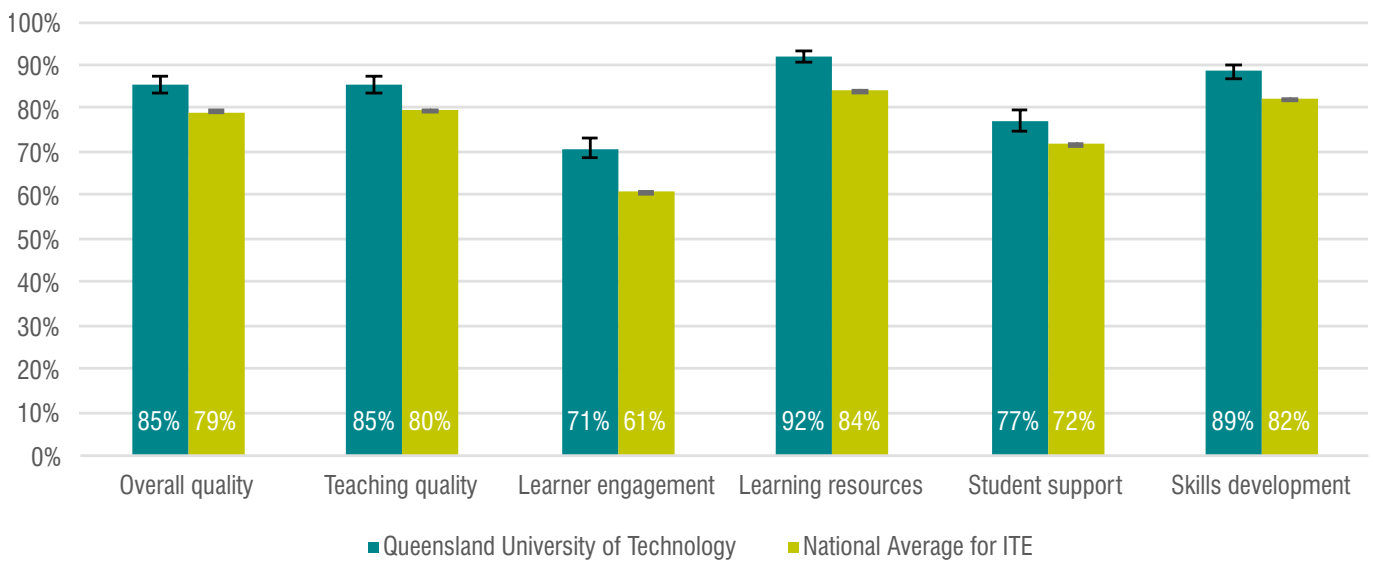
## Initial teacher education

### 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.

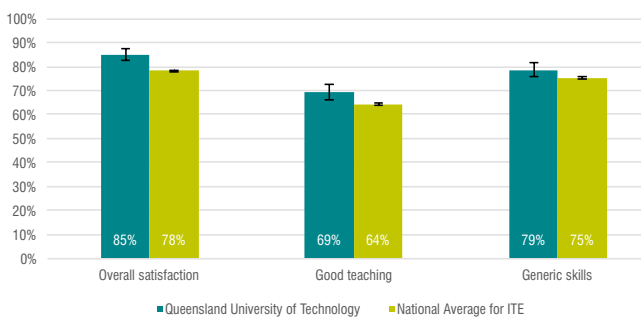
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



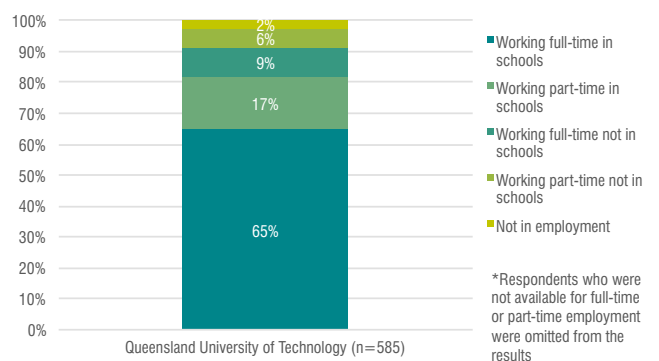
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education Program and commencement data

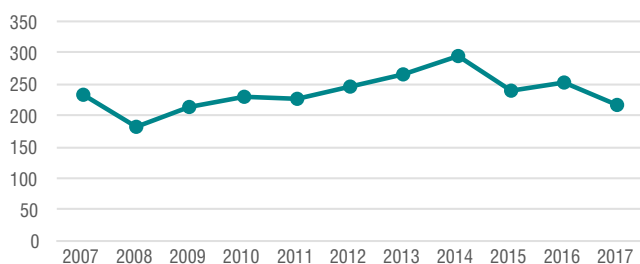
### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>216</b>	<b>100%</b>
Student type	Domestic	203	94%
	International	13	6%
Gender	Male	39	18%
	Female	177	82%
Age	<20	116	54%
	20-24	74	34%
	25-29	16	7%
	30-39	np	np
	40+	< 5	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	198	92%
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	13	6%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		< 5	np
Disability		13	6%
Low SES*		30	15%
Medium SES*		115	57%
High SES*		58	29%
Metro*		187	92%
Regional*		16	8%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>216</b>	<b>100%</b>
Basis of admission	Secondary education	71	33%
	Higher education course	56	26%
	VET/TAFE	89	41%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (school leavers)	30-50	0	0%
	51-55	7	11%
	56-60	6	9%
	61-65	14	22%
	66-70	7	11%
	71-75	12	19%
	76-80	13	20%
	81-85	< 5	np
	86-90	< 5	np
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	< 5	np
Detailed field of teacher education	Not specified	216	100%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	178	82%
	External	0	0%
	Multi-modal	38	18%
Type of attendance	Full-time	210	97%
	Part-time	6	3%
Course level	Postgraduate	0	0%
	Undergraduate	216	100%

### 2017 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

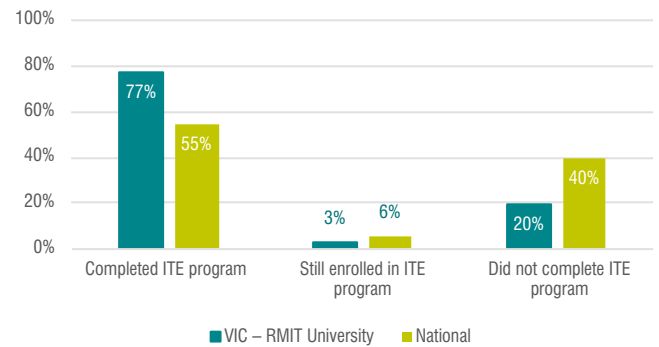
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>210</b>	<b>100%</b>
Gender	Male	51	24%
	Female	159	76%
Age	<20	0	0%
	20-24	159	76%
	25-29	37	18%
	30-39	8	4%
	40+	6	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	205	98%
	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	< 5	np
	Disability	5	2%
	Low SES*	19	9%
	Medium SES*	120	58%
	High SES*	68	33%
	Metro*	191	92%
	Regional*	16	8%
	Remote*	0	0%
Detailed field of teacher education	Not specified	153	73%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	57	27%
	Other	0	0%
Course level	Postgraduate	0	0%
	Undergraduate	210	100%

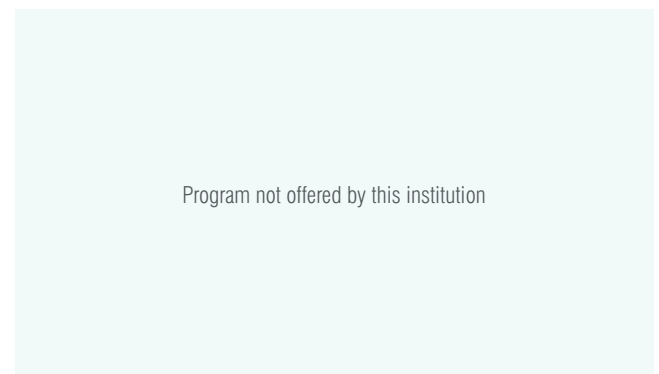
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

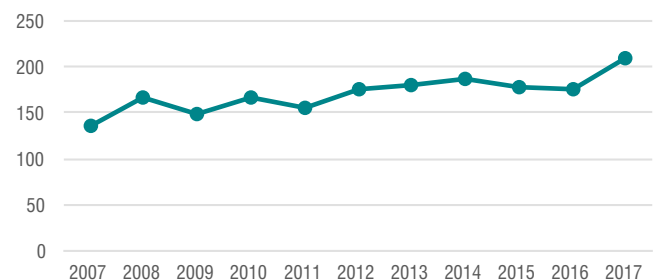


#### Postgraduate



#### 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.



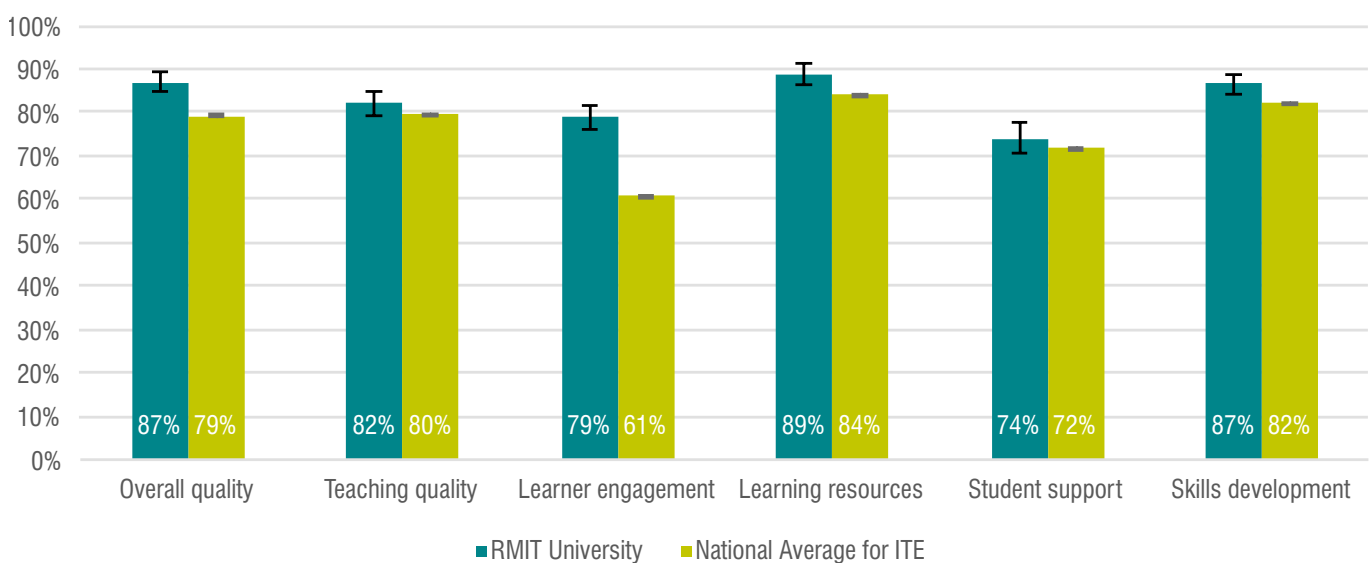
## Initial teacher education

### 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.

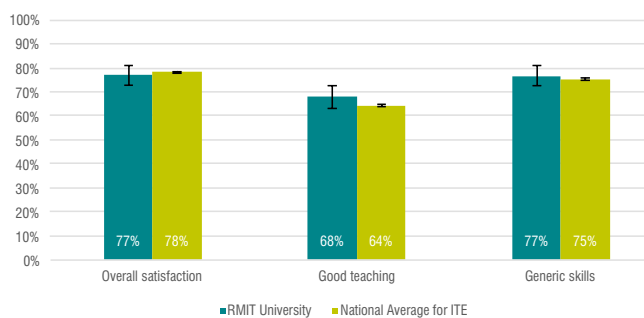
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



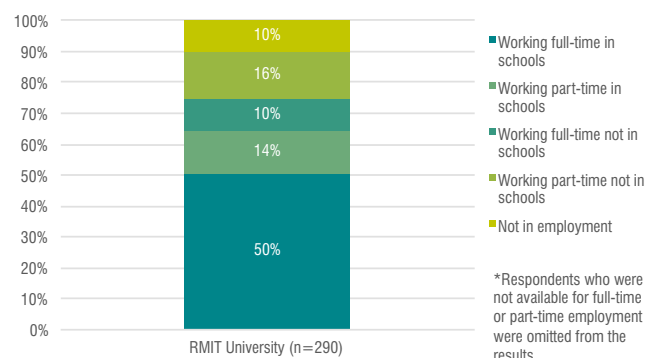
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

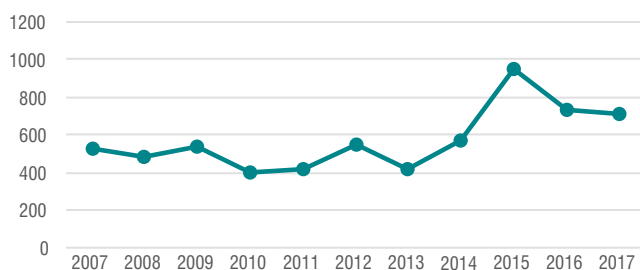
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>714</b>	<b>100%</b>
Student type	Domestic	714	100%
	International	0	0%
Gender	Male	208	29%
	Female	506	71%
Age	<20	167	23%
	20-24	248	35%
	25-29	125	18%
	30-39	114	16%
	40+	60	8%
State/territory of permanent home address*	NSW	435	61%
	VIC	6	1%
	QLD	262	37%
	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	6
Indigenous		34	5%
Disability		37	5%
Low SES*		161	23%
Medium SES*		510	72%
High SES*		38	5%
Metro*		370	52%
Regional*		335	47%
Remote*		6	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>714</b>	<b>100%</b>
Basis of admission	Secondary education	127	18%
	Higher education course	310	44%
	VET/TAFE	147	21%
	Mature entry	114	16%
	Professional qualification	< 5	np
	Other basis	np	np
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	5	4%
	66-70	< 5	np
	71-75	7	6%
	76-80	< 5	np
	81-85	< 5	np
	86-90	< 5	np
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	100	80%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	267	37%
	Secondary	167	23%
	Other	280	39%
Mode of attendance	Internal	43	6%
	External	334	47%
	Multi-modal	337	47%
Type of attendance	Full-time	538	75%
	Part-time	176	25%
Course level	Postgraduate	38	5%
	Undergraduate	676	95%

#### 2017 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

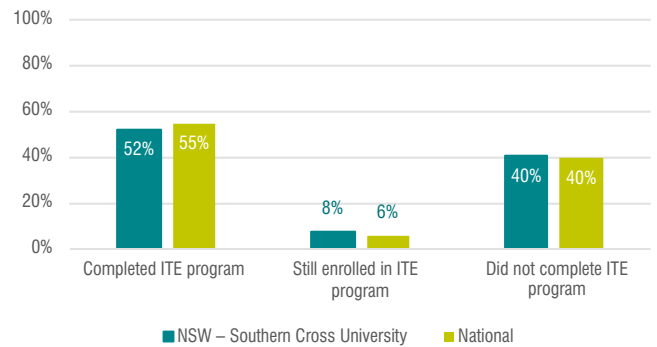
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>283</b>	<b>100%</b>
Gender	Male	73	26%
	Female	210	74%
Age	<20	0	0%
	20-24	181	64%
	25-29	43	15%
	30-39	32	11%
	40+	27	10%
State/territory of permanent home address*	NSW	218	77%
	VIC	< 5	np
	QLD	61	22%
	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	0	0%
	Indigenous	6	2%
	Disability	12	4%
	Low SES*	73	26%
	Medium SES*	200	71%
	High SES*	9	3%
	Metro*	105	37%
	Regional*	174	62%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	153	54%
	Secondary	80	28%
	Other	50	18%
Course level	Postgraduate	11	4%
	Undergraduate	272	96%

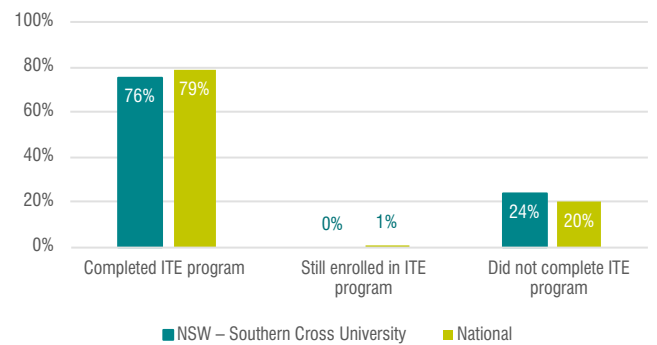
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

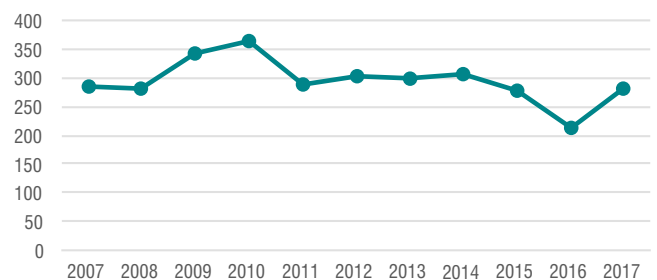


#### Postgraduate



#### 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.

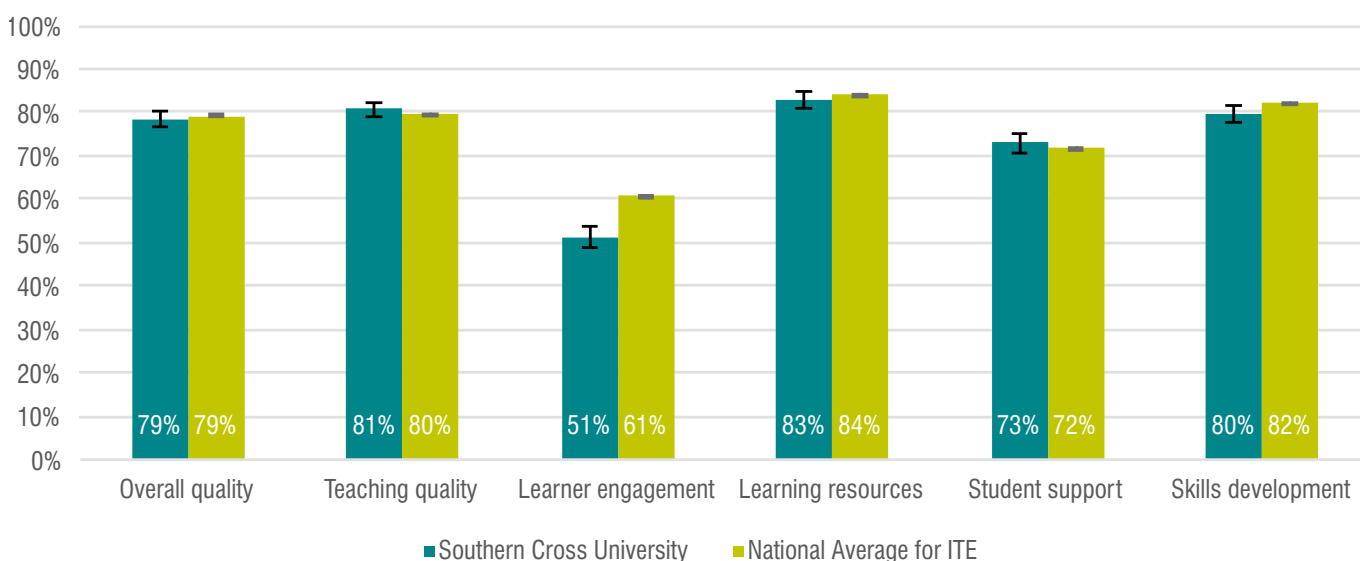
## Initial teacher education

### 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.

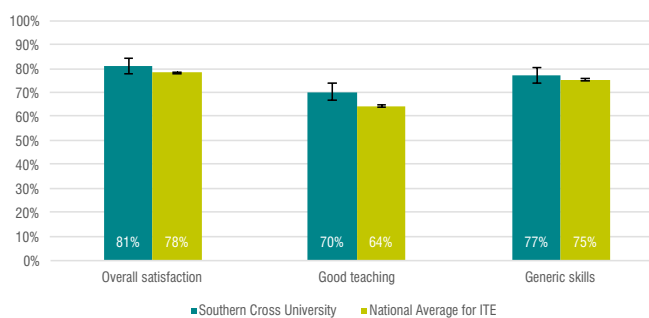
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



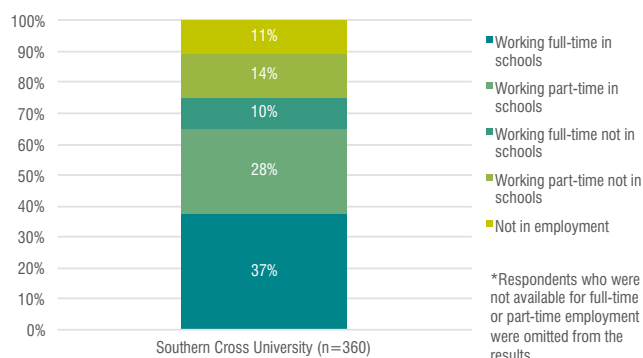
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

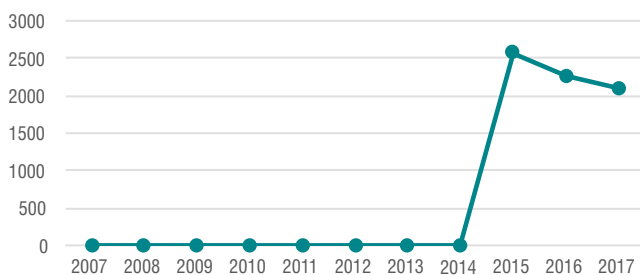
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>2,106</b>	<b>100%</b>
Student type	Domestic	2,070	98%
	International	36	2%
Gender	Male	244	12%
	Female	1,862	88%
Age	<20	149	7%
	20-24	622	30%
	25-29	478	23%
	30-39	591	28%
	40+	266	13%
State/territory of permanent home address*	NSW	371	18%
	VIC	1,188	56%
	QLD	286	14%
	WA	58	3%
	SA	97	5%
	TAS	22	1%
	NT	14	1%
	ACT	34	2%
	International	32	2%
	Equity status (domestic onshore students only)	NESB	39
Indigenous		36	2%
Disability		12	1%
Low SES*		468	23%
Medium SES*		1,198	58%
High SES*		398	19%
Metro*		1,561	75%
Regional*		485	23%
Remote*		23	1%

#### Time series

Number of commencements



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

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

#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>2,106</b>	<b>100%</b>
Basis of admission	Secondary education	np	np
	Higher education course	514	24%
	VET/TAFE	764	36%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	752	36%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	< 5	np
	66-70	< 5	np
	71-75	< 5	np
	76-80	< 5	np
	81-85	< 5	np
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	52	81%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	627	30%
	Primary	1,479	70%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	115	5%
	External	1,954	93%
	Multi-modal	37	2%
Type of attendance	Full-time	996	47%
	Part-time	1,110	53%
Course level	Postgraduate	307	15%
	Undergraduate	1,799	85%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	43%
	Undergraduate	4	57%
	Total	7	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

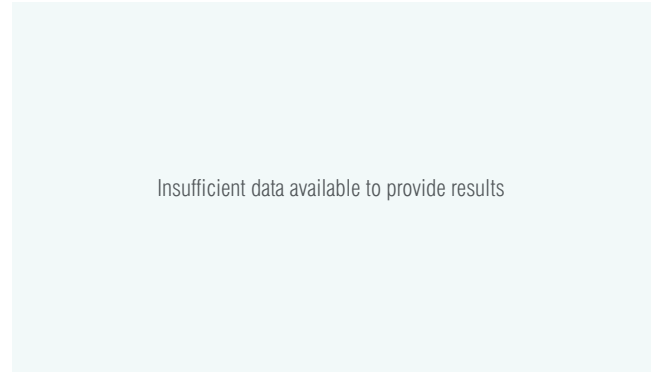
2017 completing students

		Number	%
<b>Total completing students</b>		<b>459</b>	<b>100%</b>
Gender	Male	49	11%
	Female	410	89%
Age	<20	0	0%
	20-24	53	12%
	25-29	129	28%
	30-39	167	36%
	40+	110	24%
State/territory of permanent home address*	NSW	93	20%
	VIC	262	57%
	QLD	44	10%
	WA	17	4%
	SA	26	6%
	TAS	5	1%
	NT	< 5	np
	ACT	8	2%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	< 5	np
	Low SES*	66	14%
	Medium SES*	266	58%
	High SES*	124	27%
	Metro*	359	79%
	Regional*	91	20%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	115	25%
	Primary	344	75%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	232	51%
	Undergraduate	227	49%

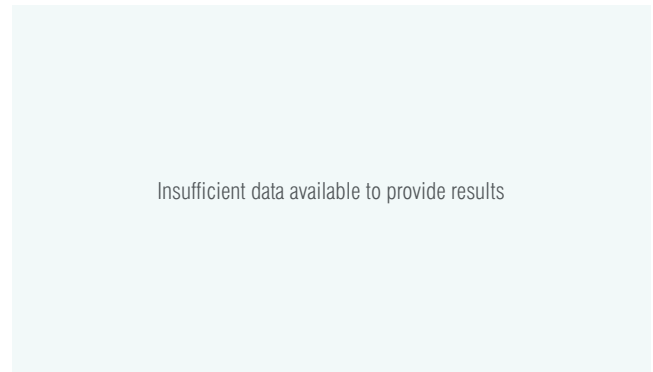
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

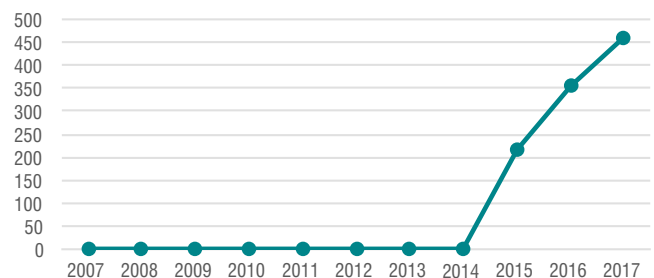


##### Postgraduate



#### 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.

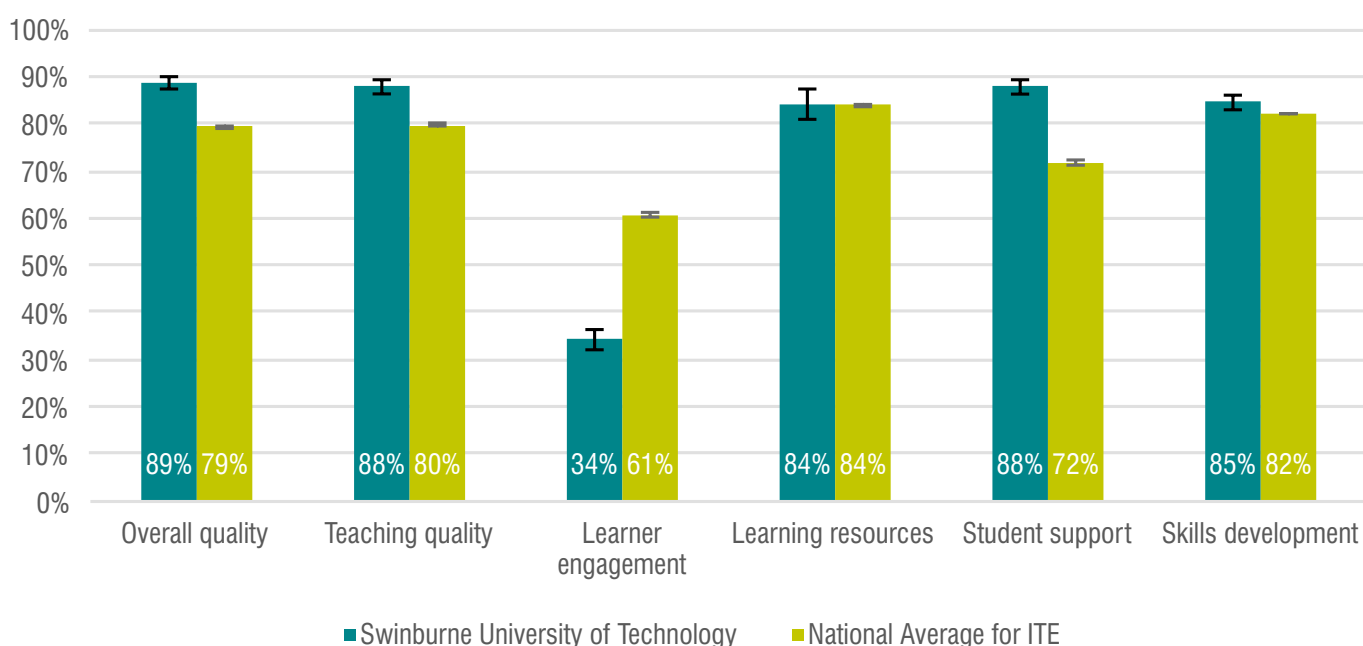
## Initial teacher education

### 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.

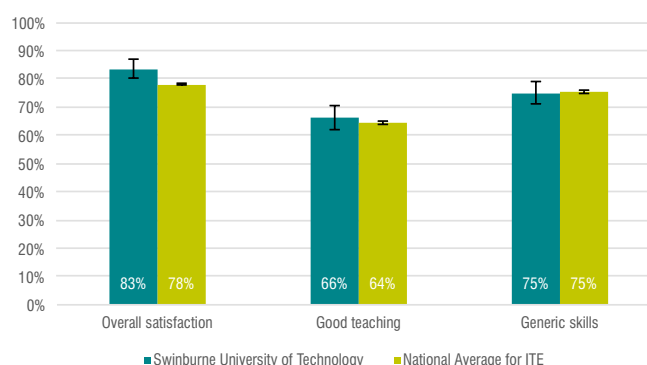
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



