

Initial teacher education

Program and commencement data

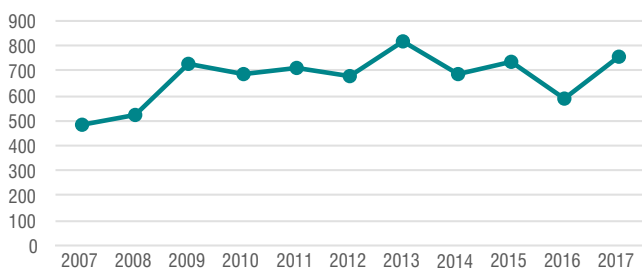
Student demographics

2017 commencing students

		Number	%
Total commencing students		752	100%
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	%
Total commencing students		752	100%
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

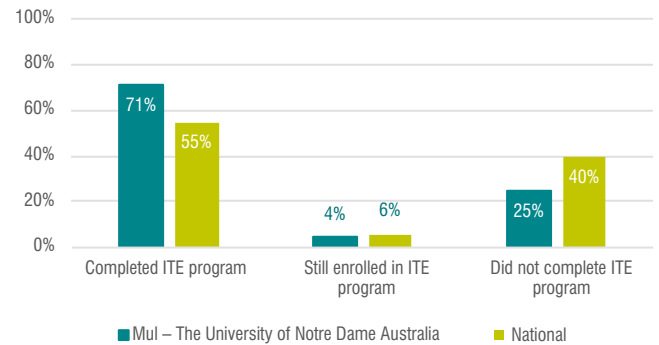
Demographic and study characteristics 2017 completing students

		Number	%
Total completing students		618	100%
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%