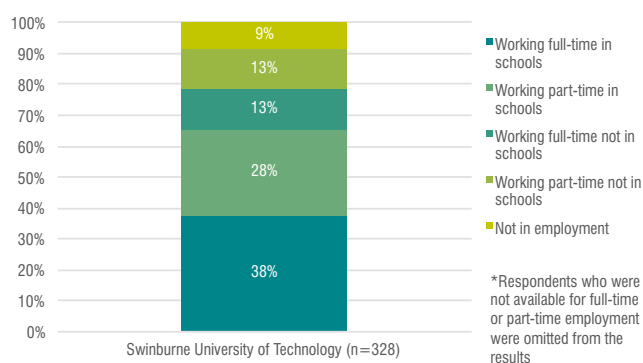
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

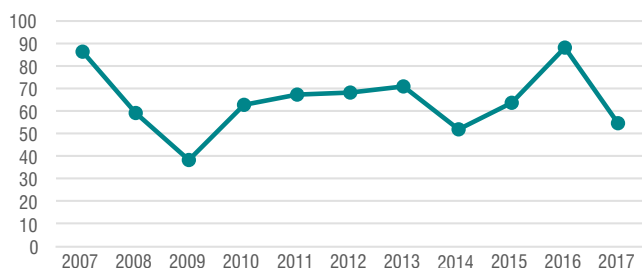
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>55</b>	<b>100%</b>
Student type	Domestic	55	100%
	International	0	0%
Gender	Male	20	36%
	Female	35	64%
Age	<20	29	53%
	20-24	12	22%
	25-29	< 5	np
	30-39	6	11%
	40+	np	np
State/territory of permanent home address*	NSW	0	0%
	VIC	np	np
	QLD	0	0%
	WA	0	0%
	SA	43	78%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	0	0%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		< 5	np
Disability		< 5	np
Low SES*		16	29%
Medium SES*		28	51%
High SES*		11	20%
Metro*		34	62%
Regional*		20	36%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>55</b>	<b>100%</b>
Basis of admission	Secondary education	35	73%
	Higher education course	13	27%
	VET/TAFE	< 5	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	< 5	np
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	< 5	np
	66-70	6	17%
	71-75	< 5	np
	76-80	< 5	np
	81-85	< 5	np
	86-90	6	17%
	91-95	< 5	np
	96-100	7	20%
	Students without ATAR	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	41	75%
	Secondary	14	25%
	Other	0	0%
Mode of attendance	Internal	55	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	47	85%
	Part-time	8	15%
Course level	Postgraduate	10	18%
	Undergraduate	45	82%

#### 2017 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

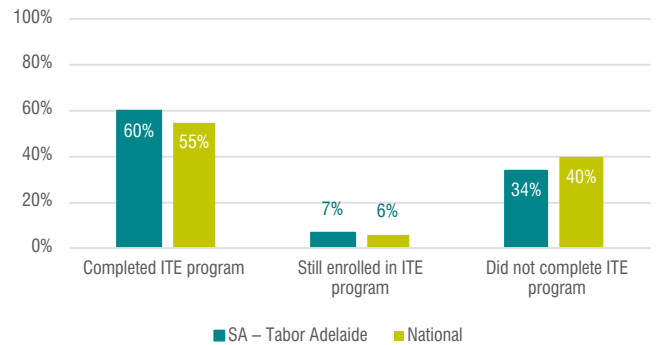
2017 completing students

		Number	%
<b>Total completing students</b>		<b>27</b>	<b>100%</b>
Gender	Male	7	26%
	Female	20	74%
Age	<20	0	0%
	20-24	13	48%
	25-29	6	22%
	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	0	0%
	Low SES*	7	26%
	Medium SES*	14	52%
	High SES*	6	22%
	Metro*	22	81%
	Regional*	5	19%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	16	59%
	Secondary	11	41%
	Other	0	0%
Course level	Postgraduate	7	26%
	Undergraduate	20	74%

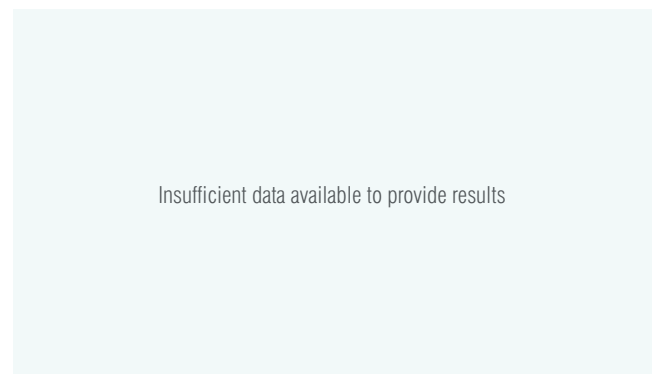
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

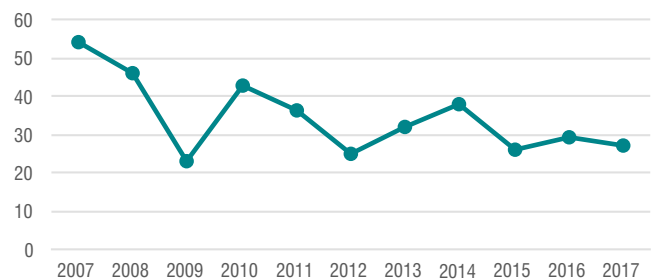


##### Postgraduate



##### 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.

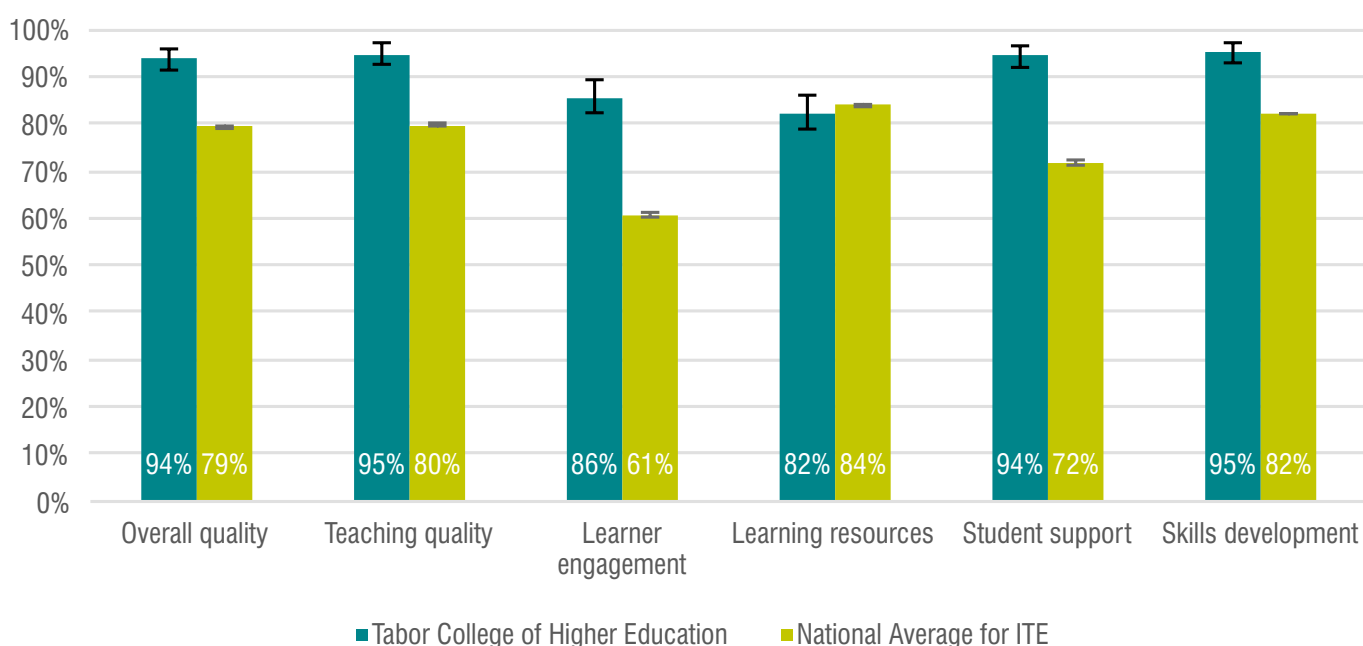
## Initial teacher education

### 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.

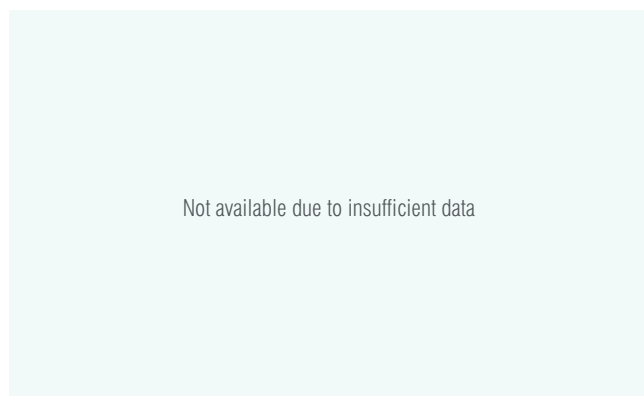
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



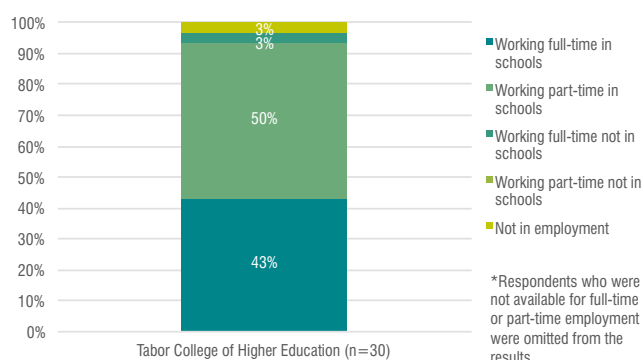
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

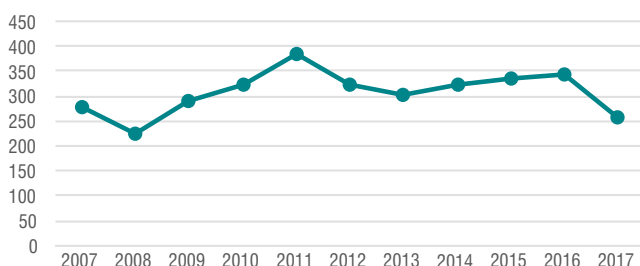
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>257</b>	<b>100%</b>
Student type	Domestic	234	91%
	International	23	9%
Gender	Male	131	51%
	Female	126	49%
Age	<20	135	53%
	20-24	75	29%
	25-29	20	8%
	30-39	14	5%
	40+	13	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	5	2%
	QLD	< 5	np
	WA	0	0%
	SA	225	88%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	23	9%
	Equity status (domestic onshore students only)	NESB	7
Indigenous		< 5	np
Disability		15	6%
Low SES*		58	25%
Medium SES*		132	56%
High SES*		44	19%
Metro*		200	85%
Regional*		31	13%
Remote*		< 5	np

#### Time series

Number of commencements



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

\*\*The University has informed us the correct number of 2017 commencing students under 'Detailed field of teacher education – Secondary' should be 257 and 'Detailed field of teacher education – Not specified' should be 0.

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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>257</b>	<b>100%</b>
Basis of admission	Secondary education	106	41%
	Higher education course	93	36%
	VET/TAFE	< 5	np
	Mature entry	43	17%
	Professional qualification	0	0%
	Other basis	np	np
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	5	5%
	66-70	8	9%
	71-75	8	9%
	76-80	16	17%
	81-85	18	19%
	86-90	10	11%
	91-95	10	11%
	96-100	9	10%
	Students without ATAR	8	9%
Detailed field of teacher education **	Not specified	195	76%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	62	24%
	Other	0	0%
Mode of attendance	Internal	257	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	240	93%
	Part-time	17	7%
Course level	Postgraduate	62	24%
	Undergraduate	195	76%

#### 2017 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

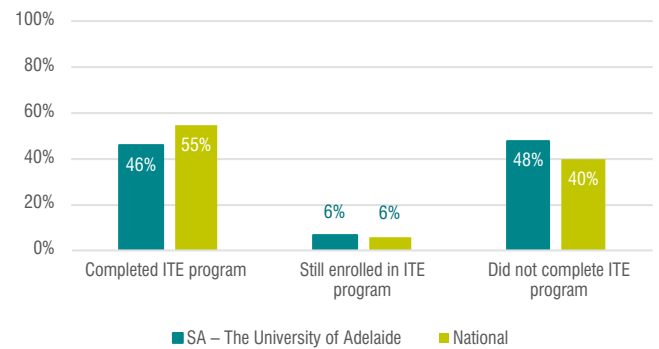
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>114</b>	<b>100%</b>
Gender	Male	43	38%
	Female	71	62%
Age	<20	0	0%
	20-24	76	67%
	25-29	17	15%
	30-39	13	11%
	40+	8	7%
State/territory of permanent home address*	NSW	0	0%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	103	90%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	np	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	0	0%
	Disability	7	7%
	Low SES*	31	30%
	Medium SES*	45	43%
	High SES*	28	27%
	Metro*	88	85%
	Regional*	15	14%
Detailed field of teacher education	Not specified	98	86%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	16	14%
	Other	0	0%
Course level	Postgraduate	16	14%
	Undergraduate	98	86%

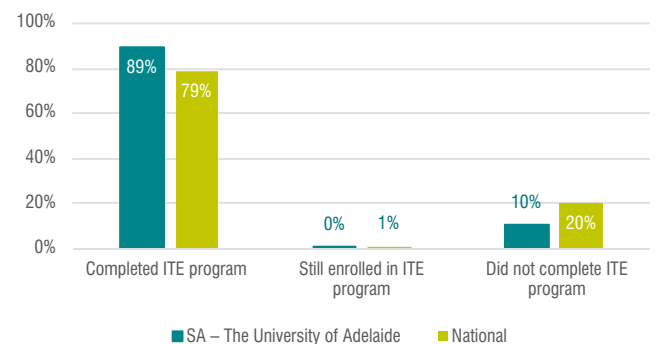
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

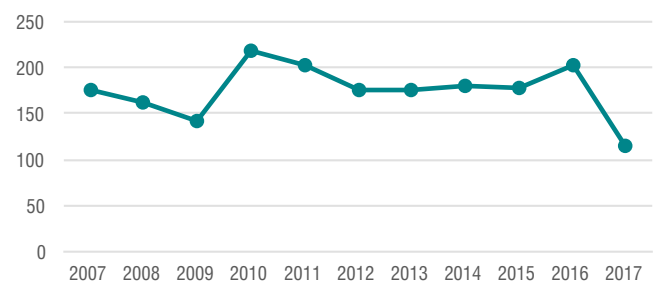


#### Postgraduate



#### 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.

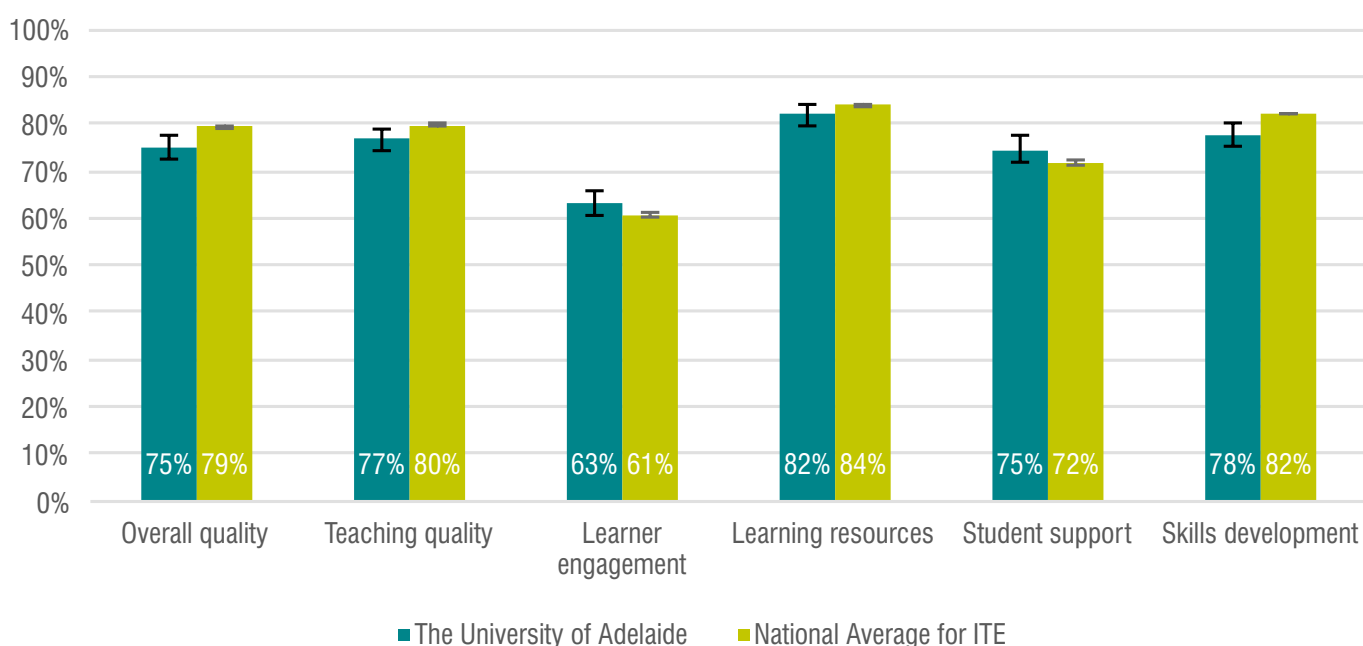
## Initial teacher education

### 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.

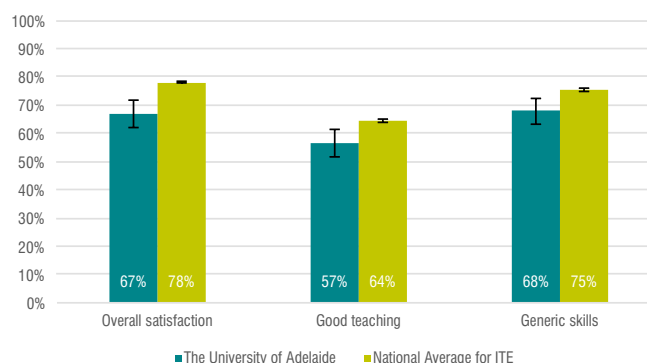
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



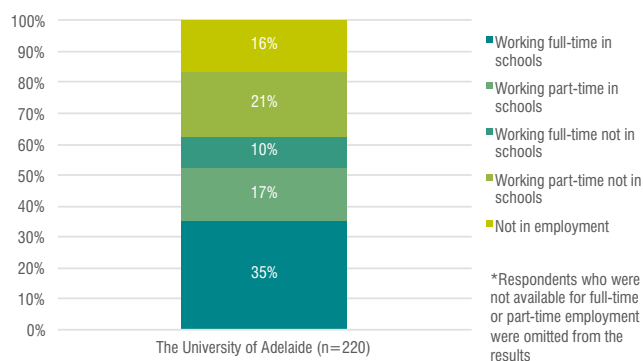
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

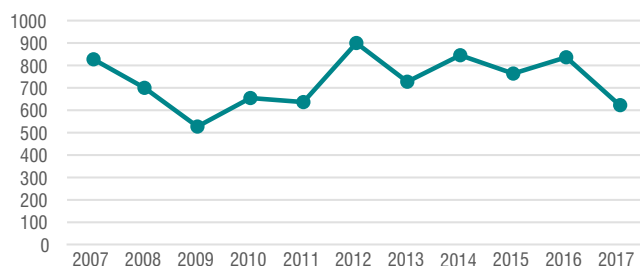
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>625</b>	<b>100%</b>
Student type	Domestic	476	76%
	International	149	24%
Gender	Male	206	33%
	Female	419	67%
Age	< 20	< 5	np
	20-24	377	60%
	25-29	163	26%
	30-39	58	9%
	40+	np	np
State/territory of permanent home address*	NSW	7	1%
	VIC	450	72%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	154	25%
	Equity status (domestic onshore students only)	NESB	12
Indigenous		5	1%
Disability		20	4%
Low SES*		40	8%
Medium SES*		160	34%
High SES*		271	58%
Metro*		438	93%
Regional*		33	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>625</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	625	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (school leavers)	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	74	12%
	Primary	176	28%
	Secondary	375	60%
	Other	0	0%
Mode of attendance	Internal	625	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	600	96%
	Part-time	25	4%
Course level	Postgraduate	625	100%
	Undergraduate	0	0%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	8	100%
	Undergraduate	0	0%
	Total	8	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

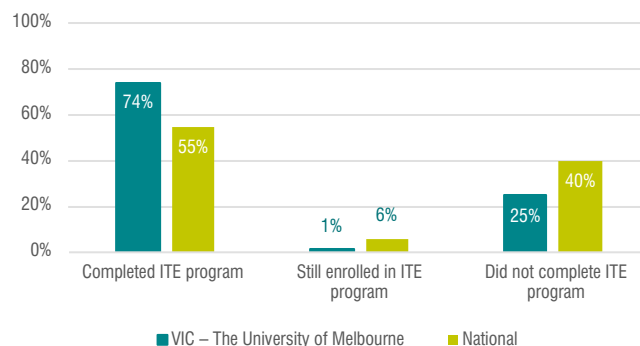
2017 completing students

		Number	%
<b>Total completing students</b>		<b>351</b>	<b>100%</b>
Gender	Male	90	26%
	Female	261	74%
Age	<20	0	0%
	20-24	143	41%
	25-29	139	40%
	30-39	50	14%
	40+	19	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	269	77%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	66	19%
Equity status (domestic onshore students only)	NESB	6	2%
	Indigenous	< 5	np
	Disability	12	4%
	Low SES*	23	8%
	Medium SES*	110	39%
	High SES*	152	53%
	Metro*	259	91%
	Regional*	25	9%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	55	16%
	Primary	116	33%
	Secondary	180	51%
	Other	0	0%
Course level	Postgraduate	351	100%
	Undergraduate	0	0%

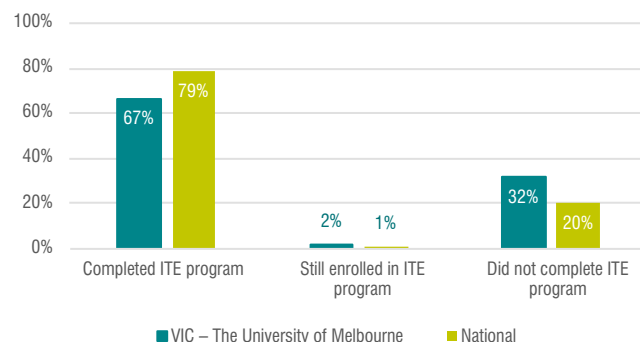
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

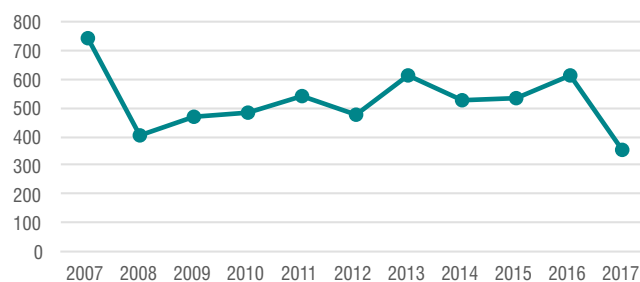


##### Postgraduate



#### 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.

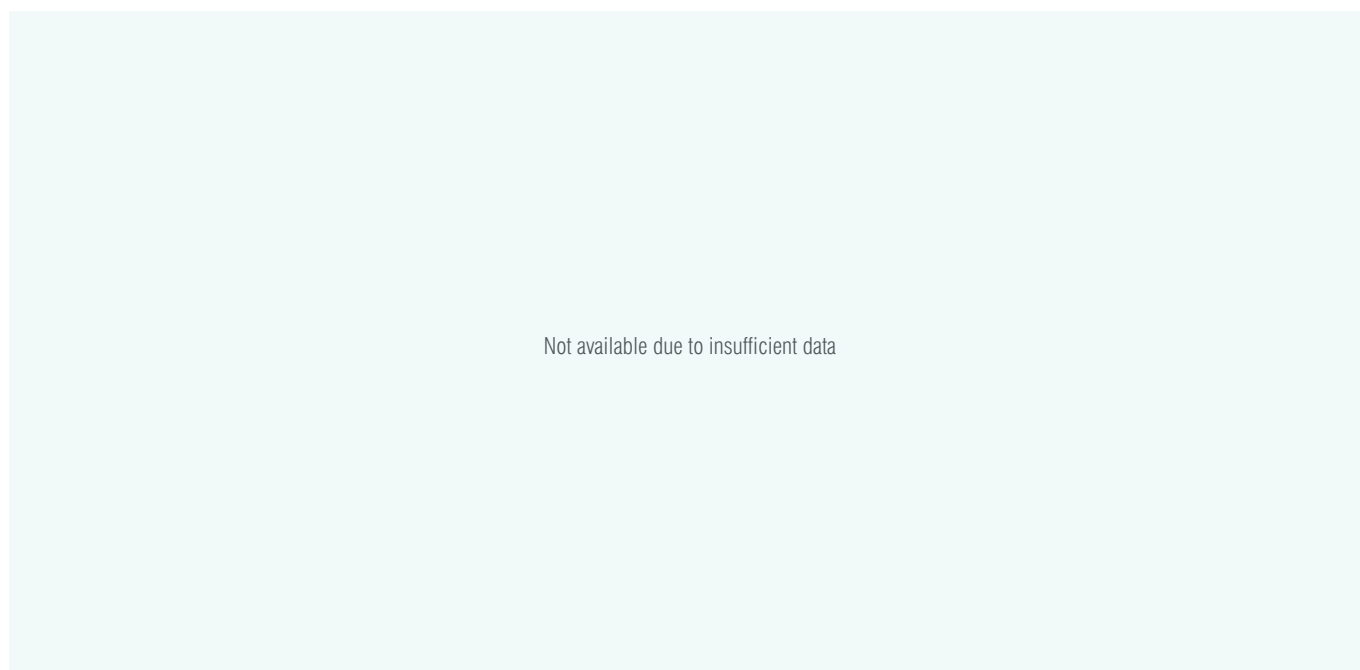
## Initial teacher education

### 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.

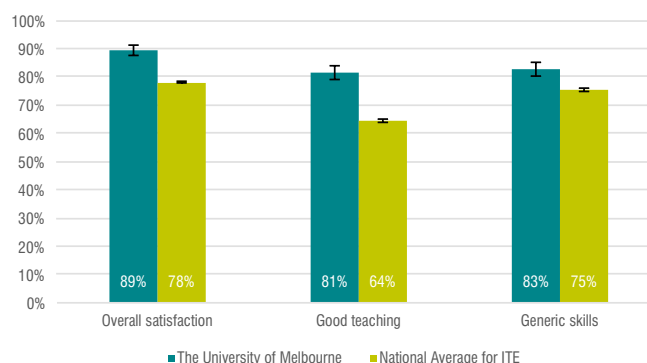
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



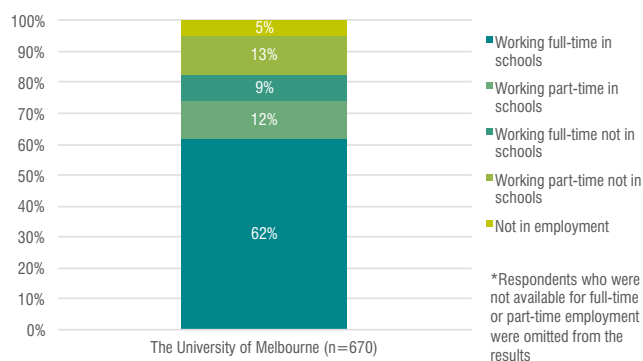
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.



## Initial teacher education

### Program and commencement data

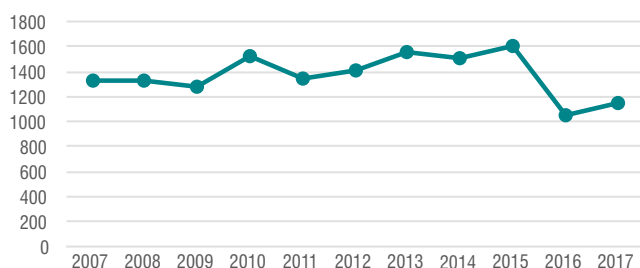
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,154</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	283	25%
	Female	871	75%
Age	<20	100	9%
	20-24	296	26%
	25-29	231	20%
	30-39	329	29%
	40+	198	17%
State/territory of permanent home address*	NSW	898	78%
	VIC	44	4%
	QLD	105	9%
	WA	15	1%
	SA	37	3%
	TAS	7	1%
	NT	7	1%
	ACT	29	3%
	International	12	1%
	Equity status (domestic onshore students only)	NESB	11
Indigenous		30	3%
Disability		114	10%
Low SES*		301	26%
Medium SES*		579	51%
High SES*		260	23%
Metro*		676	59%
Regional*		447	39%
Remote*		19	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,154</b>	<b>100%</b>
Basis of admission	Secondary education	84	7%
	Higher education course	829	72%
	VET/TAFE	138	12%
	Mature entry	7	1%
	Professional qualification	0	0%
	Other basis	96	8%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	< 5	np
	71-75	7	8%
	76-80	15	18%
	81-85	22	26%
	86-90	13	15%
	91-95	< 5	np
	96-100	< 5	np
	Students without ATAR	19	24%
Detailed field of teacher education	Not specified	313	27%
	Early Childhood	0	0%
	Primary	359	31%
	Secondary	482	42%
	Other	0	0%
Mode of attendance	Internal	39	3%
	External	1,069	93%
	Multi-modal	46	4%
Type of attendance	Full-time	638	55%
	Part-time	516	45%
Course level	Postgraduate	488	42%
	Undergraduate	666	58%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	13	17%
	Undergraduate	65	83%
	Total	78	100%

## Initial teacher education Completion data

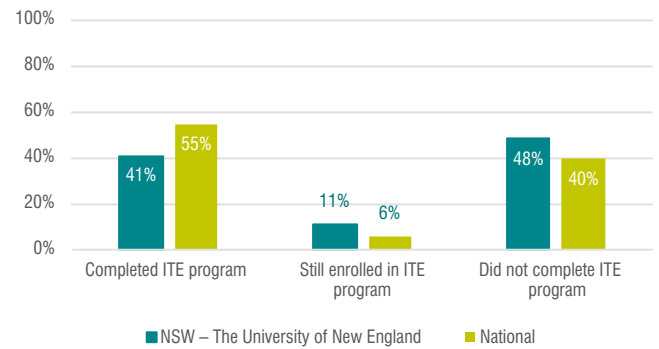
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>652</b>	<b>100%</b>
Gender	Male	143	22%
	Female	509	78%
Age	<20	< 5	np
	20-24	147	23%
	25-29	140	21%
	30-39	205	31%
	40+	np	np
State/territory of permanent home address*	NSW	557	85%
	VIC	21	3%
	QLD	28	4%
	WA	11	2%
	SA	8	1%
	TAS	7	1%
	NT	< 5	np
	ACT	np	np
	International	7	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	21	3%
	Disability	51	8%
	Low SES*	177	28%
	Medium SES*	332	52%
	High SES*	133	21%
	Metro*	361	56%
	Regional*	264	41%
Detailed field of teacher education	Not specified	185	28%
	Early Childhood	85	13%
	Primary	177	27%
	Secondary	205	31%
	Other	0	0%
Course level	Postgraduate	289	44%
	Undergraduate	363	56%

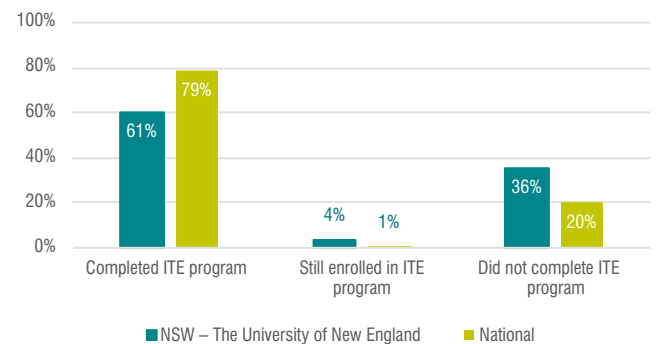
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

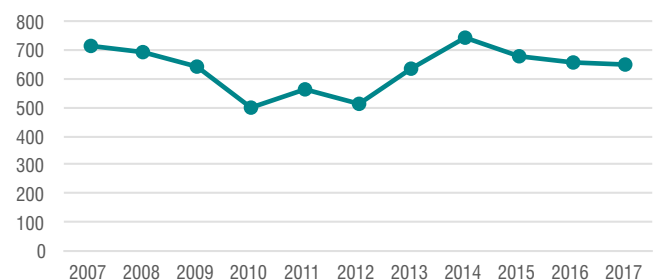


#### Postgraduate



#### 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.

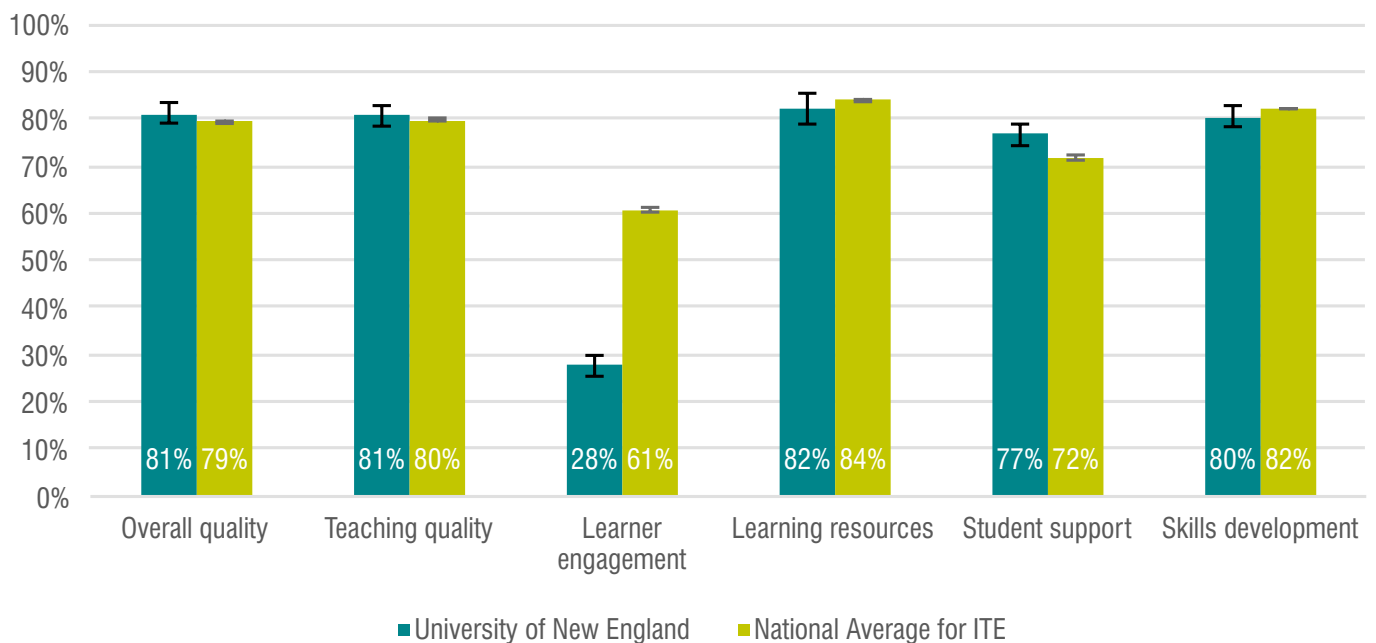
## Initial teacher education

### 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.

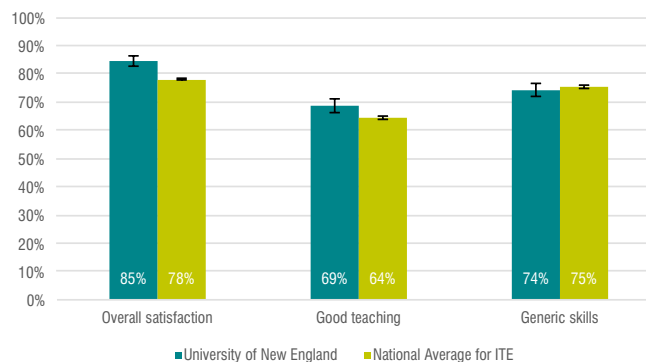
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



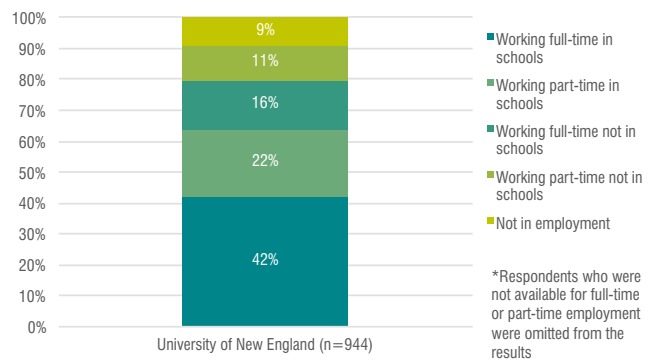
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

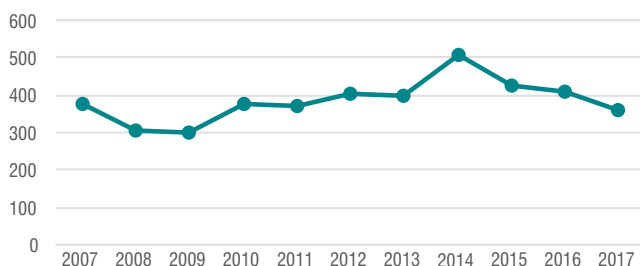
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>362</b>	<b>100%</b>
Student type	Domestic	317	88%
	International	45	12%
Gender	Male	110	30%
	Female	252	70%
Age	<20	190	52%
	20-24	113	31%
	25-29	31	9%
	30-39	17	5%
	40+	11	3%
State/territory of permanent home address*	NSW	313	86%
	VIC	0	0%
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	45	12%
	Equity status (domestic onshore students only)	NESB	10
Indigenous		6	2%
Disability		16	5%
Low SES*		43	14%
Medium SES*		121	38%
High SES*		151	48%
Metro*		305	96%
Regional*		10	3%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>362</b>	<b>100%</b>
Basis of admission	Secondary education	146	41%
	Higher education course	161	45%
	VET/TAFE	28	8%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	np	np
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	5	4%
	76-80	26	21%
	81-85	25	20%
	86-90	14	11%
	91-95	11	7%
	96-100	8	6%
	Students without ATAR	36	30%
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	362	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	327	90%
	Part-time	35	10%
Course level	Postgraduate	93	26%
	Undergraduate	269	74%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	15%
	Undergraduate	17	85%
	Total	20	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

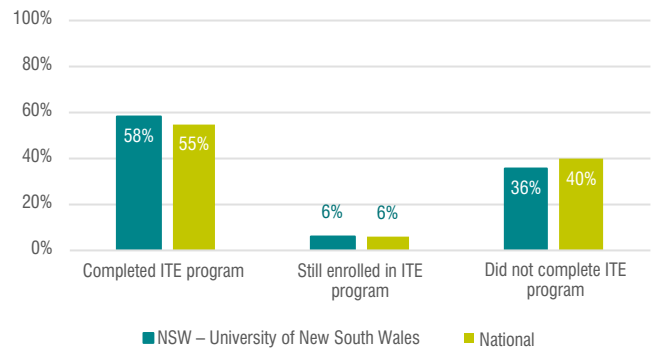
2017 completing students

		Number	%
<b>Total completing students</b>		<b>290</b>	<b>100%</b>
Gender	Male	80	28%
	Female	210	72%
Age	<20	0	0%
	20-24	215	74%
	25-29	48	17%
	30-39	18	6%
	40+	9	3%
State/territory of permanent home address*	NSW	271	93%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	16	6%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	18	7%
	Low SES*	41	15%
	Medium SES*	106	39%
	High SES*	126	46%
	Metro*	260	95%
	Regional*	13	5%
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	94	32%
	Undergraduate	196	68%

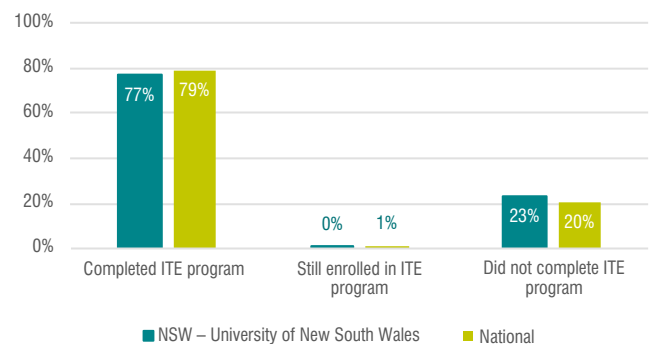
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

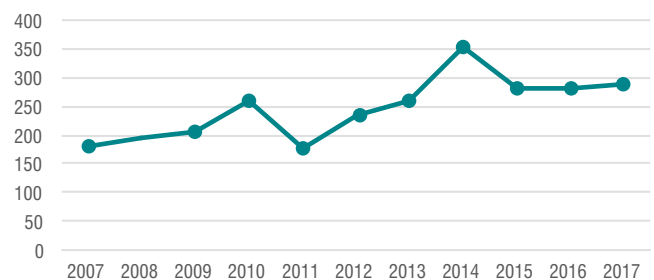


##### Postgraduate



#### 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.

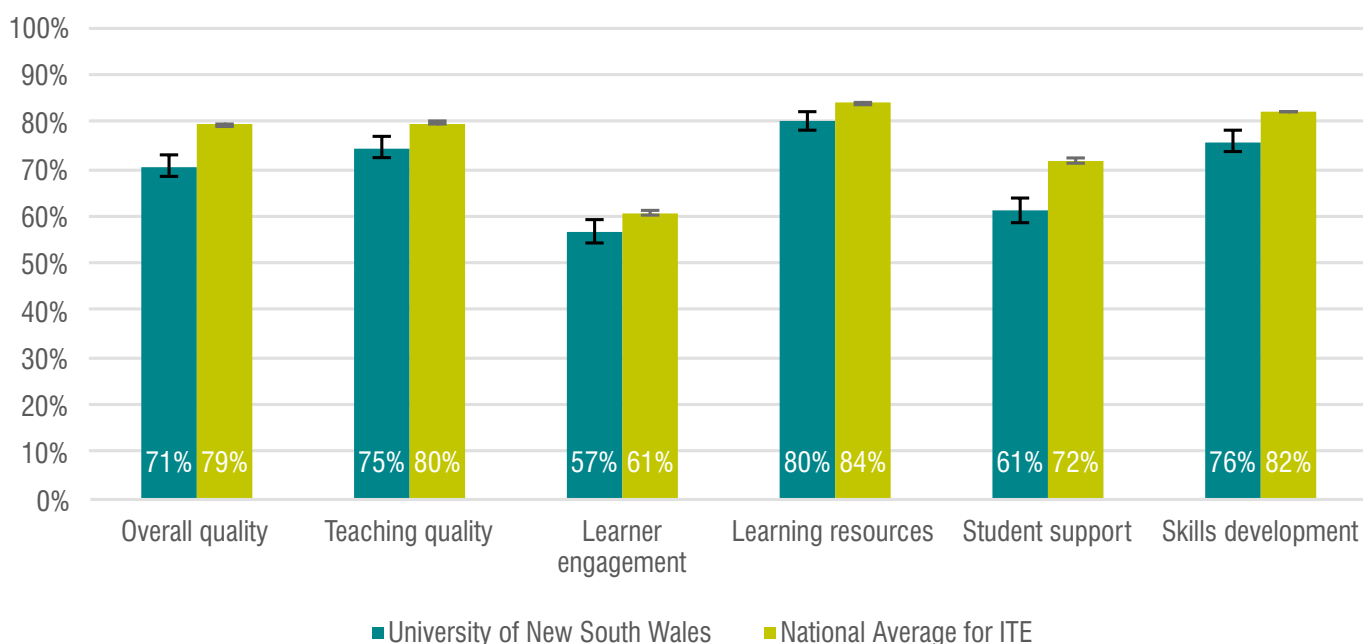
## Initial teacher education

### 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.

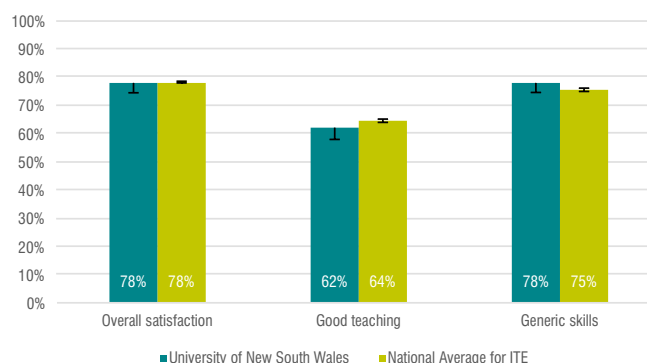
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



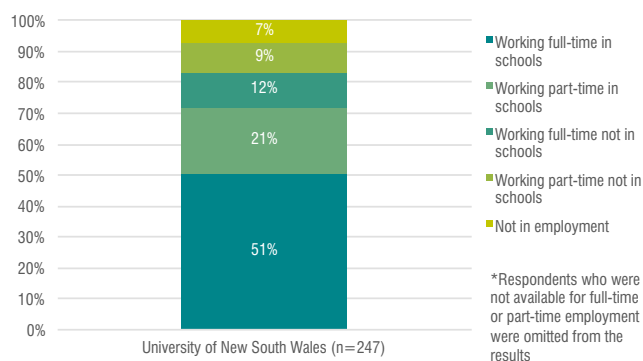
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

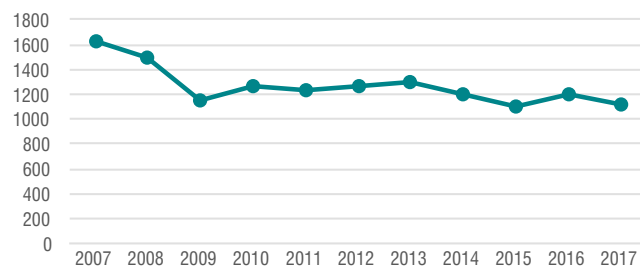
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,118</b>	<b>100%</b>
Student type	Domestic	1110	99%
	International	8	1%
Gender	Male	423	38%
	Female	695	62%
Age	<20	571	51%
	20-24	334	30%
	25-29	103	9%
	30-39	71	6%
	40+	39	3%
State/territory of permanent home address*	NSW	1,105	99%
	VIC	0	0%
	QLD	< 5	np
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	9	1%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		54	5%
Disability		65	6%
Low SES*		312	28%
Medium SES*		688	62%
High SES*		104	9%
Metro*		848	76%
Regional*		259	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>1,118</b>	<b>100%</b>
Basis of admission	Secondary education	442	40%
	Higher education course	369	33%
	VET/TAFE	99	9%
	Mature entry	167	15%
	Professional qualification	0	0%
	Other basis	41	4%
ATAR (school leavers)	30-50	< 5	np
	51-55	30	7%
	56-60	42	10%
	61-65	53	12%
	66-70	49	11%
	71-75	41	9%
	76-80	33	8%
	81-85	22	5%
	86-90	18	4%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	147	33%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	625	56%
	Secondary	493	44%
	Other	0	0%
Mode of attendance	Internal	1,043	93%
	External	< 5	np
	Multi-modal	np	np
Type of attendance	Full-time	997	89%
	Part-time	121	11%
Course level	Postgraduate	99	9%
	Undergraduate	1,019	91%

#### 2017 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

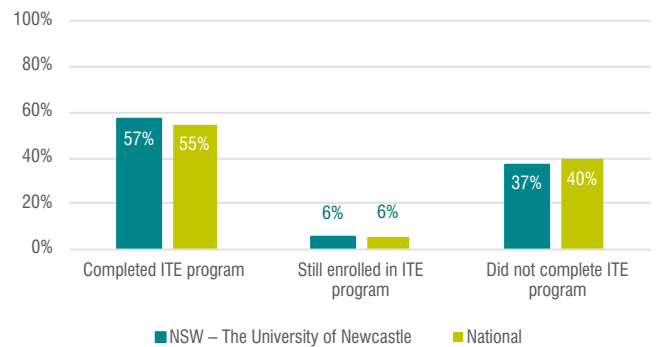
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>612</b>	<b>100%</b>
Gender	Male	156	25%
	Female	456	75%
Age	<20	< 5	np
	20-24	401	66%
	25-29	118	19%
	30-39	62	10%
	40+	np	np
State/territory of permanent home address*	NSW	605	99%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	< 5	np
Equity status (domestic onshore students only)	NESB	0	0%
	Indigenous	34	6%
	Disability	40	7%
	Low SES*	167	27%
	Medium SES*	378	62%
	High SES*	58	10%
	Metro*	488	80%
	Regional*	116	19%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	11	2%
	Primary	354	58%
	Secondary	247	40%
	Other	0	0%
Course level	Postgraduate	58	9%
	Undergraduate	554	91%

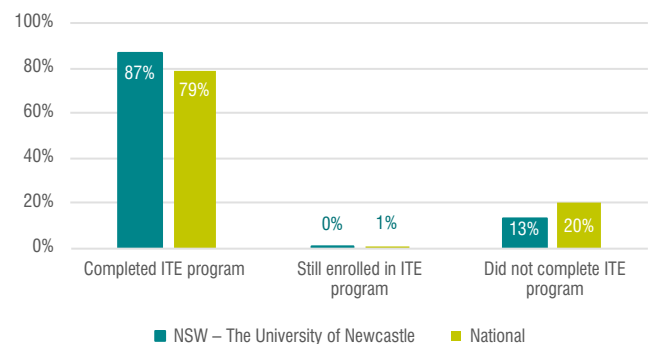
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

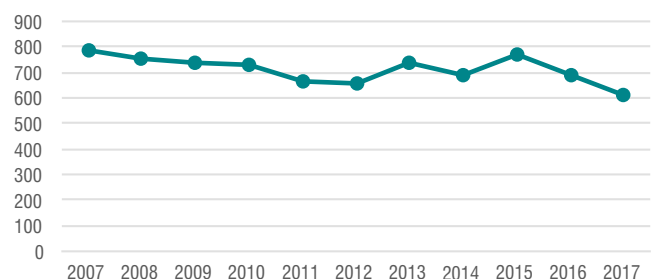


#### Postgraduate



#### 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.



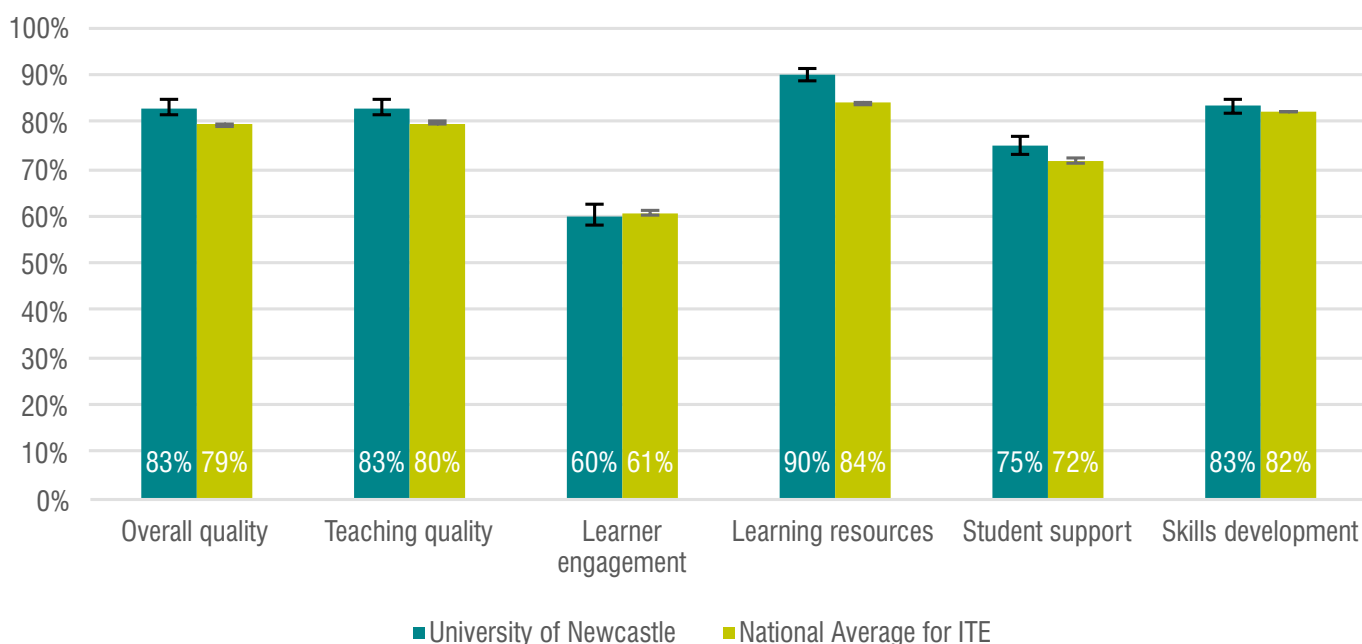
## Initial teacher education

### 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.

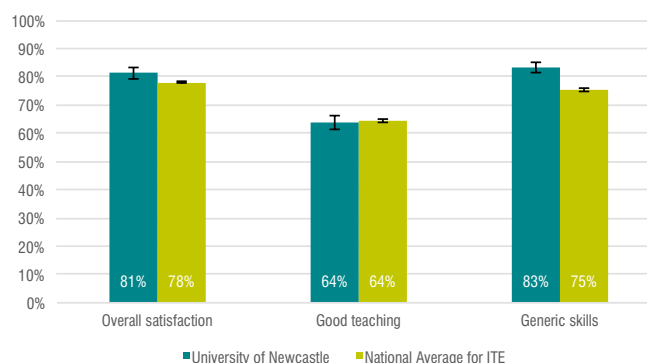
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



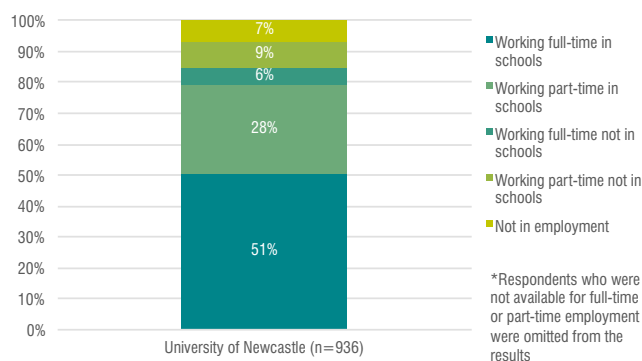
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

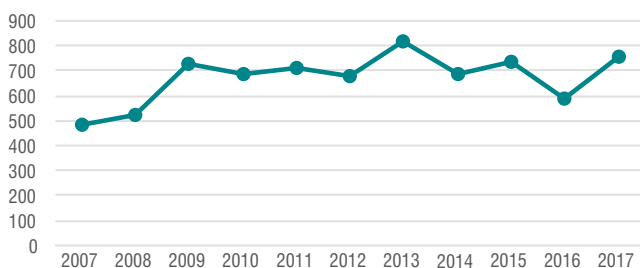
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>752</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	200	27%
	Female	552	73%
Age	<20	481	64%
	20-24	184	24%
	25-29	56	7%
	30-39	21	3%
	40+	10	1%
State/territory of permanent home address*	NSW	332	44%
	VIC	< 5	np
	QLD	< 5	np
	WA	412	55%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	5	1%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		6	1%
Disability		22	3%
Low SES*		92	12%
Medium SES*		331	44%
High SES*		322	43%
Metro*		707	95%
Regional*		33	4%
Remote*		7	1%

#### Time series

Number of commencements



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

\*\*The University has indicated that commencing students, including the 250 school leavers appearing without ATAR, were assessed on the basis of academic performance, key capabilities associated with successful teaching, and extracurricular achievements including community engagement, leadership and service. 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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>752</b>	<b>100%</b>
Basis of admission	Secondary education	271	36%
	Higher education course	132	18%
	VET/TAFE	np	np
	Mature entry	104	14%
	Professional qualification	< 5	np
	Other basis	199	26%
ATAR (school leavers)**	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	250	100%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	111	15%
	Primary	391	52%
	Secondary	250	33%
	Other	0	0%
Mode of attendance	Internal	752	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	695	92%
	Part-time	57	8%
Course level	Postgraduate	138	18%
	Undergraduate	614	82%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	11%
	Undergraduate	25	89%
	Total	28	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

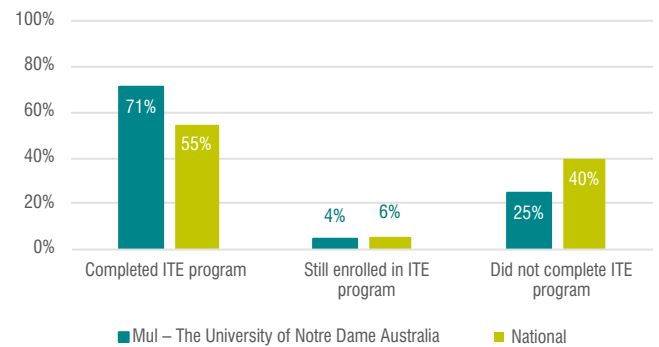
2017 completing students

		Number	%
<b>Total completing students</b>		<b>618</b>	<b>100%</b>
Gender	Male	142	23%
	Female	476	77%
Age	<20	0	0%
	20-24	480	78%
	25-29	95	15%
	30-39	23	4%
	40+	20	3%
State/territory of permanent home address*	NSW	260	42%
	VIC	< 5	np
	QLD	< 5	np
	WA	349	56%
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	20	3%
	Low SES*	74	12%
	Medium SES*	288	47%
	High SES*	249	41%
	Metro*	586	95%
	Regional*	22	4%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	107	17%
	Primary	288	47%
	Secondary	223	36%
	Other	0	0%
Course level	Postgraduate	161	26%
	Undergraduate	457	74%

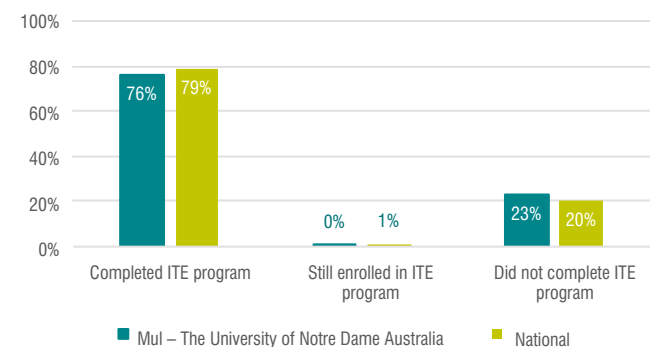
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

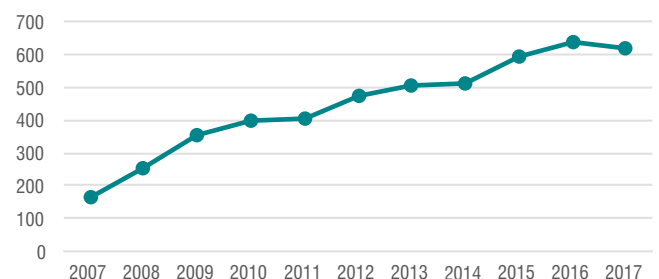


##### Postgraduate



#### 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.

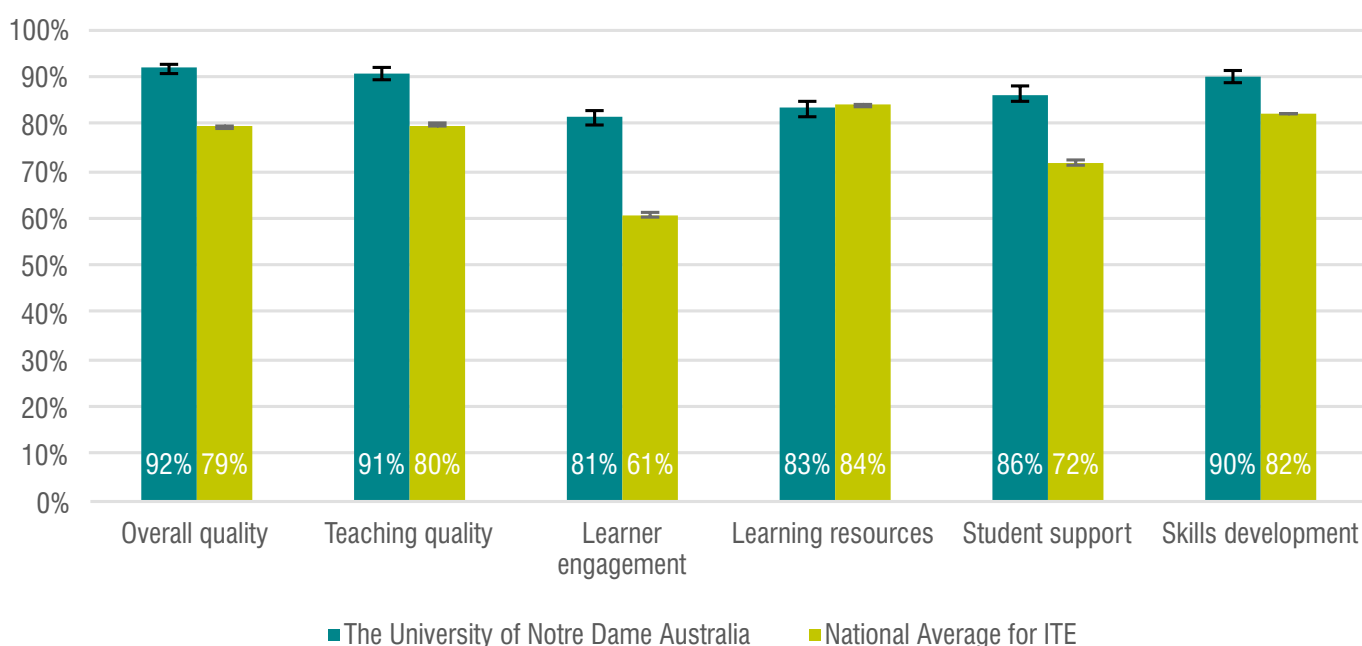
## Initial teacher education

### 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.

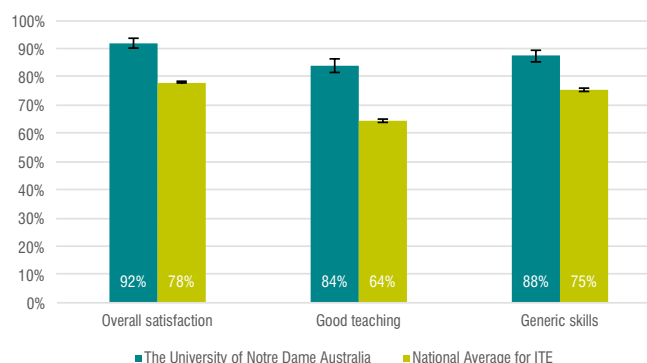
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



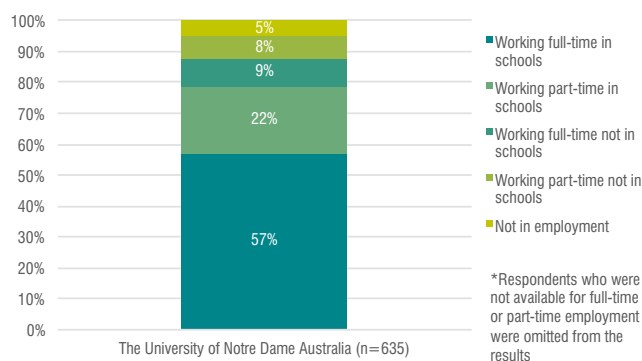
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

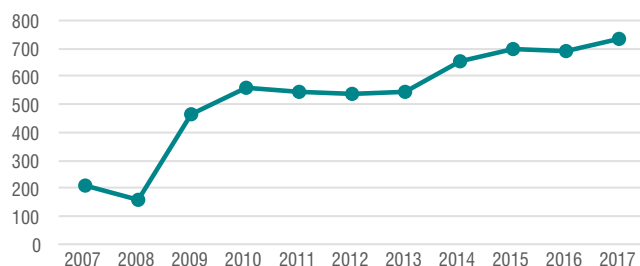
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>731</b>	<b>100%</b>
Student type	Domestic	700	96%
	International	31	4%
Gender	Male	274	37%
	Female	457	63%
Age	<20	350	48%
	20-24	205	28%
	25-29	92	13%
	30-39	45	6%
	40+	39	5%
State/territory of permanent home address*	NSW	11	2%
	VIC	< 5	np
	QLD	679	93%
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	< 5	np
	ACT	< 5	np
	International	35	5%
	Equity status (domestic onshore students only)	NESB	22
Indigenous		8	1%
Disability		28	4%
Low SES*		113	16%
Medium SES*		286	41%
High SES*		297	43%
Metro*		590	85%
Regional*		99	14%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>731</b>	<b>100%</b>
Basis of admission	Secondary education	288	39%
	Higher education course	402	55%
	VET/TAFE	21	3%
	Mature entry	0	0%
	Professional qualification	6	1%
	Other basis	14	2%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	< 5	np
	71-75	8	3%
	76-80	47	16%
	81-85	46	16%
	86-90	46	16%
	91-95	28	8%
	96-100	18	6%
	Students without ATAR	93	34%
Detailed field of teacher education	Not specified	354	48%
	Early Childhood	0	0%
	Primary	133	18%
	Secondary	244	33%
	Other	0	0%
Mode of attendance	Internal	665	91%
	External	0	0%
	Multi-modal	66	9%
Type of attendance	Full-time	699	96%
	Part-time	32	4%
Course level	Postgraduate	289	40%
	Undergraduate	442	60%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	3	15%
	Undergraduate	17	85%
	Total	20	100%

## Initial teacher education Completion data

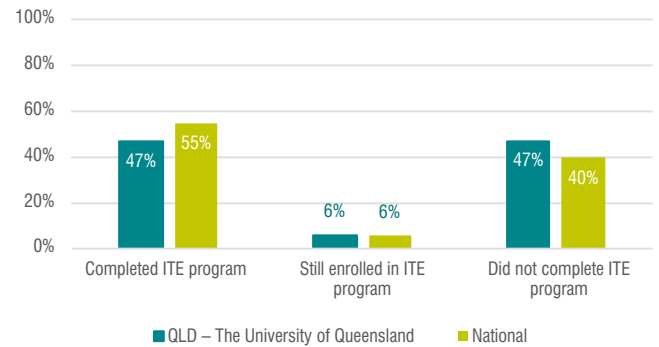
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>453</b>	<b>100%</b>
Gender	Male	140	31%
	Female	313	69%
Age	<20	0	0%
	20-24	291	64%
	25-29	89	20%
	30-39	41	9%
	40+	32	7%
State/territory of permanent home address*	NSW	10	2%
	VIC	< 5	np
	QLD	407	90%
	WA	< 5	np
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	30	7%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	5	1%
	Disability	14	3%
	Low SES*	54	13%
	Medium SES*	161	38%
	High SES*	206	49%
	Metro*	377	90%
	Regional*	41	10%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	124	27%
	Early Childhood	0	0%
	Primary	94	21%
	Secondary	235	52%
	Other	0	0%
Course level	Postgraduate	260	57%
	Undergraduate	193	43%

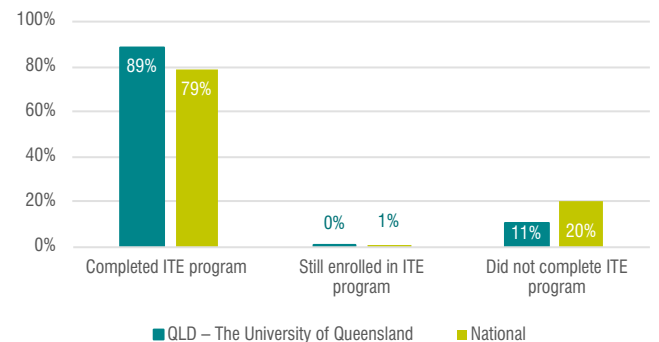
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

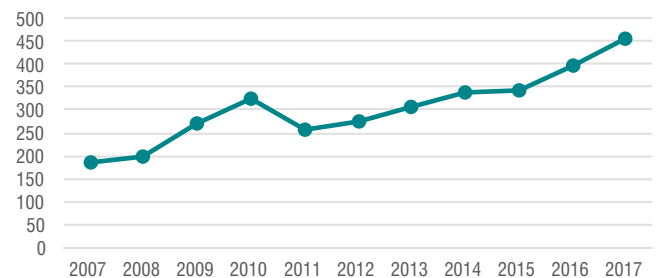


#### Postgraduate



#### 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.

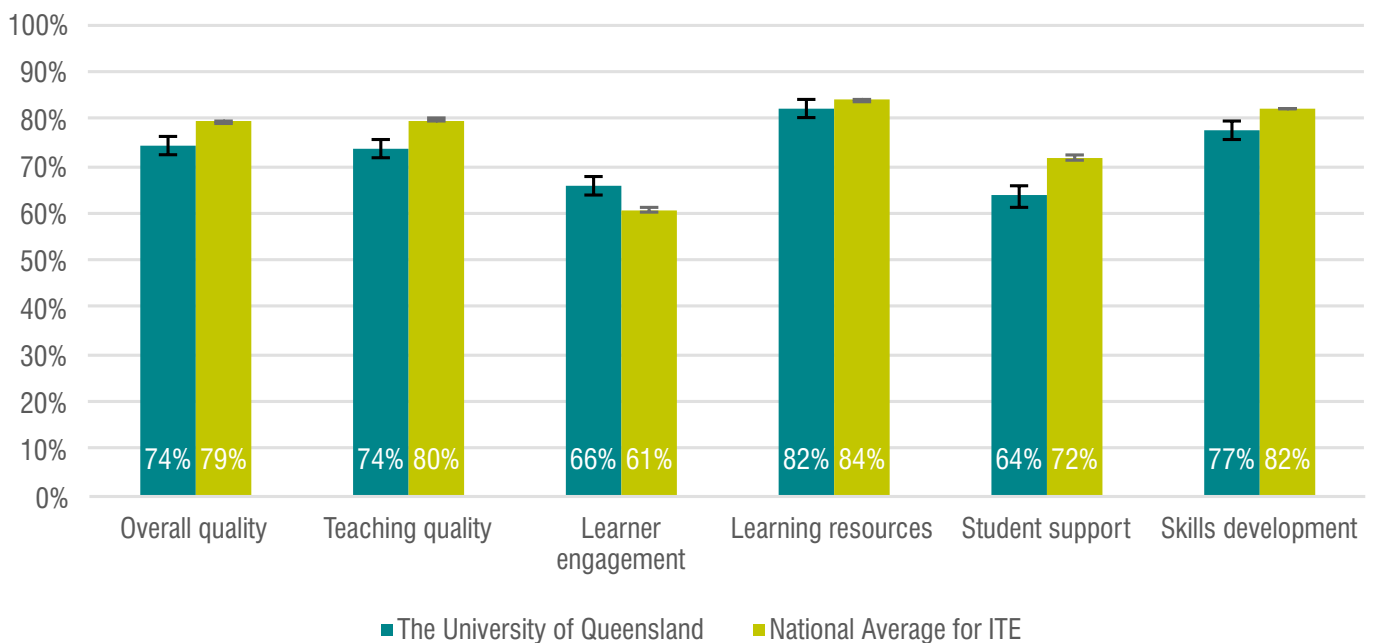
## Initial teacher education

### 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.

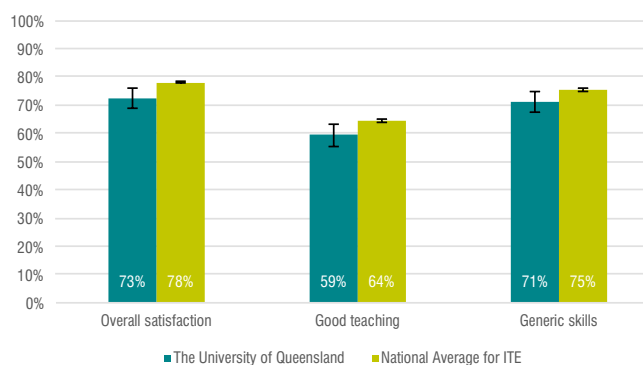
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



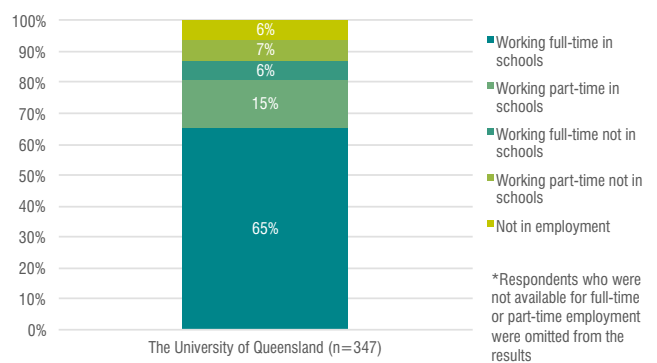
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

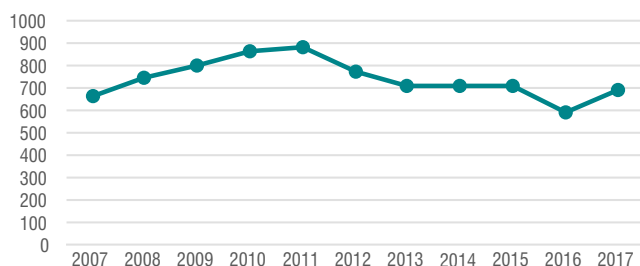
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>687</b>	<b>100%</b>
Student type	Domestic	605	88%
	International	82	12%
Gender	Male	184	27%
	Female	503	73%
Age	<20	379	55%
	20-24	214	31%
	25-29	56	8%
	30-39	22	3%
	40+	16	2%
State/territory of permanent home address*	NSW	598	87%
	VIC	0	0%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	82	12%
	Equity status (domestic onshore students only)	NESB	29
Indigenous		5	1%
Disability		28	5%
Low SES*		73	12%
Medium SES*		243	40%
High SES*		289	48%
Metro*		570	94%
Regional*		34	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>687</b>	<b>100%</b>
Basis of admission	Secondary education	394	58%
	Higher education course	245	36%
	VET/TAFE	< 5	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	45	7%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	< 5	np
	71-75	9	3%
	76-80	20	6%
	81-85	42	12%
	86-90	56	16%
	91-95	49	10%
	96-100	13	4%
	Students without ATAR	156	49%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	78	11%
	Primary	190	28%
	Secondary	413	60%
	Other	6	1%
Mode of attendance	Internal	640	93%
	External	0	0%
	Multi-modal	47	7%
Type of attendance	Full-time	657	96%
	Part-time	30	4%
Course level	Postgraduate	200	29%
	Undergraduate	487	71%

#### 2017 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

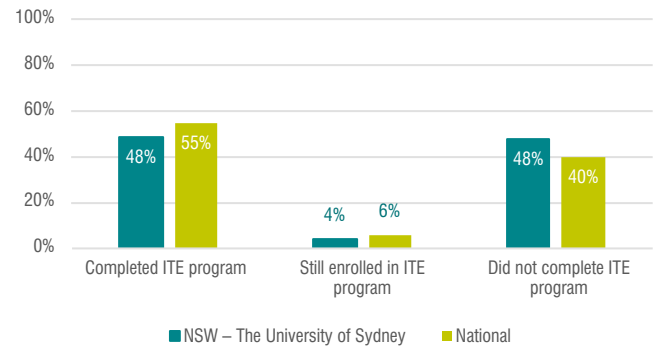
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>409</b>	<b>100%</b>
Gender	Male	84	21%
	Female	325	79%
Age	<20	0	0%
	20-24	280	68%
	25-29	84	21%
	30-39	28	7%
	40+	17	4%
State/territory of permanent home address*	NSW	366	89%
	VIC	< 5	np
	QLD	0	0%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	37	9%
Equity status (domestic onshore students only)	NESB	8	2%
	Indigenous	13	3%
	Disability	11	3%
	Low SES*	42	11%
	Medium SES*	129	35%
	High SES*	201	54%
	Metro*	355	95%
	Regional*	17	5%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	np	np
	Primary	168	41%
	Secondary	192	47%
	Other	< 5	np
Course level	Postgraduate	185	45%
	Undergraduate	224	55%

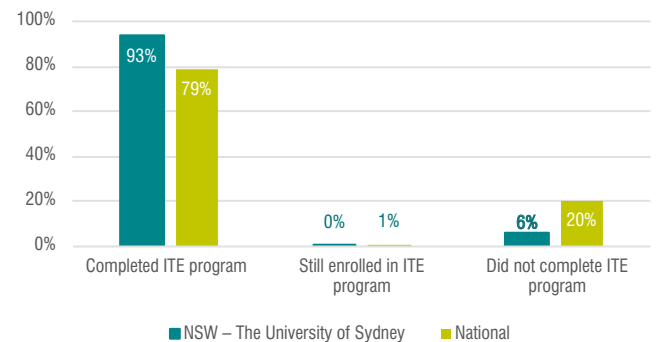
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

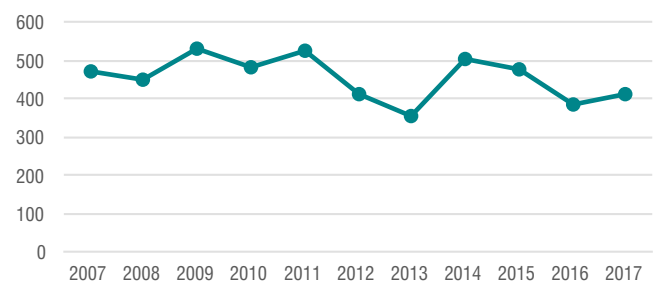


#### Postgraduate



#### 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.

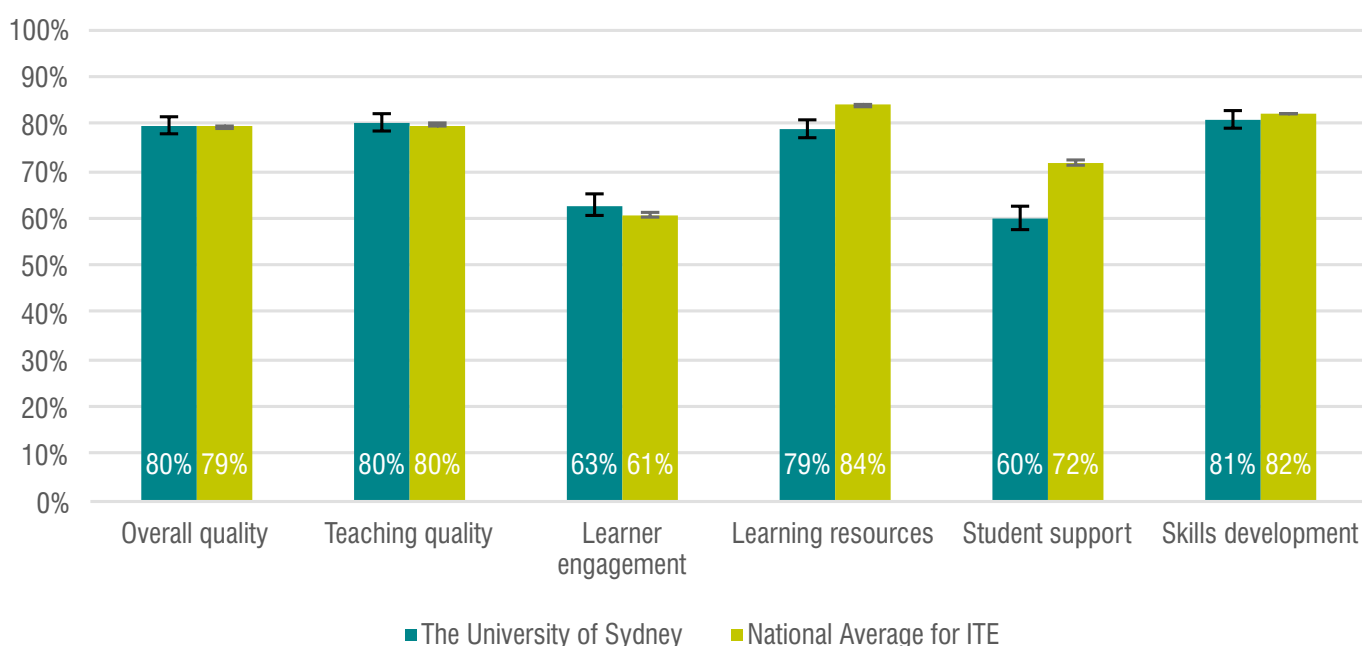
## Initial teacher education

### 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.

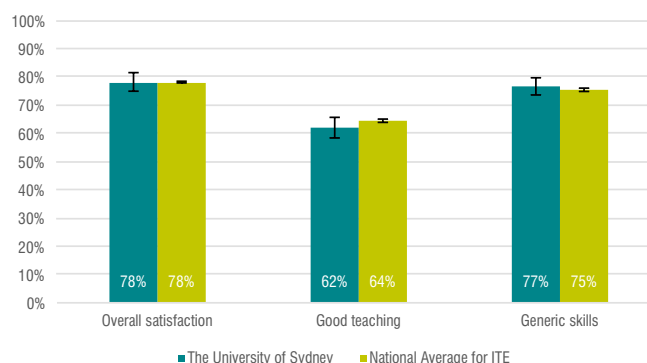
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



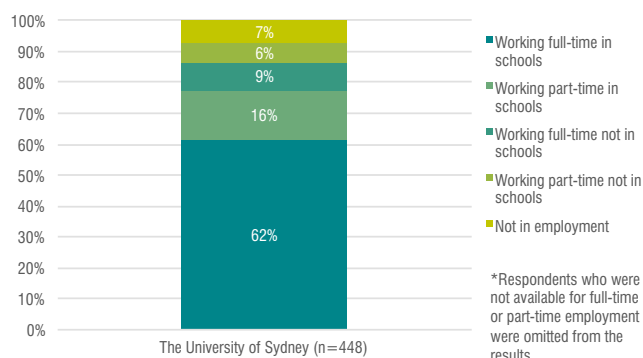
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

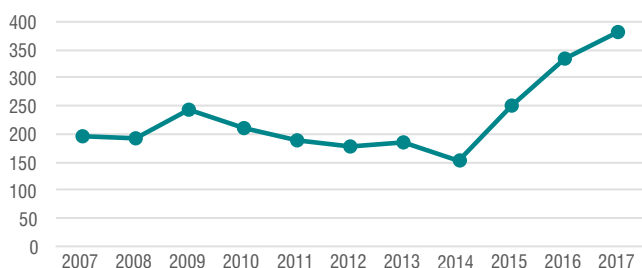
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>380</b>	<b>100%</b>
Student type	Domestic	345	91%
	International	35	9%
Gender	Male	144	38%
	Female	236	62%
Age	< 20	< 5	np
	20-24	201	53%
	25-29	83	22%
	30-39	49	13%
	40+	np	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	0	0%
	QLD	0	0%
	WA	342	90%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	< 5	np
	International	35	9%
	Equity status (domestic onshore students only)	NESB	13
Indigenous		< 5	np
Disability		21	6%
Low SES*		41	12%
Medium SES*		162	47%
High SES*		142	41%
Metro*		317	92%
Regional*		25	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>380</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	380	100%
	VET/TAFE	0	0%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	0	0%
ATAR (school leavers)	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	100	26%
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	272	72%
	Other	8	2%
Mode of attendance	Internal	375	99%
	External	< 5	np
	Multi-modal	< 5	np
Type of attendance	Full-time	319	84%
	Part-time	61	16%
Course level	Postgraduate	380	100%
	Undergraduate	0	0%

#### 2017 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

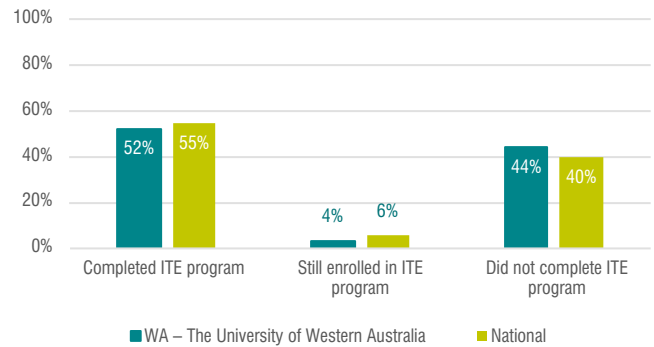
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>274</b>	<b>100%</b>
Gender	Male	105	38%
	Female	169	62%
Age	<20	< 5	np
	20-24	144	53%
	25-29	66	24%
	30-39	37	14%
	40+	np	np
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	< 5	np
	WA	248	91%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	< 5	np
	International	21	8%
Equity status (domestic onshore students only)	NESB	7	3%
	Indigenous	0	0%
	Disability	18	7%
	Low SES*	28	11%
	Medium SES*	125	50%
	High SES*	98	39%
	Metro*	228	91%
	Regional*	19	8%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	np	np
	Early Childhood	0	0%
	Primary	0	0%
	Secondary	221	81%
	Other	< 5	np
Course level	Postgraduate	274	100%
	Undergraduate	0	0%

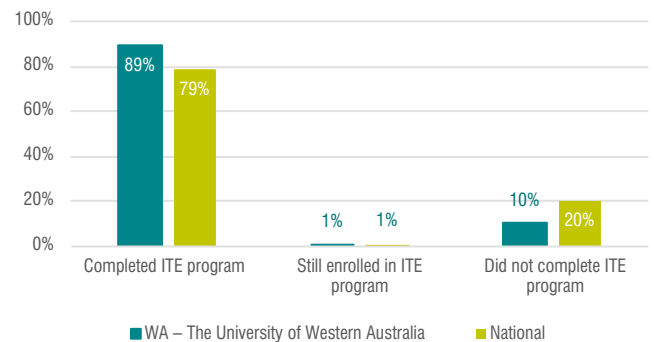
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

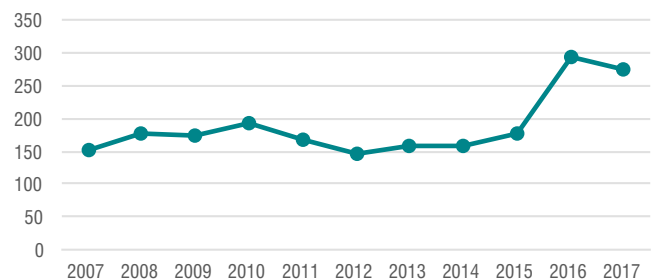


#### Postgraduate



#### 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.

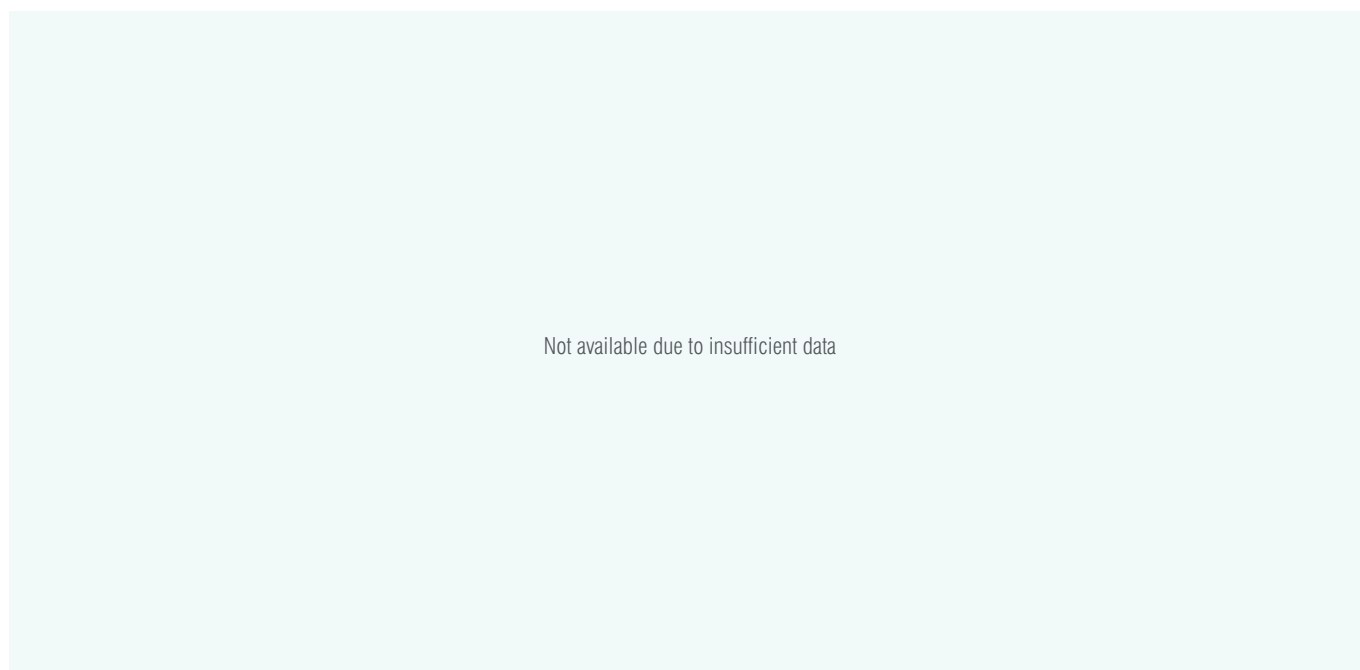
## Initial teacher education

### 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.

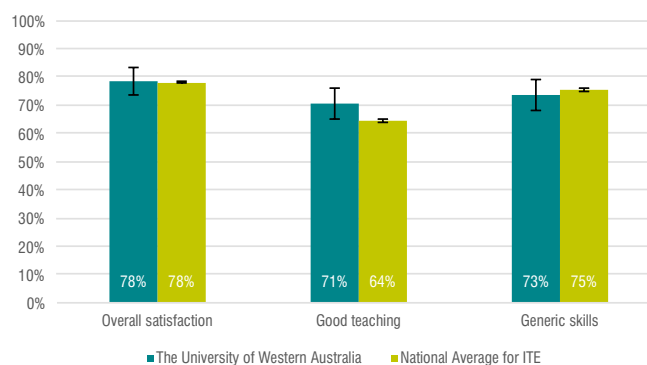
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



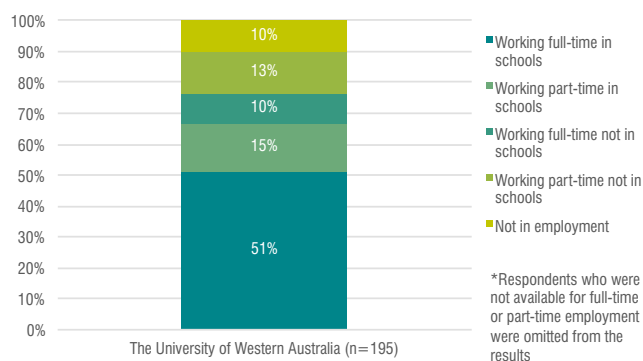
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education Program and commencement data

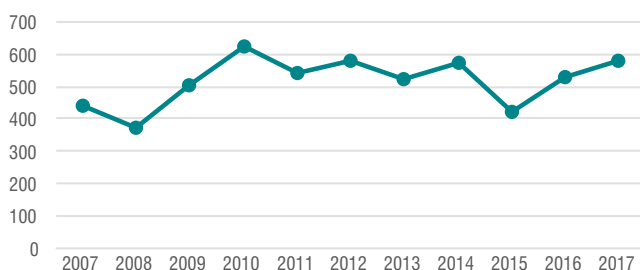
### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>583</b>	<b>100%</b>
Student type	Domestic	558	96%
	International	25	4%
Gender	Male	201	34%
	Female	382	66%
Age	<20	186	32%
	20-24	207	36%
	25-29	93	16%
	30-39	62	11%
	40+	35	6%
State/territory of permanent home address*	NSW	148	25%
	VIC	< 5	np
	QLD	0	0%
	WA	< 5	np
	SA	< 5	np
	TAS	0	0%
	NT	0	0%
	ACT	400	69%
	International	28	5%
	Equity status (domestic onshore students only)	NESB	6
Indigenous		9	2%
Disability		47	8%
Low SES*		24	4%
Medium SES*		229	41%
High SES*		302	54%
Metro*		447	81%
Regional*		107	19%
Remote*		< 5	np

### Time series

Number of commencements



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

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### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>583</b>	<b>100%</b>
Basis of admission	Secondary education	163	28%
	Higher education course	310	53%
	VET/TAFE	49	8%
	Mature entry	16	3%
	Professional qualification	0	0%
	Other basis	45	8%
ATAR (school leavers)	30-50	< 5	np
	51-55	12	8%
	56-60	15	9%
	61-65	23	14%
	66-70	29	18%
	71-75	24	15%
	76-80	16	10%
	81-85	8	5%
	86-90	17	11%
	91-95	< 5	np
	96-100	< 5	np
	Students without ATAR	8	5%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	338	58%
	Secondary	245	42%
	Other	0	0%
Mode of attendance	Internal	435	75%
	External	29	5%
	Multi-modal	119	20%
Type of attendance	Full-time	447	77%
	Part-time	136	23%
Course level	Postgraduate	70	12%
	Undergraduate	513	88%

### 2017 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

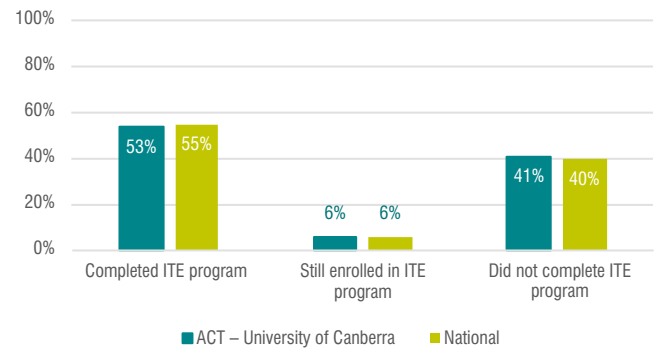
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>279</b>	<b>100%</b>
Gender	Male	77	28%
	Female	202	72%
Age	<20	< 5	np
	20-24	173	62%
	25-29	49	18%
	30-39	32	11%
	40+	np	np
State/territory of permanent home address*	NSW	70	25%
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	198	71%
	International	7	3%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	16	6%
	Low SES*	25	9%
	Medium SES*	90	33%
	High SES*	156	58%
	Metro*	215	79%
	Regional*	55	20%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	153	55%
	Secondary	82	29%
	Other	44	16%
Course level	Postgraduate	44	16%
	Undergraduate	235	84%

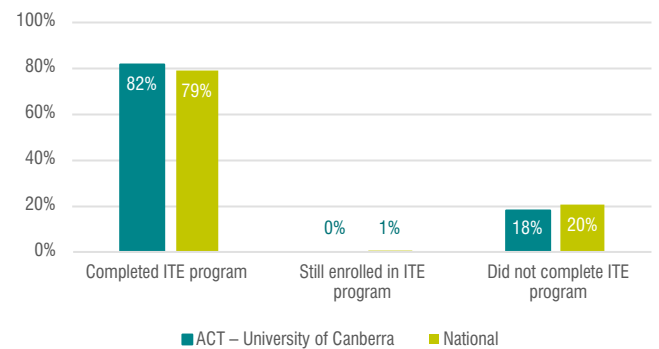
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

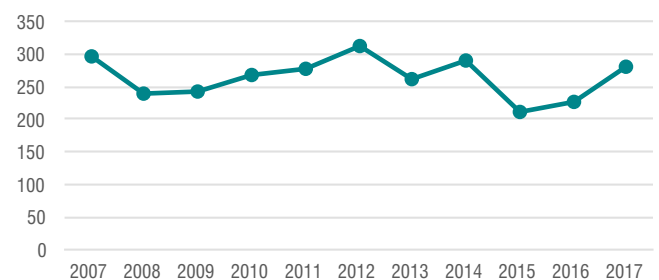


#### Postgraduate



#### 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.

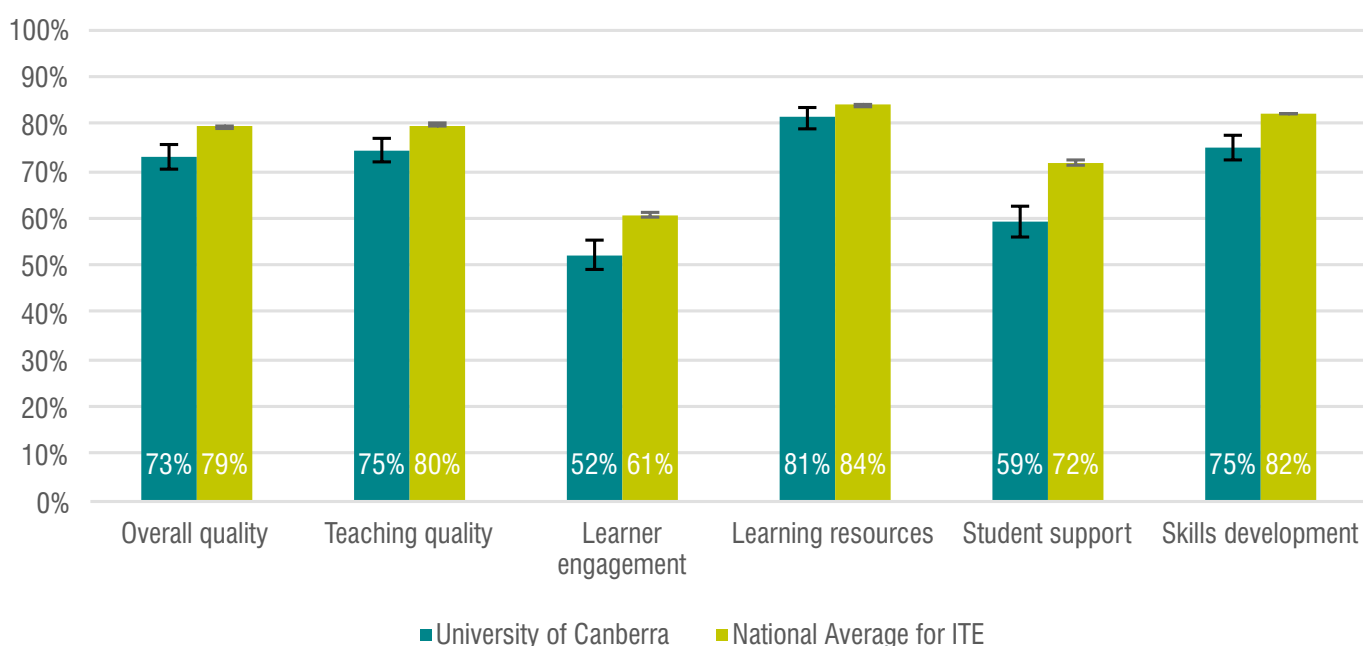
## Initial teacher education

### 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.

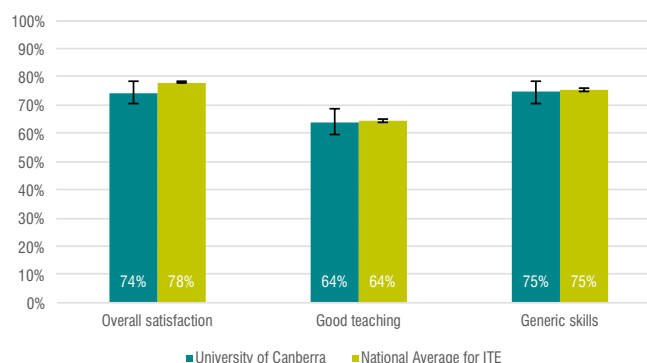
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



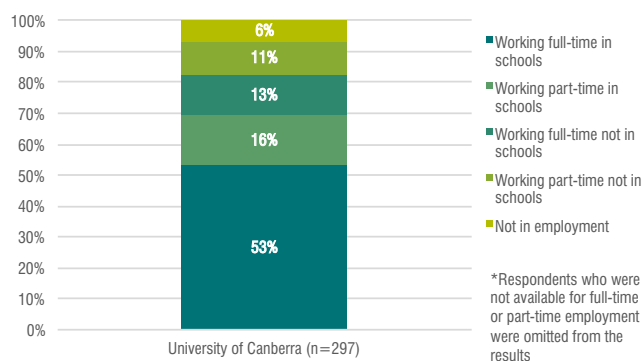
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.



## Initial teacher education

### Program and commencement data

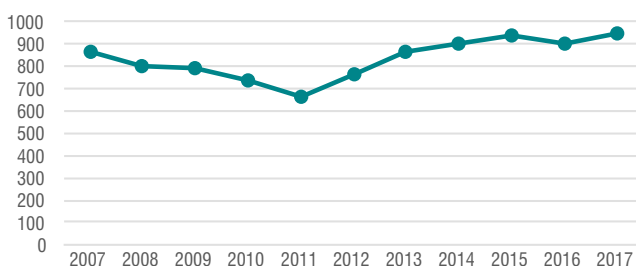
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>945</b>	<b>100%</b>
Student type	Domestic	884	94%
	International	61	6%
Gender	Male	259	27%
	Female	686	73%
Age	<20	429	45%
	20-24	262	28%
	25-29	94	10%
	30-39	111	12%
	40+	49	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	877	93%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	62	7%
	Equity status (domestic onshore students only)	NESB	27
Indigenous		12	1%
Disability		66	7%
Low SES*		273	31%
Medium SES*		453	51%
High SES*		157	18%
Metro*		725	82%
Regional*		141	16%
Remote*		18	2%

#### Time series

Number of commencements



#### Student entry and study characteristics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>945</b>	<b>100%</b>
Basis of admission	Secondary education	471	50%
	Higher education course	363	38%
	VET/TAFE	63	7%
	Mature entry	17	2%
	Professional qualification	0	0%
	Other basis	31	3%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	8	2%
	71-75	39	8%
	76-80	44	9%
	81-85	29	6%
	86-90	47	10%
	91-95	26	4%
	96-100	19	4%
	Students without ATAR	254	56%
Detailed field of teacher education	Not specified	189	20%
	Early Childhood	260	28%
	Primary	279	30%
	Secondary	217	23%
	Other	0	0%
Mode of attendance	Internal	581	61%
	External	64	7%
	Multi-modal	300	32%
Type of attendance	Full-time	828	88%
	Part-time	117	12%
Course level	Postgraduate	334	35%
	Undergraduate	611	65%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	12	46%
	Undergraduate	14	54%
	Total	26	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

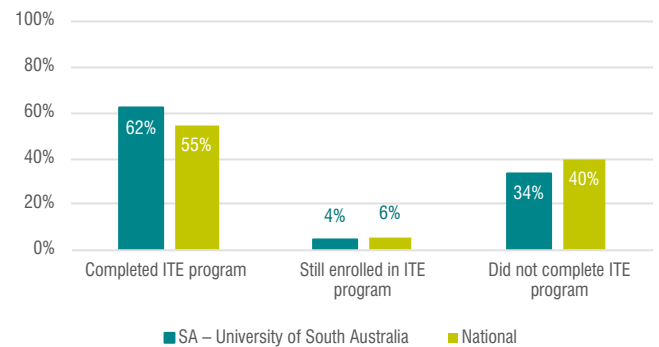
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>612</b>	<b>100%</b>
Gender	Male	155	25%
	Female	457	75%
Age	<20	0	0%
	20-24	378	62%
	25-29	112	18%
	30-39	91	15%
	40+	31	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	0	0%
	WA	0	0%
	SA	565	92%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	43	7%
Equity status (domestic onshore students only)	NESB	8	1%
	Indigenous	6	1%
	Disability	40	7%
	Low SES*	149	26%
	Medium SES*	316	56%
	High SES*	103	18%
	Metro*	478	84%
	Regional*	84	15%
	Remote*	6	1%
Detailed field of teacher education	Not specified	167	27%
	Early Childhood	151	25%
	Primary	146	24%
	Secondary	152	25%
	Other	0	0%
Course level	Postgraduate	237	39%
	Undergraduate	375	61%

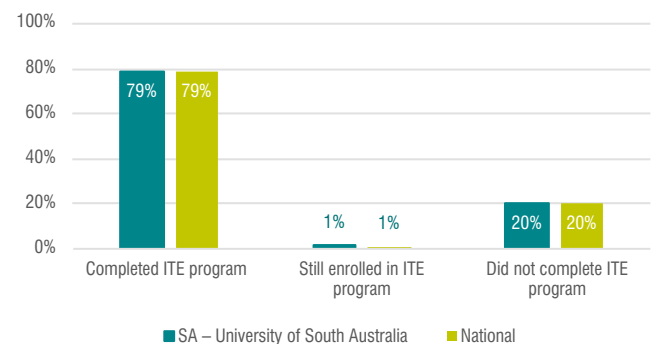
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

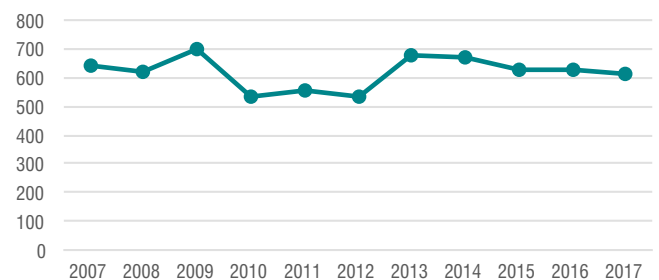


#### Postgraduate



#### 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.

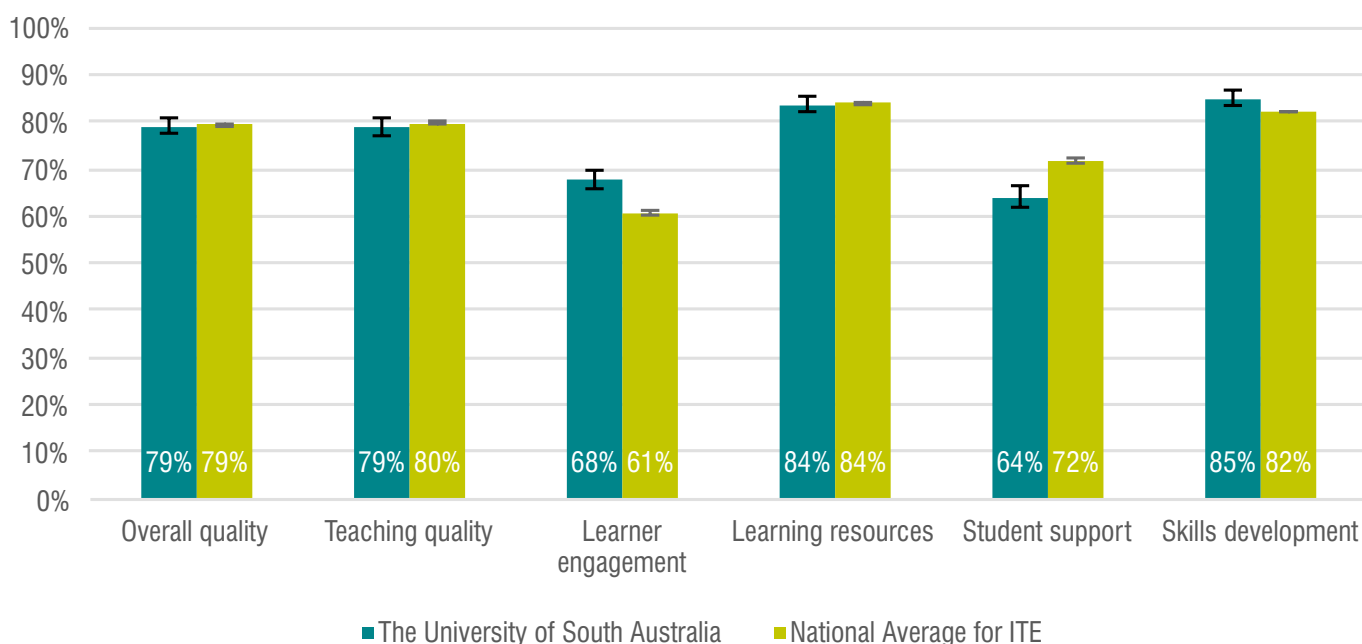
## Initial teacher education

### 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.

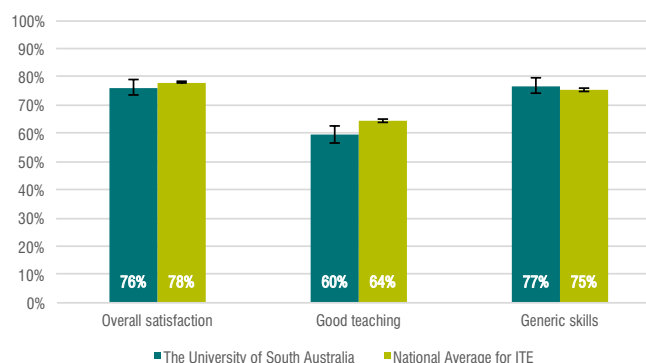
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



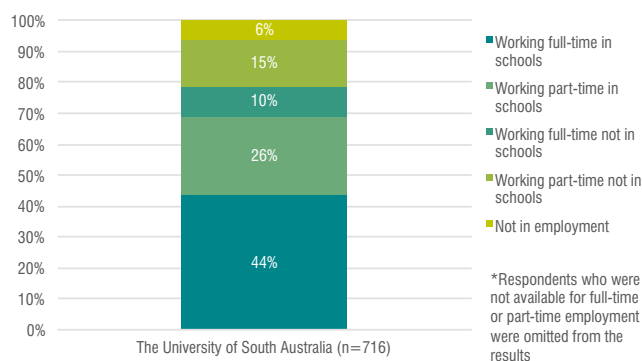
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

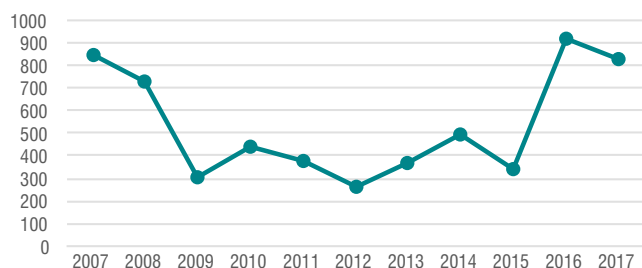
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>828</b>	<b>100%</b>
Student type	Domestic	818	99%
	International	10	1%
Gender	Male	233	28%
	Female	595	72%
Age	<20	297	36%
	20-24	193	23%
	25-29	106	13%
	30-39	151	18%
	40+	81	10%
State/territory of permanent home address*	NSW	29	4%
	VIC	15	2%
	QLD	751	91%
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	6	1%
	ACT	< 5	np
	International	14	2%
	Equity status (domestic onshore students only)	NESB	8
Indigenous		20	2%
Disability		43	5%
Low SES*		309	38%
Medium SES*		424	52%
High SES*		81	10%
Metro*		418	51%
Regional*		376	46%
Remote*		20	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>828</b>	<b>100%</b>
Basis of admission	Secondary education	295	36%
	Higher education course	285	34%
	VET/TAFE	128	15%
	Mature entry	< 5	np
	Professional qualification	np	np
	Other basis	104	13%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	18	6%
	66-70	77	26%
	71-75	44	15%
	76-80	47	16%
	81-85	37	13%
	86-90	28	9%
	91-95	25	6%
	96-100	< 5	np
	Students without ATAR	14	7%
Detailed field of teacher education	Not specified	763	92%
	Early Childhood	65	8%
	Primary	0	0%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	165	20%
	External	479	58%
	Multi-modal	184	22%
Type of attendance	Full-time	582	70%
	Part-time	246	30%
Course level	Postgraduate	97	12%
	Undergraduate	731	88%

#### 2017 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

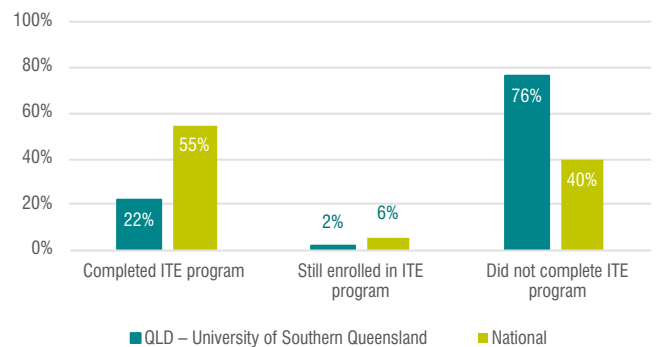
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>604</b>	<b>100%</b>
Gender	Male	139	23%
	Female	465	77%
Age	<20	0	0%
	20-24	169	28%
	25-29	113	19%
	30-39	184	30%
	40+	138	23%
State/territory of permanent home address*	NSW	38	6%
	VIC	18	3%
	QLD	493	82%
	WA	7	1%
	SA	7	1%
	TAS	10	2%
	NT	7	1%
	ACT	7	1%
	International	17	3%
Equity status (domestic onshore students only)	NESB	8	1%
	Indigenous	6	1%
	Disability	30	5%
	Low SES*	208	35%
	Medium SES*	317	54%
	High SES*	61	10%
	Metro*	305	52%
	Regional*	270	46%
	Remote*	12	2%
Detailed field of teacher education	Not specified	578	96%
	Early Childhood	np	np
	Primary	0	0%
	Secondary	0	0%
	Other	< 5	np
Course level	Postgraduate	253	42%
	Undergraduate	351	58%

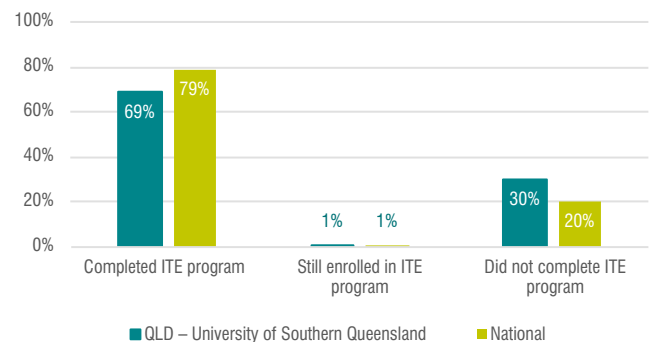
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

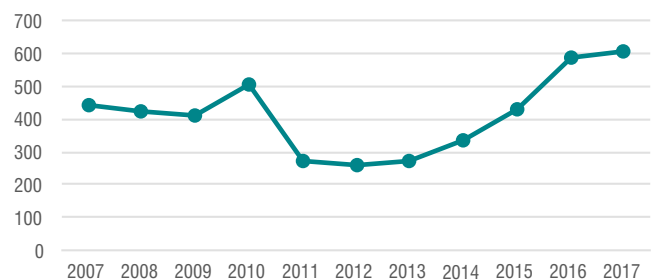


#### Postgraduate



#### 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.

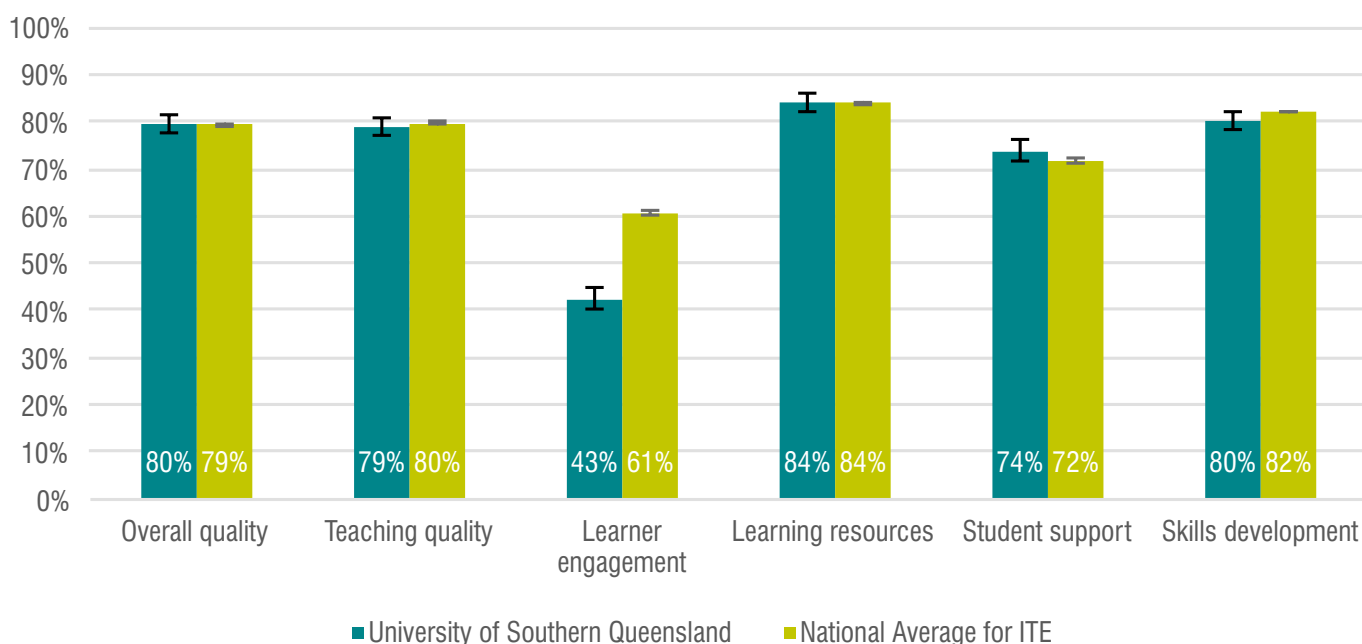
## Initial teacher education

### 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.

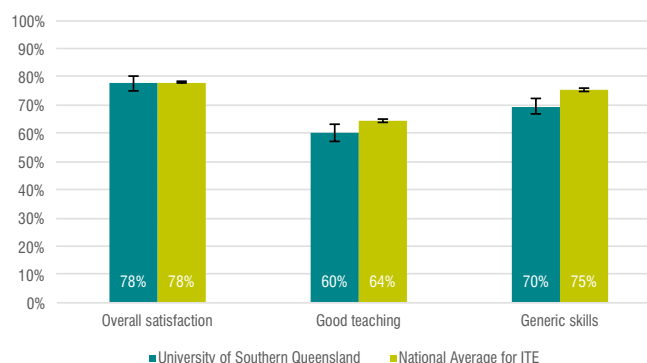
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



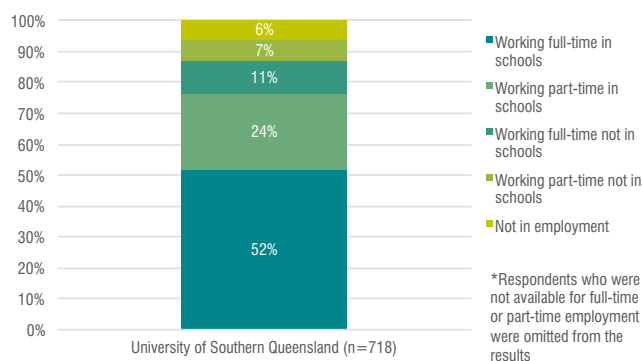
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

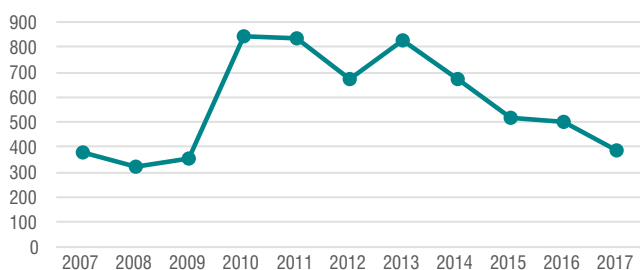
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>384</b>	<b>100%</b>
Student type	Domestic	375	98%
	International	9	2%
Gender	Male	112	29%
	Female	272	71%
Age	<20	68	18%
	20-24	122	32%
	25-29	64	17%
	30-39	81	21%
	40+	49	13%
State/territory of permanent home address*	NSW	< 5	np
	VIC	31	8%
	QLD	9	2%
	WA	< 5	np
	SA	< 5	np
	TAS	325	85%
	NT	0	0%
	ACT	0	0%
	International	11	3%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		10	3%
Disability		27	7%
Low SES*		133	36%
Medium SES*		175	47%
High SES*		63	17%
Metro*		38	10%
Regional*		330	88%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>384</b>	<b>100%</b>
Basis of admission	Secondary education	80	21%
	Higher education course	232	60%
	VET/TAFE	32	8%
	Mature entry	18	5%
	Professional qualification	0	0%
	Other basis	22	6%
ATAR (school leavers)	30-50	0	0%
	51-55	< 5	np
	56-60	0	0%
	61-65	0	0%
	66-70	6	9%
	71-75	7	10%
	76-80	11	16%
	81-85	< 5	np
	86-90	8	12%
	91-95	< 5	np
	96-100	0	0%
	Students without ATAR	28	42%
Detailed field of teacher education	Not specified	214	56%
	Early Childhood	0	0%
	Primary	170	44%
	Secondary	0	0%
	Other	0	0%
Mode of attendance	Internal	92	24%
	External	213	55%
	Multi-modal	79	21%
Type of attendance	Full-time	312	81%
	Part-time	72	19%
Course level	Postgraduate	214	56%
	Undergraduate	170	44%

#### 2017 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

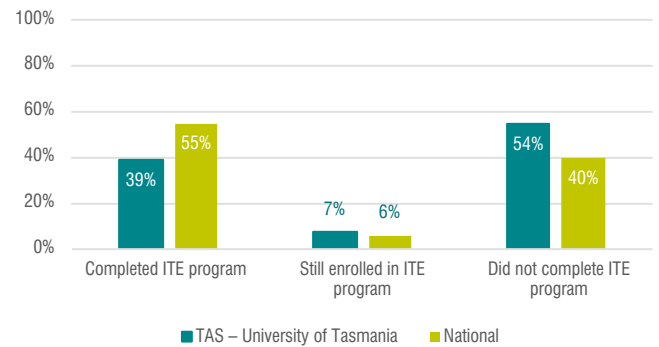
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>323</b>	<b>100%</b>
Gender	Male	74	23%
	Female	249	77%
Age	<20	0	0%
	20-24	125	39%
	25-29	81	25%
	30-39	67	21%
	40+	50	15%
State/territory of permanent home address*	NSW	6	2%
	VIC	37	11%
	QLD	6	2%
	WA	< 5	np
	SA	5	2%
	TAS	258	80%
	NT	< 5	np
	ACT	< 5	np
	International	8	2%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	13	4%
	Disability	23	7%
	Low SES*	134	43%
	Medium SES*	139	44%
	High SES*	40	13%
	Metro*	46	15%
	Regional*	261	83%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	157	49%
	Early Childhood	0	0%
	Primary	166	51%
	Secondary	0	0%
	Other	0	0%
Course level	Postgraduate	155	48%
	Undergraduate	168	52%

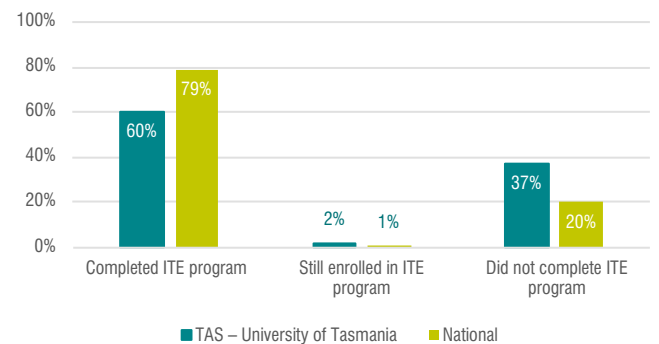
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

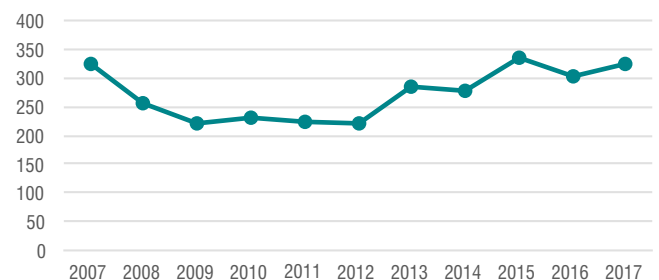


#### Postgraduate



#### Time series

##### Number of completions



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

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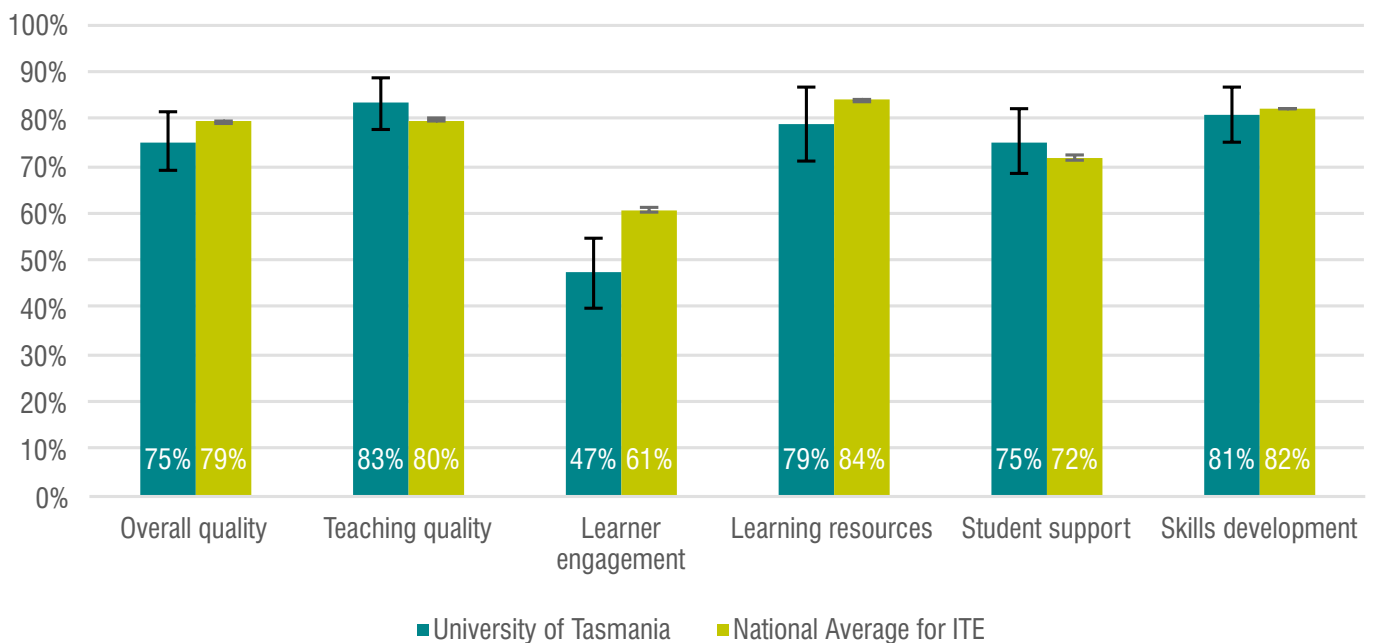
## Initial teacher education

### 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.

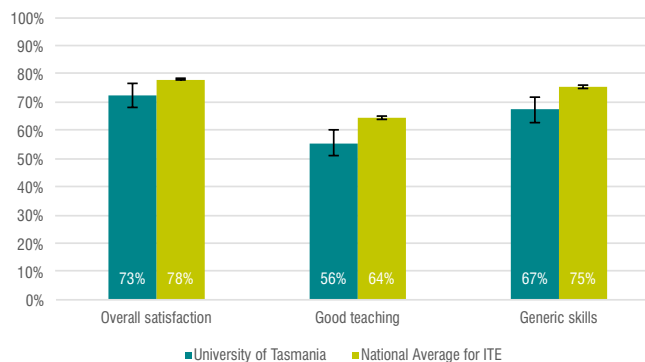
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



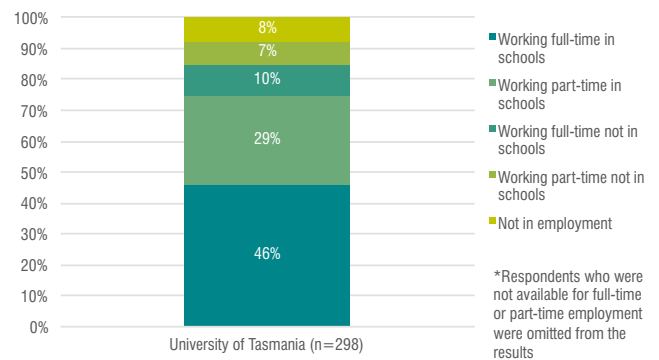
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

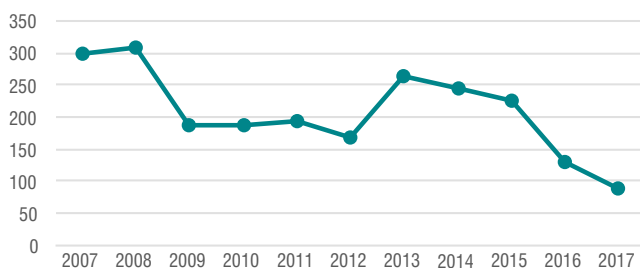
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>89</b>	<b>100%</b>
Student type	Domestic	79	89%
	International	10	11%
Gender	Male	34	38%
	Female	55	62%
Age	<20	0	0%
	20-24	44	49%
	25-29	20	22%
	30-39	12	13%
	40+	13	15%
State/territory of permanent home address*	NSW	79	89%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	10	11%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		< 5	np
Disability		5	6%
Low SES*		14	18%
Medium SES*		24	30%
High SES*		41	52%
Metro*		79	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>89</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 (school leavers)	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	0	0%
	Secondary	89	100%
	Other	0	0%
Mode of attendance	Internal	75	84%
	External	0	0%
	Multi-modal	14	16%
Type of attendance	Full-time	76	85%
	Part-time	13	15%
Course level	Postgraduate	89	100%
	Undergraduate	0	0%

#### 2017 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

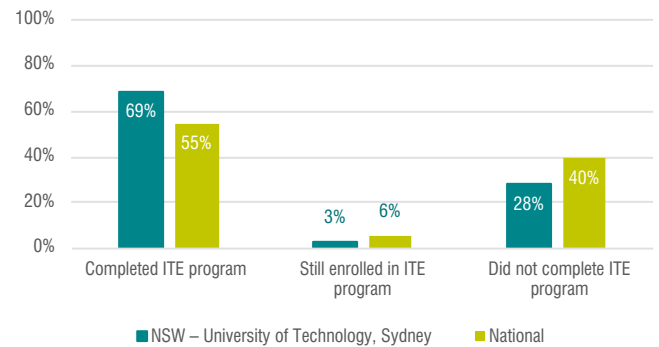
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>175</b>	<b>100%</b>
Gender	Male	58	33%
	Female	117	67%
Age	<20	0	0%
	20-24	104	59%
	25-29	46	26%
	30-39	9	5%
	40+	16	9%
State/territory of permanent home address*	NSW	168	96%
	VIC	0	0%
	QLD	< 5	np
	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	< 5	np
	Indigenous	0	0%
	Disability	10	6%
	Low SES*	22	13%
	Medium SES*	64	38%
	High SES*	83	49%
	Metro*	164	97%
	Regional*	5	3%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	0	0%
	Primary	76	43%
	Secondary	99	57%
	Other	0	0%
Course level	Postgraduate	94	54%
	Undergraduate	81	46%

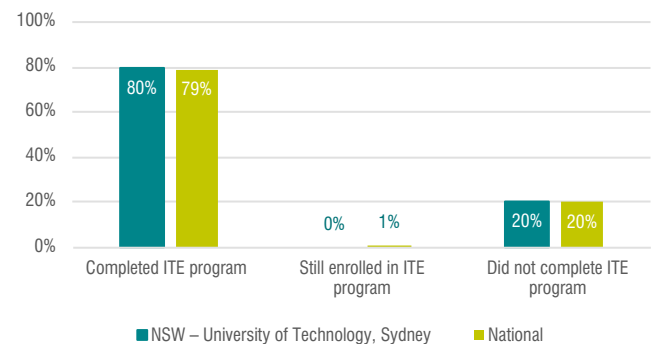
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

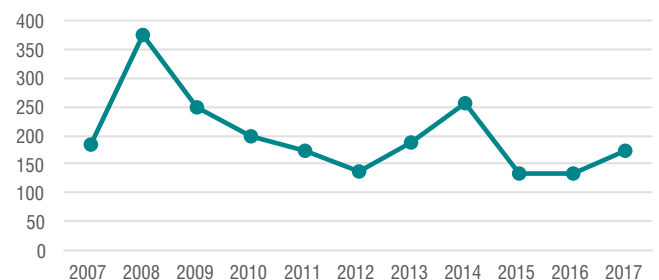


#### Postgraduate



#### 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.

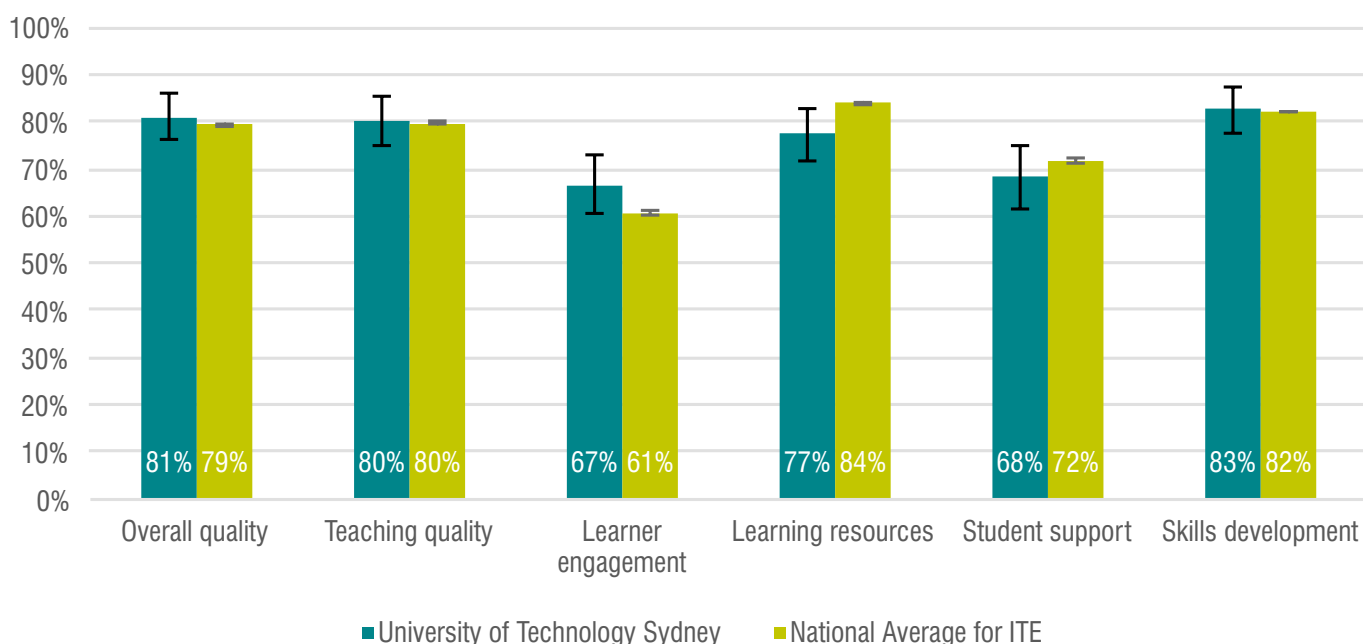
## Initial teacher education

### 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.

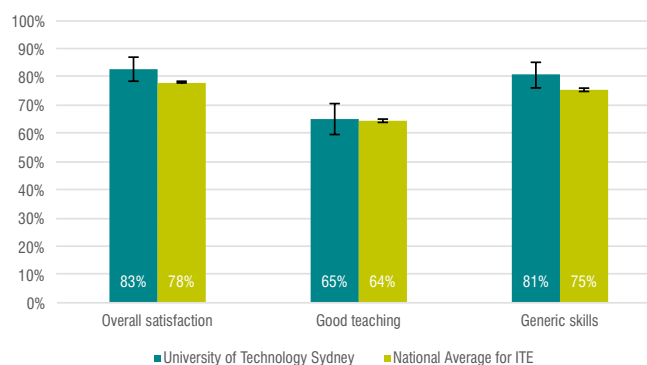
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



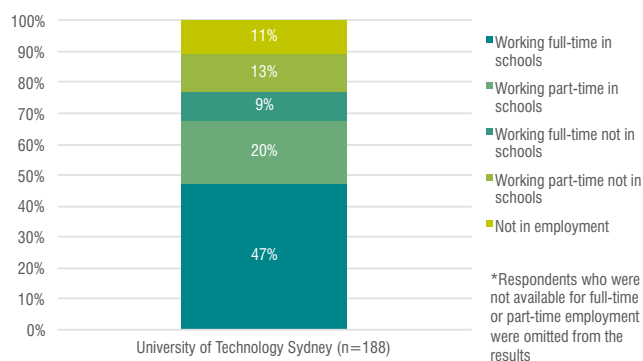
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

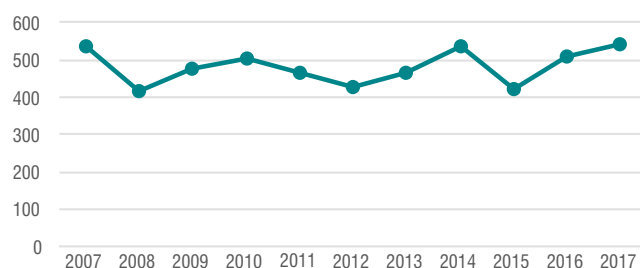
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>542</b>	<b>100%</b>
Student type	Domestic	505	93%
	International	37	7%
Gender	Male	196	36%
	Female	346	64%
Age	<20	230	42%
	20-24	136	25%
	25-29	67	12%
	30-39	64	12%
	40+	45	8%
State/territory of permanent home address*	NSW	< 5	np
	VIC	< 5	np
	QLD	496	92%
	WA	0	0%
	SA	< 5	np
	TAS	0	0%
	NT	< 5	np
	ACT	0	0%
	International	38	7%
	Equity status (domestic onshore students only)	NESB	< 5
Indigenous		17	3%
Disability		27	5%
Low SES*		113	22%
Medium SES*		378	75%
High SES*		13	3%
Metro*		374	74%
Regional*		128	25%
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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>542</b>	<b>100%</b>
Basis of admission	Secondary education	167	31%
	Higher education course	256	47%
	VET/TAFE	31	6%
	Mature entry	0	0%
	Professional qualification	0	0%
	Other basis	88	16%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	5	3%
	66-70	22	13%
	71-75	21	13%
	76-80	27	16%
	81-85	7	4%
	86-90	16	10%
	91-95	10	5%
	96-100	< 5	np
	Students without ATAR	55	34%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	32	6%
	Primary	175	32%
	Secondary	335	62%
	Other	0	0%
Mode of attendance	Internal	542	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	474	87%
	Part-time	68	13%
Course level	Postgraduate	180	33%
	Undergraduate	362	67%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	1	10%
	Undergraduate	9	90%
	Total	10	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

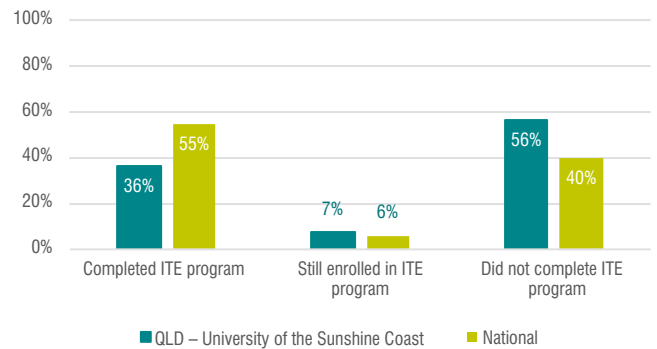
2017 completing students

		Number	%
<b>Total completing students</b>		<b>356</b>	<b>100%</b>
Gender	Male	128	36%
	Female	228	64%
Age	<20	0	0%
	20-24	172	48%
	25-29	80	22%
	30-39	56	16%
	40+	48	13%
State/territory of permanent home address*	NSW	0	0%
	VIC	0	0%
	QLD	308	87%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	48	13%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	8	3%
	Disability	12	4%
	Low SES*	42	14%
	Medium SES*	259	84%
	High SES*	7	2%
	Metro*	252	82%
	Regional*	56	18%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	17	5%
	Primary	108	30%
	Secondary	231	65%
	Other	0	0%
Course level	Postgraduate	202	57%
	Undergraduate	154	43%

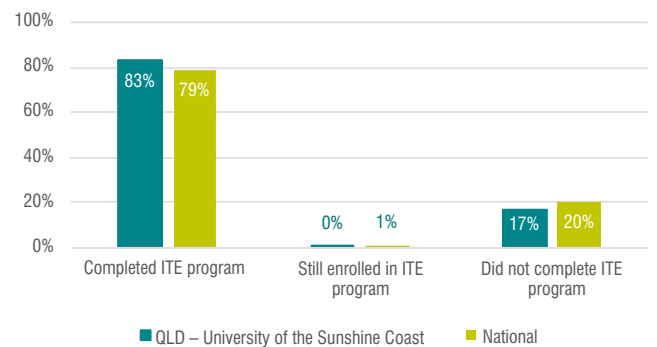
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

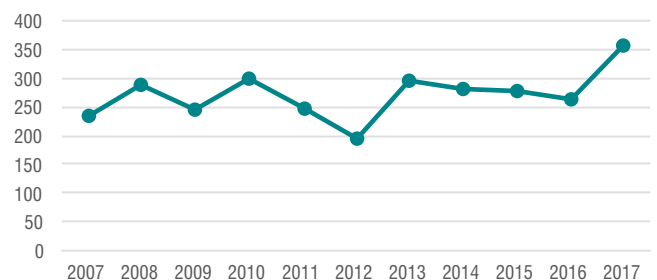


##### Postgraduate



#### 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.

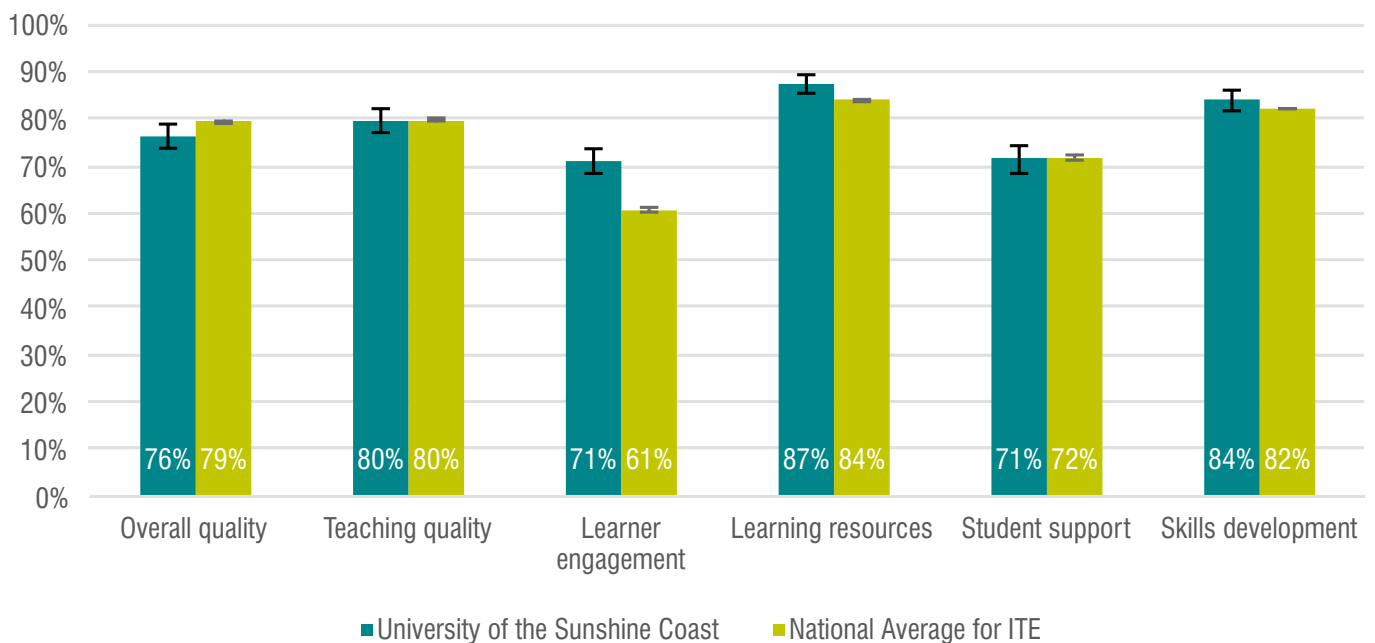
## Initial teacher education

### 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.

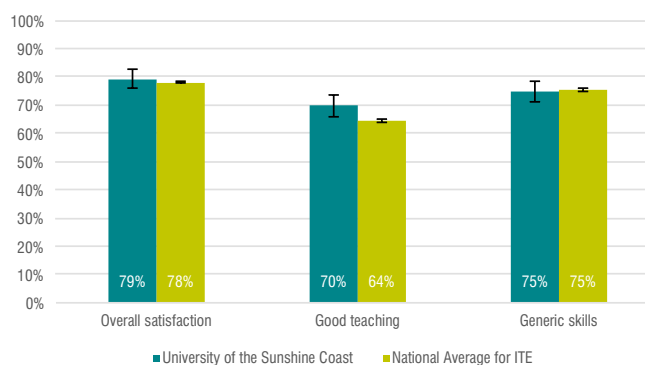
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



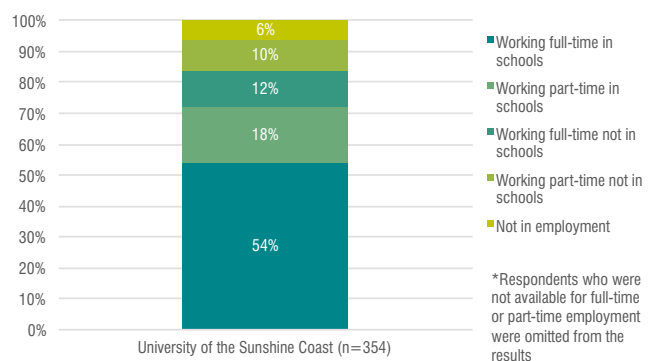
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

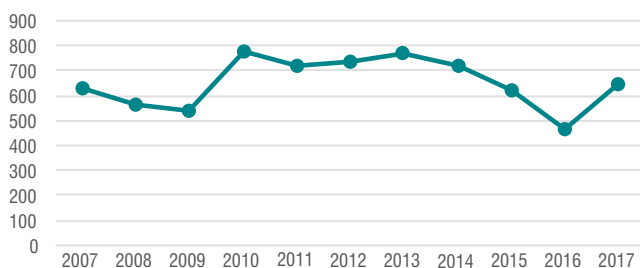
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>650</b>	<b>100%</b>
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	202	31%
	Female	448	69%
Age	<20	360	55%
	20-24	191	29%
	25-29	50	8%
	30-39	30	5%
	40+	19	3%
State/territory of permanent home address*	NSW	635	98%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	5	1%
	International	< 5	np
	Equity status (domestic onshore students only)	NESB	9
Indigenous		15	2%
Disability		76	12%
Low SES*		175	27%
Medium SES*		409	63%
High SES*		61	9%
Metro*		448	69%
Regional*		198	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>650</b>	<b>100%</b>
Basis of admission	Secondary education	194	30%
	Higher education course	306	47%
	VET/TAFE	np	np
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	124	19%
ATAR (school leavers)	30-50	0	0%
	51-55	0	0%
	56-60	< 5	np
	61-65	17	9%
	66-70	30	15%
	71-75	36	19%
	76-80	23	12%
	81-85	15	8%
	86-90	< 5	np
	91-95	9	3%
	96-100	< 5	np
	Students without ATAR	55	30%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	37	6%
	Primary	385	59%
	Secondary	213	33%
	Other	15	2%
Mode of attendance	Internal	644	99%
	External	6	1%
	Multi-modal	0	0%
Type of attendance	Full-time	614	94%
	Part-time	36	6%
Course level	Postgraduate	152	23%
	Undergraduate	498	77%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	12	44%
	Undergraduate	15	56%
	Total	27	100%



## Initial teacher education Completion data

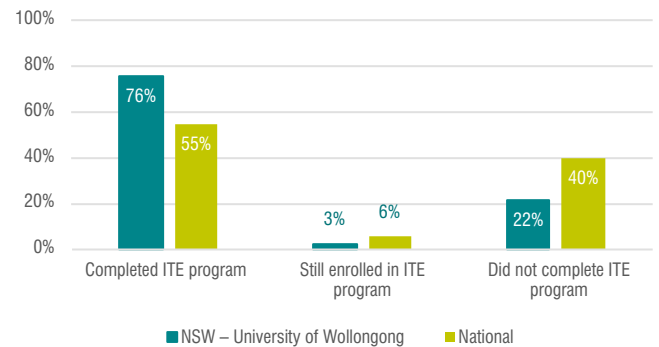
### Demographic and study characteristics 2017 completing students

		Number	%
<b>Total completing students</b>		<b>374</b>	<b>100%</b>
Gender	Male	107	29%
	Female	267	71%
Age	<20	0	0%
	20-24	279	75%
	25-29	54	14%
	30-39	24	6%
	40+	17	5%
State/territory of permanent home address*	NSW	362	97%
	VIC	< 5	np
	QLD	< 5	np
	WA	< 5	np
	SA	0	0%
	TAS	< 5	np
	NT	< 5	np
	ACT	< 5	np
	International	5	1%
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	12	3%
	Disability	36	10%
	Low SES*	100	27%
	Medium SES*	226	61%
	High SES*	43	12%
	Metro*	264	72%
	Regional*	105	28%
	Remote*	0	0%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	27	7%
	Primary	223	60%
	Secondary	118	32%
	Other	6	2%
Course level	Postgraduate	132	35%
	Undergraduate	242	65%

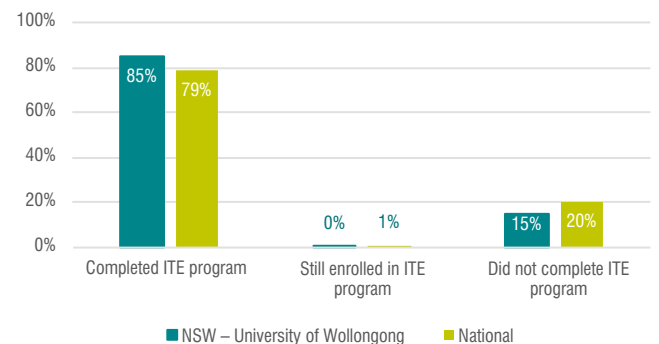
### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

#### Undergraduate

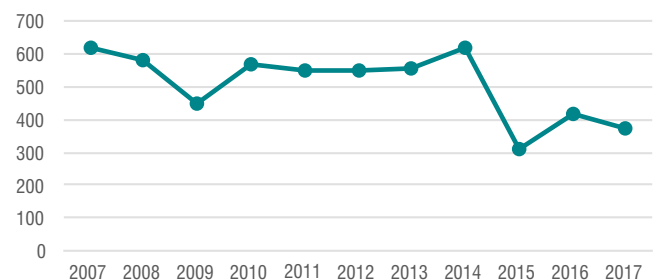


#### Postgraduate



#### 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.

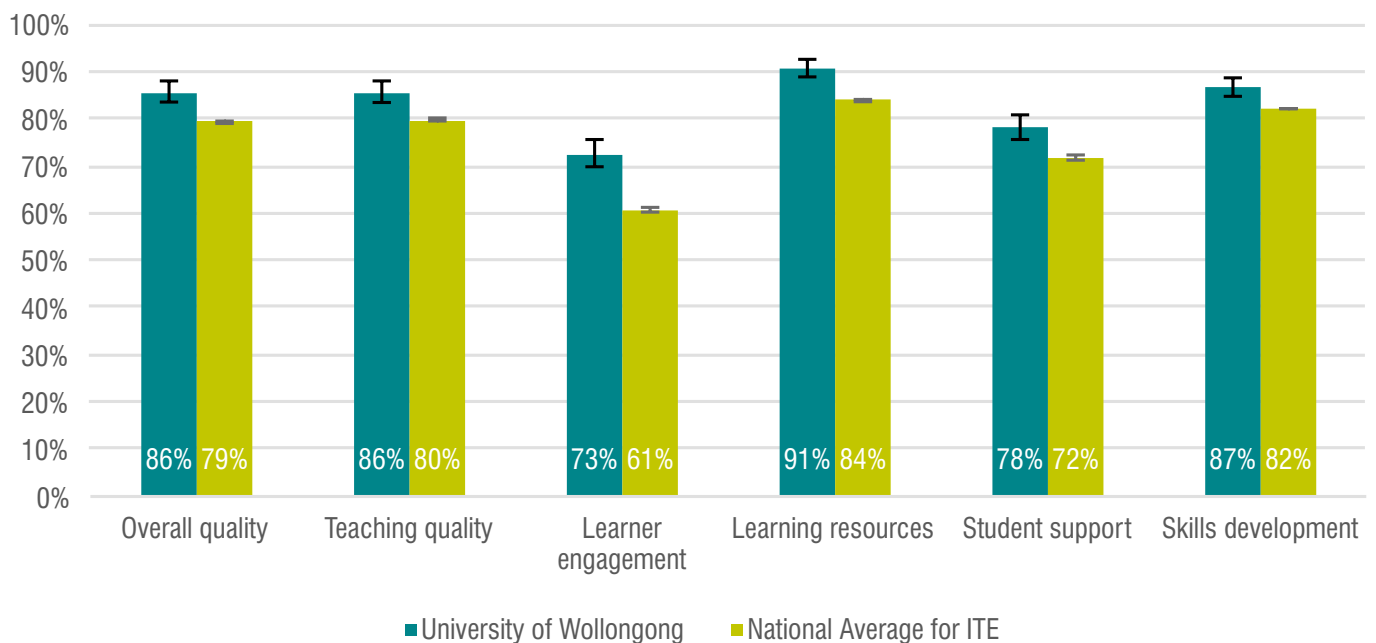
## Initial teacher education

### 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.

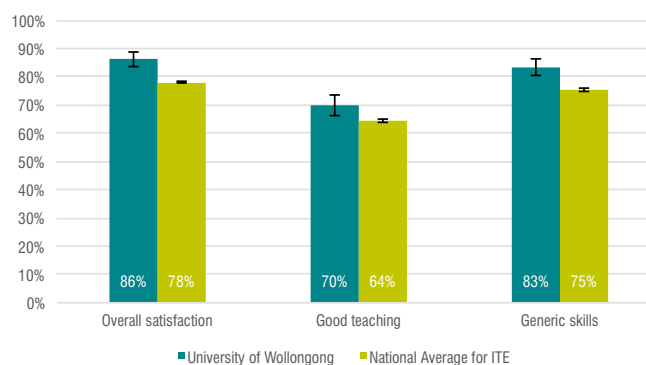
### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



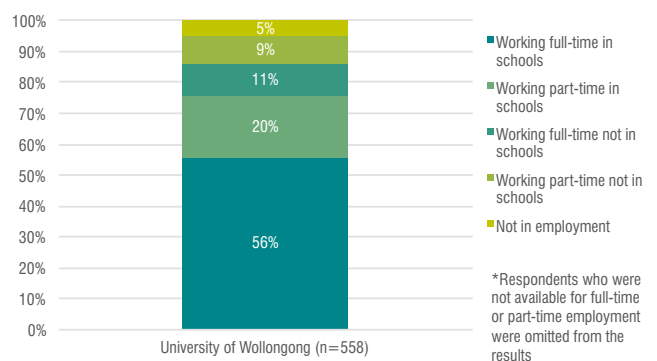
### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

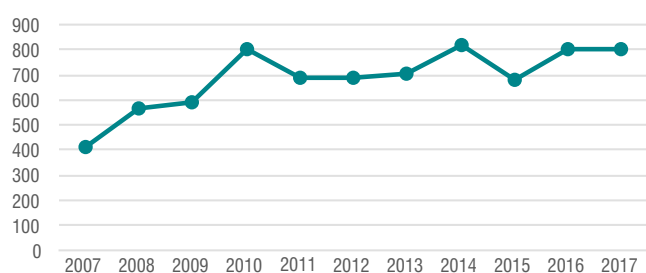
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>801</b>	<b>100%</b>
Student type	Domestic	767	96%
	International	34	4%
Gender	Male	291	36%
	Female	510	64%
Age	<20	280	35%
	20-24	322	40%
	25-29	104	13%
	30-39	67	8%
	40+	28	3%
State/territory of permanent home address*	NSW	< 5	np
	VIC	756	94%
	QLD	< 5	np
	WA	< 5	np
	SA	< 5	np
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	35	4%
	Equity status (domestic onshore students only)	NESB	18
Indigenous		9	1%
Disability		43	6%
Low SES*		144	19%
Medium SES*		499	65%
High SES*		123	16%
Metro*		711	93%
Regional*		55	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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>801</b>	<b>100%</b>
Basis of admission	Secondary education	257	32%
	Higher education course	410	51%
	VET/TAFE	107	13%
	Mature entry	< 5	np
	Professional qualification	0	0%
	Other basis	np	np
ATAR (school leavers)	30-50	86	34%
	51-55	38	15%
	56-60	28	11%
	61-65	29	11%
	66-70	20	8%
	71-75	16	6%
	76-80	11	4%
	81-85	8	3%
	86-90	< 5	np
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	16	6%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	106	13%
	Primary	62	8%
	Secondary	155	19%
	Other	478	60%
Mode of attendance	Internal	801	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	737	92%
	Part-time	64	8%
Course level	Postgraduate	217	27%
	Undergraduate	584	73%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	4	50%
	Undergraduate	4	50%
	Total	8	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

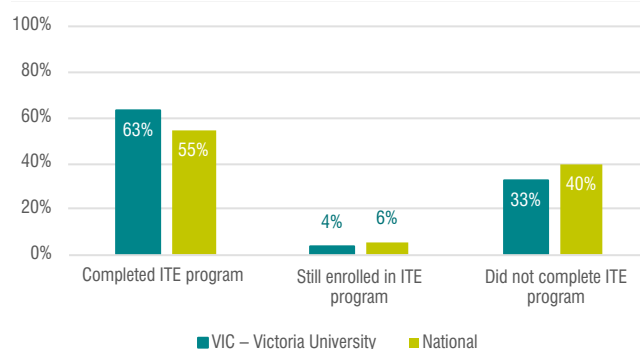
2017 completing students

		Number	%
<b>Total completing students</b>		<b>538</b>	<b>100%</b>
Gender	Male	131	24%
	Female	407	76%
Age	<20	0	0%
	20-24	340	63%
	25-29	120	22%
	30-39	49	9%
	40+	29	5%
State/territory of permanent home address*	NSW	< 5	np
	VIC	512	95%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	< 5	np
	NT	0	0%
	ACT	0	0%
	International	16	3%
Equity status (domestic onshore students only)	NESB	6	1%
	Indigenous	7	1%
	Disability	21	4%
	Low SES*	97	19%
	Medium SES*	343	66%
	High SES*	79	15%
	Metro*	483	93%
	Regional*	33	6%
	Remote*	< 5	np
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	91	17%
	Primary	np	np
	Secondary	383	71%
	Other	< 5	np
Course level	Postgraduate	118	22%
	Undergraduate	420	78%

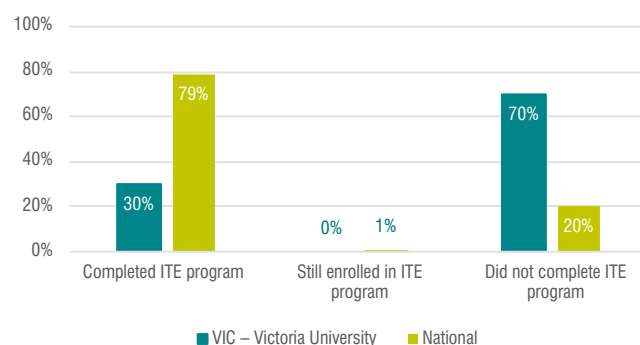
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

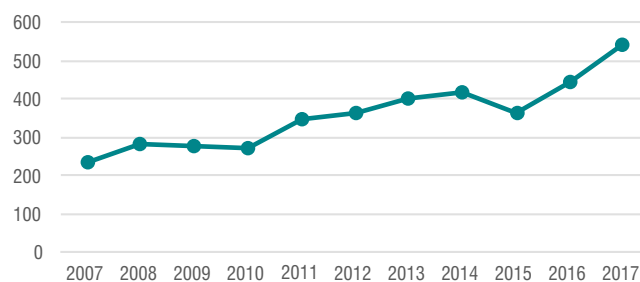


##### Postgraduate



#### 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.

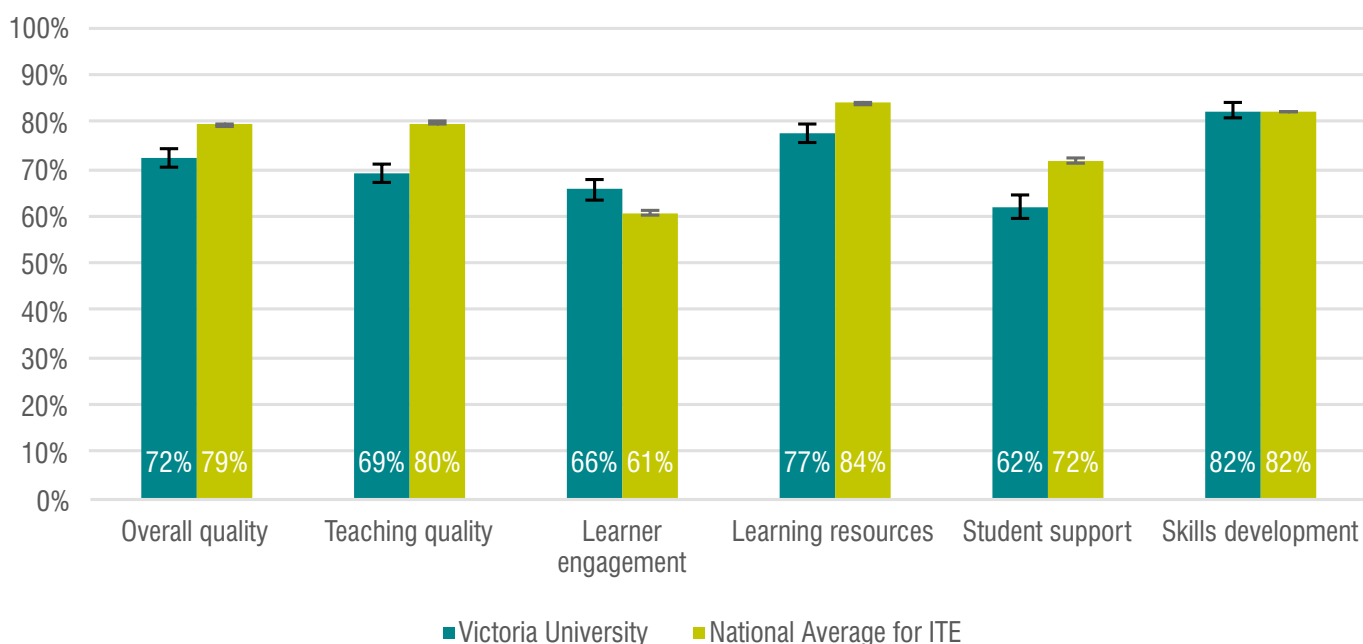
## Initial teacher education

### 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.

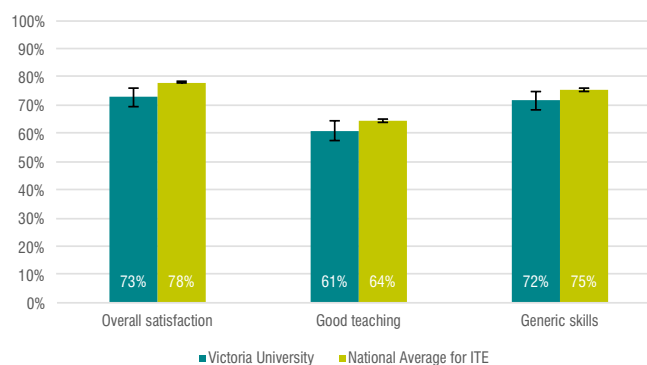
#### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



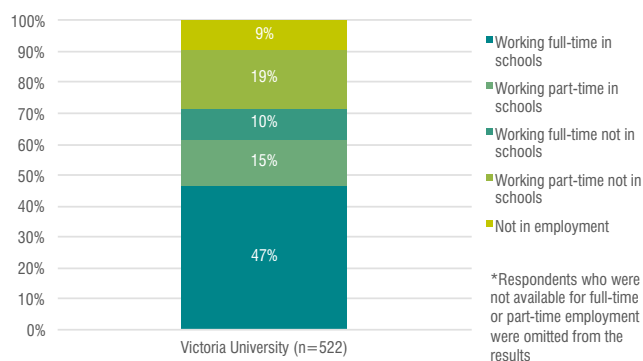
#### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



#### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.

## Initial teacher education

### Program and commencement data

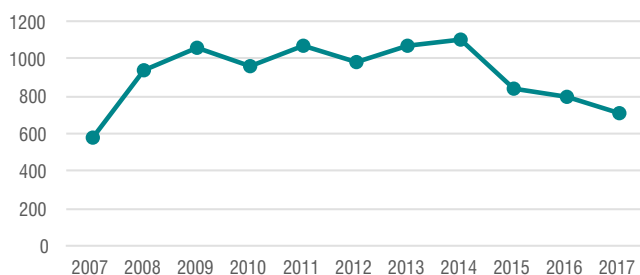
#### Student demographics

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>709</b>	<b>100%</b>
Student type	Domestic	673	95%
	International	36	5%
Gender	Male	224	32%
	Female	485	68%
Age	<20	10	1%
	20-24	473	67%
	25-29	129	18%
	30-39	66	9%
	40+	31	4%
State/territory of permanent home address*	NSW	673	95%
	VIC	0	0%
	QLD	0	0%
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	36	5%
	Equity status (domestic onshore students only)	NESB	18
Indigenous		26	4%
Disability		30	4%
Low SES*		225	33%
Medium SES*		364	54%
High SES*		84	12%
Metro*		646	96%
Regional*		26	4%
Remote*		< 5	np

#### Time series

Number of commencements



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

The University has identified there has been incorrect reporting of courses allocated to initial teacher education. This will be corrected for future reporting.

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

2017 commencing students

		Number	%
<b>Total commencing students</b>		<b>709</b>	<b>100%</b>
Basis of admission	Secondary education	0	0%
	Higher education course	649	92%
	VET/TAFE	np	np
	Mature entry	0	0%
	Professional qualification	< 5	np
	Other basis	50	7%
ATAR (school leavers)	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	390	55%
	Secondary	301	42%
	Other	18	3%
Mode of attendance	Internal	702	99%
	External	0	0%
	Multi-modal	7	1%
Type of attendance	Full-time	657	93%
	Part-time	52	7%
Course level	Postgraduate	690	97%
	Undergraduate	19	3%

#### 2017 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	10	91%
	Undergraduate	1	9%
	Total	11	100%

## Initial teacher education

### Completion data

#### Demographic and study characteristics

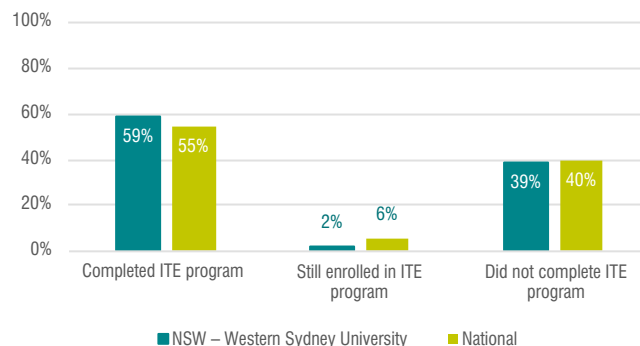
2017 completing students

		Number	%
<b>Total completing students</b>		<b>641</b>	<b>100%</b>
Gender	Male	187	29%
	Female	454	71%
Age	<20	0	0%
	20-24	403	63%
	25-29	137	21%
	30-39	72	11%
	40+	29	5%
State/territory of permanent home address*	NSW	623	97%
	VIC	< 5	np
	QLD	< 5	np
	WA	0	0%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	14	2%
Equity status (domestic onshore students only)	NESB	14	2%
	Indigenous	19	3%
	Disability	19	3%
	Low SES*	193	31%
	Medium SES*	336	54%
	High SES*	97	15%
	Metro*	605	97%
	Regional*	19	3%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	< 5	np
	Primary	396	62%
	Secondary	226	35%
	Other	np	np
Course level	Postgraduate	632	99%
	Undergraduate	9	1%

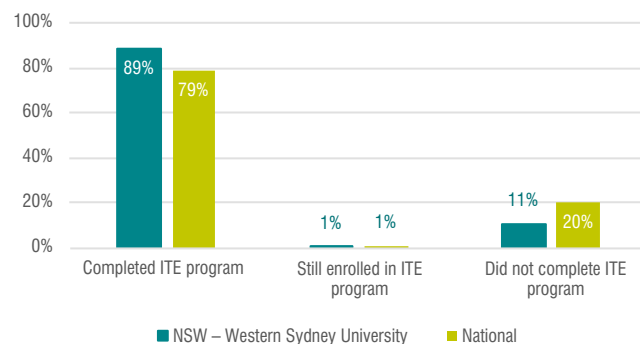
#### Average cohort completion rates after six years

2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016, 2012-2017

##### Undergraduate

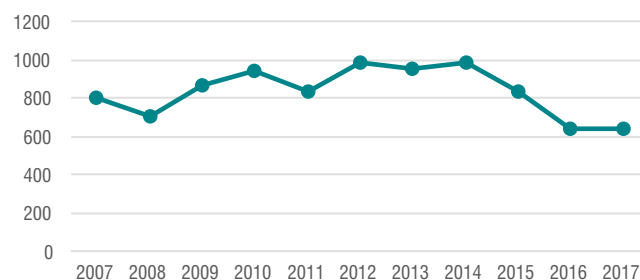


##### Postgraduate



#### 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.

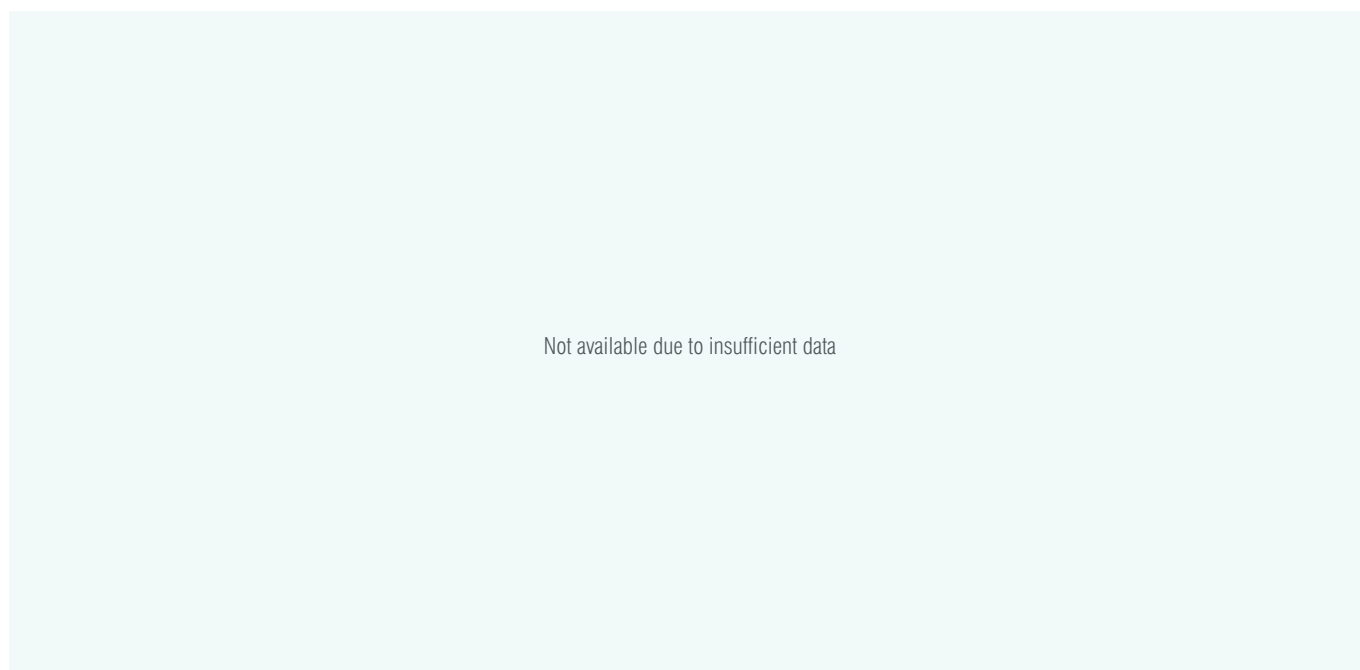
## Initial teacher education

### 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.

### Student perceptions of ITE Course

Student Experience Survey 2015 – 2017\*



### Graduate satisfaction with ITE course

Course Experience Questionnaire 2015 – 2017\*



### Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2015 – 2017\* ^



\*Combined average for 2015, 2016 and 2017 survey data.



# Appendix 1

## Glossary

Word	Explanation
Accredited initial teacher education program	Any initial teacher education program that has 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	Refers to AITSL (2018). <i>Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures</i> . Melbourne: AITSL.
ATAR	Australian Tertiary Admission Rank – a percentile score that reflects the overall achievement of final-year secondary students in Australia. Values range from 'less than 30' to 99.95.
ATAR not available/ not submitted	Describes students whose higher education provider 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 categories include: secondary education (undertaken at a school, RTO, or HEP); higher education; TAFE/vocational education; professional qualification; mature age special entry provision; other.
Commencement*	Enrolment of a student 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.
Completion*	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.
Domestic applicant	An applicant who is an Australian citizen, New Zealand citizen, permanent humanitarian visa holder, or other permanent visa holder.
Enrolment*	The situation where 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.

<p>Field of education</p>	<p>The field of education 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 similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content that underpins the subject matter. ASCED identifies 12 fields of education (Australian Bureau of Statistics, <i>Australian Standard Classification of Education</i>, p. 71):</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 programs</li> </ol> <p>Data provided for all fields of education in this report are aggregated data for students commencing, enrolling, and completing higher education courses across all 12 fields of education.</p>
<p>Full-time employment rate</p>	<p>The percentage of graduates available for full-time employment who are employed full-time.</p>
<p>Detailed Field of Education</p>	<p>The lowest level in a system of classification that provides a hierarchical structure for the categorisation of higher education courses, specialisations, and units of study. Field-of-education groupings are described at three levels:</p> <ul style="list-style-type: none"> <li>• Level I: 12 broad fields of education (two-digit code, e.g. 01 for natural and physical sciences).</li> <li>• Level II: 83 narrow fields of education (four-digit code, including the relevant Level I code).</li> <li>• Level III: 439 detailed fields of education (six-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.</p> <p>Each detailed field of education has a six-digit numeric code (e.g. 010101 for Mathematics), the first two digits of which are the code for the broad field of education within which the detailed field of education is located (e.g. 01 for Natural and Physical Sciences), and the second two digits of which are the code for the narrow field of education within which the detailed field of education is located.</p>
<p>Highest preference*</p>	<p>The higher education program that an applicant has preferred highest among those programs that are considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B higher education provider). In Tertiary Admissions Centres where an applicant can apply for VET and/or postgraduate study, the highest preference may not be the first preference.</p>
<p>Home residence</p>	<p>The Australian postcode or overseas country code of a student's/applicant's permanent home residence.</p>
<p>International/ overseas student</p>	<p>Any student who is not a domestic student.</p>
<p>Mature age student</p>	<p>Student commencing a higher education program through a mature age special entry provision, as determined by the higher education provider.</p>

Mode of attendance*	<p>A classification of the manner in which a student is undertaking a unit of study. The mode of attendance is internal if:</p> <ul style="list-style-type: none"> <li>the student is enrolled in and undertakes the unit through attendance at the HEP on a regular basis; or</li> <li>the student is undertaking a higher-degree unit of study for which regular attendance is not required, but attends the HEP on an agreed schedule for the purposes of supervision and/or instruction.</li> </ul> <p>The mode of attendance is external if:</p> <ul style="list-style-type: none"> <li>unit of study for which the student is enrolled involves special arrangements whereby lesson materials, assignments, etc. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special, or voluntary nature.</li> </ul> <p>The mode of attendance is multi modal or mixed if:</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>Refers to a person who:</p> <ul style="list-style-type: none"> <li>is a domestic student;</li> <li>arrived in Australia less than 10 years prior to the Reference Year; and</li> <li>speaks a language other than English at home.</li> </ul> <p>This glossary item applies to the Higher Education Student Data Collection.</p>
Not elsewhere classified (nec)	<p>A classification that covers a combination of particular categories in a table where a number of other particular categories, such as 'Teacher Education – Primary', are individually specified.</p>
Overall employment rate	<p>The percentage of graduates available for employment who were actually employed, whether part-time or full-time.</p>
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. A bachelor degree is usually a prerequisite for entry to a postgraduate program. 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>
New adjusted retention rate	<p>In relation to initial teacher education, 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. Throughout this report, 'retention rate' refers to the new adjusted retention rate.</p>

<p>Special course code 22</p>	<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 Higher Education Student Data 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 categories:</p> <ul style="list-style-type: none"> <li>• Teacher Education (includes education programs not specifically categorised, usually education programs where graduating students can be qualified in one or more different specialisations).</li> <li>• Teacher Education: Early Childhood</li> <li>• Teacher Education: Primary</li> <li>• Teacher Education: Secondary</li> <li>• Teacher Education: Vocational Education and Training (VET)</li> <li>• Teacher Education: Higher Education</li> <li>• Teacher Education: Special Education</li> <li>• English as a Second Language Teaching</li> <li>• Teacher Education not elsewhere classified (nec).</li> </ul>
<p>Socio-economic status</p>	<p>The social standing or class of an individual or group, which relates to education, income, and occupation. In this report, socio-economic status has been derived from the Australian Statistical Geography Standard (ASGS) at the Statistical Area 1 level (ABS, Socio- Economic Indexes for Areas). Socio-economic status is often abbreviated to SES, but in this report the abbreviation SES refers to Student Experience Survey.</p>
<p>Undergraduate program*</p>	<p>A course of study that leads to the award of an undergraduate qualification. Undergraduate qualifications include diploma, advanced diploma, associate degree, and bachelor degree, including at the honours level. Data on postgraduate bachelor programs are captured along with undergraduate program data.</p>

\*Items marked with an asterisk have been adapted from: Department of Education (n.d.) HEIMSHELP Glossary. Canberra: Australian Government.

## Appendix 2

### Abbreviations

Acronym	Explanation
ABS	Australian Bureau of Statistics
AGS	Australian Graduate Survey
AITSL	Australian Institute for Teaching and School Leadership
ASGS	Australian Statistical Geography Standard
ATAR	Australian Tertiary Admissions Rank
CEQ	Course Experience Questionnaire
CHESSN	Commonwealth Higher Education Student Support Number
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
nec	Not elsewhere classified
NESB	Non-English-speaking background
np	Not published
PDS	Postgraduate Destination Survey
QILT	Quality Indicators for Learning and Teaching
SES	Student Experience Survey
TAC	Tertiary Admissions Centre
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 utilises 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 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 in the HESDC 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 publicly available through the uCube or as customised data upon request. HEDSC data from this report were derived from customised, aggregated tables generated by the Department.

Due to timing associated with data processing and public release, the latest data from the HEDSC that were available for this report are from the end of 2017.

Data collected, released, and published by the Department are subject to the provisions of the *Higher Education Support Act 2003*. The following statement is displayed on the Department's website:<sup>41</sup>

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 calculation of the values of primarily suppressed cells, 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 the higher education data that is either published on the Department's website or provided to clients as custom tabular data.

## Data quality


The HEDSC is a census of all higher education students in Australia.


HEPs are required to sign off on the data they have reported to the Department to verify that they are accurate and correct. Once this is done, a snapshot of the data is taken for use in the Department's publications and 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.

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## Quick Links

Access to the full suite of higher education student data and further information on data requests and data protocols are available via the following links:

 <https://www.education.gov.au/higher-education-statistics>

 <https://education.gov.au/data-requests-data-protocols-and-data-privacy>

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<sup>41</sup> Department of Education and Training (n.d.). *Data requests, data protocols, and data privacy and visual analytics guide*. Canberra: Australian Government. Retrieved from [www.education.gov.au/data-requests-data-protocols-and-data-privacy](https://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 Admissions 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 data on applications and offers 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 publicly available through 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 figures of the number of direct applications made each year.

There are some differences among TACs in the policies and operational procedures surrounding data collection. The Applications and Offers Collection aims to minimise inconsistencies by collating a core set of common elements with agreed definitions and by declaring provision of certain data elements discretionary in the preliminary submissions. The Collection will be made as nationally consistent as possible through the use of common data element definitions adapted from those used by HESDC and the ABS Australian Standard Classifications. Comparability of the data will be maximised by aligning reference dates to comparable stages in TAC processing cycles.

As with the HESDC, HEIMS provides the mechanism for provision of 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 comprises 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 these survey items.

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## Quick Links

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 via the following links:

 <https://www.education.gov.au/higher-education-statistics>

 <https://education.gov.au/data-requests-data-protocols-and-data-privacy>



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 includes the Graduate Outcomes Survey, Graduate Outcomes Survey – Longitudinal, and Employer Satisfaction Survey.

### Data quality

The national response rate for the SES was 36.2% in 2017. While the overall response rate provides a measure of the administrative effectiveness of the survey, the SES targets stratum-level response rates at the institution and field-of-education levels. SES response rates are available in the 2017 SES National Report.<sup>42</sup>

Tables 10 and 11 provide the respondent 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 how representative the SES respondents are of the in-scope populations, and therefore of survey error. Total survey error is minimised when the respondent profile matches that of the in-scope population. For ITE and all higher education respondents, females are slightly overrepresented and males are slightly underrepresented.

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42 Social Research Centre (2017). *Student Experience Survey national report*. Canberra: Department of Education. Retrieved from <https://www.qilt.edu.au/docs/default-source/ues-national-report/2017-student-experience-survey-national-report/2017-ses-national-reportb27e8791b1e86477b58fff00006709da.pdf>

**Table 10: Student Experience Survey, undergraduate ITE respondents and total in-scope population by subgroup, 2015–2017**

Survey population variable	2015				2016				2017			
	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	1,963	17	6,698	23.5	2,366	19	6,622	24	2,125	20	11,448	28
Female	9,566	83	21,765	77.5	10,209	81	20,804	76	8,632	80	30,094	72
Full-time	10,155	88	24,605	86	10,945	87	23,555	86	9,363	87	34,784	84
Part-time	1,374	12	3,859	14	1,631	13	3,872	14	1,400	13	6,779	16
19 and under	4,051	35	9,604	34	4,250	34	8,723	32	3,980	37	9,707	23
20–24	4,444	39	12,113	43	4,962	40	11,922	44	4,090	38	17,731	43
25–29	1,053	9	2,722	10	1,230	10	2,827	10	1,038	10	6,186	15
30–39	1,189	10	2,560	9	1,250	10	2,486	9	989	9	4,879	12
40 and over	792	7	1,465	5	884	7	1,469	5	666	6	3,060	7
First in family	3,492	59	8,612	59	3,765	59	8,107	59	3,391	58	11,830	54
Not first in family	2,417	41	5,968	41	2,597	41	5,591	41	2,445	42	9,980	46
Indigenous	253	2	678	2	212	2	599	2	226	2	765	2
Not Indigenous	11,276	98	27,786	98	12,364	98	26,828	98	10,537	98	40,798	98
<b>All</b>	<b>11,529</b>	<b>100</b>	<b>28,464</b>	<b>100</b>	<b>12,576</b>	<b>100</b>	<b>27,427</b>	<b>100</b>	<b>10,763</b>	<b>100</b>	<b>41,563</b>	<b>100</b>

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

Note: The subgroup totals may not equal the row totals due to missing data.

**Table 11: Student Experience Survey, all undergraduate higher education respondents and total in-scope population by subgroup, 2015–2017**

Survey population variable	2015				2016				2017			
	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	47,575	34	167,794	43	62,481	36	172,372	43	50,461	36	261,589	44
Female	93,696	66	223,589	57	109,701	64	229,470	57	91,681	65	337,263	56
Full-time	124,624	88	336,426	86	151,485	88	343,623	86	123,238	87	473,314	79
Part-time	16,659	12	54,979	14	20,751	12	58,316	15	18,992	13	125,404	21
19 and under	57,121	40	149,630	38	66,956	39	148,361	37	55,256	39	155,421	26
20–24	52,216	37	162,655	42	66,748	39	167,790	42	54,245	38	249,927	42
25–29	12,160	9	35,376	9	15,364	9	38,307	10	12,323	9	88,353	15
30–39	10,956	8	25,992	7	13,024	8	28,092	7	11,316	8	62,313	10
40 and over	8,823	6	17,739	5	10,139	6	19,380	5	9,096	6	43,004	7
First in family	34,879	47	91,532	47	40,370	47	91,779	47	32,665	45	121,248	44
Not first in family	39,221	53	102,472	53	46,493	54	103,426	53	40,081	55	152,516	56
Indigenous	1,754	1	4,904	1	2,148	1	5,223	1	1,870	1	6,666	1
Not Indigenous	139,529	99	386,501	99	170,088	99	396,716	99	140,370	99	592,459	99
<b>All</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>	<b>142,240</b>	<b>100</b>	<b>599,125</b>	<b>100</b>

Source: Customised data from the Student Experience Survey provided by the Social Research Centre.  
Note: The subgroup 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), the Postgraduate Destination Survey (PDS), and the Course Experience Questionnaire (CEQ). These surveys are administered to graduates approximately four months after graduation. 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.

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, the GDS, PDS, and CEQ could not identify ITE courses 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 onwards, 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, several differences in methodology are worth noting:

- GOS data are sampled and collected by a central agency, while the GDS data were sampled and collected by each individual higher education institution.
- GOS data collection was restricted to online methods only, while GDS data collection incorporated other methods of data collection, such as paper distribution and collection of data as part of the graduation ceremony.
- The collection period for GOS ranged from 4 to 8 weeks, as opposed to 3 to 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 even with lower response rates). Each HEP conducts its own data collection. The GOS uses a centralised approach, sampling based on data extracted from the Higher Education Information Management System. It therefore encompasses all graduates who completed the requirements for an undergraduate or postgraduate award at an Australian HEP 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 2017 GOS was 45%.<sup>43</sup> The GOS places greater emphasis on representativeness of the sample, rather than higher response rates.

Tables 12, 13, 14, and 15 provide the respondent 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 are presented separately, as are ITE students and all higher education students. The tables provide an indication of how representative the respondent profiles are of the in-scope populations, and therefore of survey error. Total survey error is minimised when the respondent profile matches that of the in-scope population.

43 Bricknall, R., Iarossi, D., & Grisdale, J. (2018). 2017 Graduate Outcomes Survey methodological report. Melbourne: Social Research Centre. Retrieved from <https://www.qilt.edu.au/docs/default-source/gos-reports/2017/det-qilt-gos-2017-methodological-report-181130.pdf>

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 and total in-scope population by subgroup, 2015–2017

Survey population variable	2015				2016				2017			
	ITE GDS respondents		In-scope ITE population		ITE GOS respondents		In-scope ITE population		ITE GOS respondents		In-scope ITE population	
	N	%	N	%	N	%	N	%	N	%	N	%
Early Childhood	1,604	28	2,514	23	727	24	1,837	20	812	22	1,870	20
Primary	2,559	45	4,354	40	1,257	42	3,933	42	1,510	41	3,886	41
Secondary	1,154	20	2,502	23	658	22	2,410	26	799	22	2,481	26
Teacher Ed	421	7	1,409	13	359	12	1,176	13	584	16	1,281	14
Male	848	15	1,850	17	594	17	2,036	20	702	16	2,014	19
Female	4,890	85	8,929	83	2,917	83	8,108	80	3,603	84	8,360	81
19 and under	0	0	20	0	10	0	17	0	3	0	6	0
20–24	3,291	58	7,011	65	2,271	65	6,909	68	2,810	65	7,129	69
25–29	1,003	18	1,485	14	469	13	1,402	14	570	13	1,447	14
30–39	710	13	1,285	12	428	12	1,077	11	489	11	1,024	10
40 and over	698	12	978	9	333	10	739	7	433	10	768	7
Indigenous	97	2	208	2	78	2	208	2	83	2	200	2
Not Indigenous	5,570	98	10,571	98	3,433	98	9,936	98	4,222	98	10,174	98
<b>All</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>	<b>4,305</b>	<b>100</b>	<b>10,374</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes Survey provided by the Social Research Centre. Note: The subgroup totals may not equal the row totals due to missing data.

**Table 13: Graduate Destination Survey/Graduate Outcomes Survey, all undergraduate higher education respondents and total in-scope population by subgroup, 2015–2017**

Survey population variables	2015				2016				2017			
	GDS respondents		In-scope population		GDS respondents		In-scope population		GOS respondents		In-scope population	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	25,201	37	50,676	40	18,077	36	51,096	40	20,791	36	52,207	40
Female	42,283	63	76,914	60	32,642	64	76,186	60	36,913	64	78,792	60
19 and under	67	0	7,786	6	3,237	6	8,447	7	3,591	6	8,633	7
20–24	44,085	66	86,573	68	32,468	64	84,954	67	37,016	64	86,530	67
25–29	11,226	17	15,413	12	6,001	12	15,367	12	6,789	12	16,141	12
30–39	6,349	9	10,293	8	4,736	9	10,580	8	5,502	10	11,231	8
40 and over	5,538	8	7,525	6	4,284	8	7,939	6	4,809	8	8,473	6
Indigenous	658	1	1,295	1	528	1	1,390	1	659	1	1,495	1
Not Indigenous	66,241	99	126,295	99	50,198	99	125,897	99	57,049	99	129,516	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 subgroup 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 variable	2015				2016				2017			
	ITE PDS respondents		In-scope ITE population		ITE GOS respondents		In-scope ITE population		ITE GOS respondents		In-scope ITE population	
	N	%	N	%	N	%	N	%	N	%	N	%
Early Childhood	259	7	377	4	92	4	186	3	64	2	108	2
Primary	1,384	35	2,251	25	669	28	1,594	27	906	35	1,702	32
Secondary	1,965	49	4,188	47	1,120	47	2,930	50	1,249	48	2,698	50
Teacher Ed	394	10	2,153	24	501	21	1,149	20	396	15	886	16
Male	1,033	26	2,647	30	704	27	1,839	30	807	28	1,815	30
Female	2,969	74	6,322	71	1,918	73	4,354	70	2,096	72	4,174	70
19 and under	0	0	2	0	0	0	1	0	1	0	2	0
20–24	1,001	25	3,513	39	809	31	2,277	37	925	32	2,229	37
25–29	1,103	28	2,099	23	587	22	1,497	24	710	25	1,507	25
30–39	946	24	1,895	21	652	25	1,397	23	705	24	1,308	22
40 and over	945	24	1,460	16	574	22	1,021	17	562	19	943	16
Indigenous	33	1	72	1	21	1	54	1	25	1	51	1
Not Indigenous	3,919	99	8,897	99	2,601	99	6,139	99	2,878	99	5,938	99
<b>All</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>	<b>2,903</b>	<b>100</b>	<b>5,989</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes Survey provided by the Social Research Centre. Note: The subgroup 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	9,637	38	21,914	40	8,184	37	24,061	39	9,399	39	25,190	39
Female	15,623	62	33,001	60	14,011	63	38,463	62	14,942	61	39,249	61
19 and under	1	0	14	0	3	0	14	0	16	0	45	0
20–24	3,560	14	14,372	26	4,435	20	13,529	22	5,195	21	14,300	22
25–29	6,393	25	13,611	25	4,910	22	14,901	24	5,365	22	15,164	24
30–39	7,490	30	14,598	27	6,500	29	18,070	29	6,924	28	18,395	29
40 and over	7,783	31	12,320	22	6,349	29	16,010	26	6,839	28	16,529	26
Indigenous	184	1	387	1	160	1	572	1	175	1	535	1
Not Indigenous	24,602	99	54,528	99	22,037	99	61,952	99	24,170	99	63,916	99
<b>All</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>	<b>24,345</b>	<b>100</b>	<b>64,452</b>	<b>100</b>

Source: Customised data from the Graduate Destination Survey/Graduate Outcomes Survey provided by the Social Research Centre. Note: The subgroup 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 of 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 2017 GOS-L was open to any higher education institution that participated in the 2014 AGS.

The GOS-L comprises 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 survey items from the GOS-L. 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 42.2% in 2017.<sup>44</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 2013, completed the 2014 AGS, and agreed to recontact.

<sup>44</sup> Social Research Centre (2017). 2017 Graduate Outcomes Survey – Longitudinal (GOS-L): Medium-term graduate outcomes. Melbourne: Social Research Centre. Retrieved from <https://www.qilt.edu.au/docs/default-source/gos-reports/2017-gos-l/2017-gos-l-national-reportbb518791b1e86477b58fff0006709da.pdf>



Tables 16 and 17 below provide the respondent 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 how representative the respondent profiles are of 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 and younger students are underrepresented. For all higher education respondents, females are slightly overrepresented and males underrepresented.

**Table 16: Graduate Outcomes Survey – Longitudinal, ITE undergraduate and postgraduate respondents and total in-scope population by subgroup, 2017**

Survey population variable	Undergraduate				Postgraduate			
	GOS-L respondents		In-scope population		GOS-L respondents		In-scope population	
	N	%	N	%	N	%	N	%
Early Childhood	315	25	1285	24	109	9	325	8.4
Primary	551	44	2412	44	325	26.9	1162	30.1
Secondary	291	23	1123	21	634	52.5	1785	46.2
Teacher Ed	96	8	607	11	140	11.6	591	15.3
Male	181	14	832	15	263	21.8	943	24.4
Female	1072	86	4580	85	945	78.2	2919	75.6
19 and under	0	0	4	0	0	0	0	0
20–24	654	52	2960	55	280	23.2	969	25.1
25–29	211	17	1033	19	324	26.8	1069	27.7
30–39	174	14	710	13	288	23.8	909	23.5
40 and over	214	17	705	13	316	26.2	915	23.7
Indigenous	16	1	88	2	5	0.4	18	0.5
Not Indigenous	1230	99	5302	98	1191	99.6	3783	99.5
<b>All</b>	<b>1253</b>	<b>100</b>	<b>5427</b>	<b>100</b>	<b>1208</b>	<b>100</b>	<b>3863</b>	<b>100</b>

Source: Customised data from the Graduate Outcomes Survey-Longitudinal provided by the Social Research Centre. Note: The subgroup 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, 2017

Survey population variable	Undergraduate				Postgraduate			
	GOS-L respondents		In-scope population		GOS-L respondents		In-scope population	
	N	%	N	%	N	%	N	%
Male	6991	36	26175	38	3190	36	12641	37
Female	12681	65	42955	62	5637	64	21115	63
19 and under	18	0	94	0	0	0	4	0
20-24	13087	67	45026	65	1250	14	4288	13
25-29	3010	15	11569	17	2069	23	7870	23
30-39	1800	9	6654	10	2479	28	9997	30
40 and over	1757	9	5787	8	3029	34	11596	34
Indigenous	177	1	693	1	71	1	326	1
Not Indigenous	19410	99	68093	99	8621	99	32817	99
<b>All</b>	<b>19672</b>	<b>100</b>	<b>69172</b>	<b>100</b>	<b>8827</b>	<b>100</b>	<b>33766</b>	<b>100</b>

Source: Customised data from the Graduate Outcomes Survey-Longitudinal provided by the Social Research Centre. Note: The subgroup 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 comprises individual survey items that measure the attributes of recent graduates from Australian higher education institutions on a range of attributes, including foundation, adaptive, collaborative, technical, and employability skills. Please refer to Appendix 4 for a detailed list of survey items from the ESS. The ESS is administered to employers (or direct supervisors) of recent graduates from HEPs, including universities and non-university higher education institutions.

### 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. The ESS response rates are available in the 2016 Employer Satisfaction Survey Methodology Report.<sup>45</sup>

<sup>45</sup> Social Research Centre (2017). 2016 Employer Satisfaction Survey national report. Melbourne: Social Research Centre. Retrieved from <https://www.qilt.edu.au/docs/default-source/gos-reports/2017/ess-2016-national-report-final.pdf>

## AITSL Stakeholder Survey

The AITSL Stakeholder survey measures awareness, engagement, effectiveness, and perceptions of AITSL and its policies, tools, and resources among its stakeholders, including ITE students, providers, teachers, school leaders, and other education organisations.

### Data quality

An opportunity (non-probability) sampling methodology was employed whereby the survey was distributed via direct invitations, AITSL Mail, social media, requests for AITSL stakeholders to share to their networks, and the AITSL website. This is a non-probability method and is prone to survey bias because the survey was marketed to AITSL stakeholders.

The 2019 Stakeholder Engagement Survey was completed by 3,856 stakeholders. The survey data used in this report was limited to respondents working in schools ( $n = 3,133$ ). The respondent profile presented in Table 18 below is limited to school-based respondents.

**Table 18:** School respondent profile by role, experience, sector, and school level, AITSL Stakeholder Survey, 2019

	Number	%
<b>Role</b>		
Teacher	1,946	62%
Principal	261	8%
Deputy/Assistant Principal	306	10%
Other leadership role	460	15%
Other (e.g. librarian, coordinator, assistant)	160	5%
<i>Total</i>	<i>3,133</i>	<i>100%</i>
<b>Experience</b>		
First year	38	1%
2-3 years	147	5%
4-5 years	175	6%
6-9 years	298	10%
10 -15 years	539	17%
16-30 years	1,224	39%
More than 30 years	712	23%
<i>Total</i>	<i>3,133</i>	<i>100%</i>

	Number	%
<b>Sector</b>		
Catholic	488	16%
Government	2,065	66%
Independent	531	17%
Multiple sectors	49	2%
<i>Total</i>	<i>3,133</i>	<i>100%</i>
<b>School level</b> (multiple responses enabled)		
Primary	1,434	44%
Secondary	1,104	34%
Combined	512	16%
Special	113	3%
Other	71	2%
<i>Total</i>	<i>3,234</i>	<i>100%</i>

Source: 2019 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

This database contains data on all accredited programs, including those for which accreditation is pending. Data from the Accredited Programs List are not directly comparable to data coded to the HESDC due to different coding processes and data definitions. The AITSL Accredited Programs List can be considered the most accurate national database on the number and characteristics of ITE programs.

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## Appendix 4

### Specific survey items for the Student Experience Survey, Graduate Destination Survey/Graduate Outcomes Survey, and Employer Satisfaction Survey

#### Student Experience Survey<sup>46</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 is calculated based on an individual question, which 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 is calculated based on the average of a student's responses to the following 11 questions:

Thinking about your course:

1. Overall, how would you rate the quality of your entire educational experience this year?

Thinking of this year, overall at <institution>:

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?

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<sup>46</sup> Challice, G., Compton, S., & Vickers, N. (2018). *2017 Student Experience Survey methodological report*. Melbourne: Social Research Centre. Retrieved from <https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2017-ses-methodology-report.pdf>

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?

### Questions to measure learner engagement

The percentage of students who are satisfied with their engagement with learning at their institution is calculated based on the average of a student's responses to the following seven questions:

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 is calculated based on the average of a student's responses to the following seven questions:

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 is calculated based on the average of a student's responses to the following 13 questions:

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 is calculated based on the average of a student's responses to the following eight questions:

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>47</sup>

#### Questions to measure overall satisfaction

The percentage of graduates who expressed overall satisfaction with their course is calculated 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 is calculated based on the average of a graduate's responses to the following six statements:

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>47</sup> Quality Indicators for Learning and Teaching (n.d.). Graduate satisfaction. Retrieved from <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 is calculated based on the average of a graduate's responses to the following six statements:

1. The course helped me develop my ability as a team member.
  2. The course sharpened my analytic skills.
  3. The course developed my problem-solving skills.
  4. The course improved my skills in written communications.
  5. As a result of my course, I feel confident about tackling unfamiliar problems.
  6. My course helped me to develop the ability to plan my own work.
- 

### Graduate Destination Survey<sup>48</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

What was your employer's main business?

For example: medical hospital, primary education, accounting

5. <text box>
6. No answer

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<sup>48</sup> Quality Indicators for Learning and Teaching (n.d.). Graduate employment. Retrieved from [http://www.graduatecareers.com.au/wp-content/uploads/2016/10/AGS\\_2015\\_Report\\_FINAL.pdf](http://www.graduatecareers.com.au/wp-content/uploads/2016/10/AGS_2015_Report_FINAL.pdf)

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## Graduate Outcomes Survey/Graduate Outcomes Survey – Longitudinal<sup>49</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:

Think about last week, the week starting <day start> and ending <day end>.

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/business>?

6. Enter occupation

### Graduate attributes

Within the GOS, a series of questions measuring the extent of employment preparedness are targeted towards recently employed graduates. Graduates are asked to indicate the extent to which they agree with a series of statements relating to the following: 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 <Final course> 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>49</sup> Quality Indicators for Learning and Teaching (n.d.). Graduate employment. Retrieved from <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

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## Employer Satisfaction Survey<sup>50</sup>

The Employer Satisfaction Survey (ESS) asks employers of recent graduates about their overall satisfaction with the graduate and whether they feel the qualification prepared the graduate for employment. Employers are asked to indicate the extent to which they agree with a series of statements relating to the following: foundation skills, adaptive skills and attributes, teamwork skills, technical skills, and employability skills.

Overall, how well did <Recent employee>'s <final qualification> 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>50</sup> Quality Indicators for Learning and Teaching (n.d.). Graduate employment. Retrieved from <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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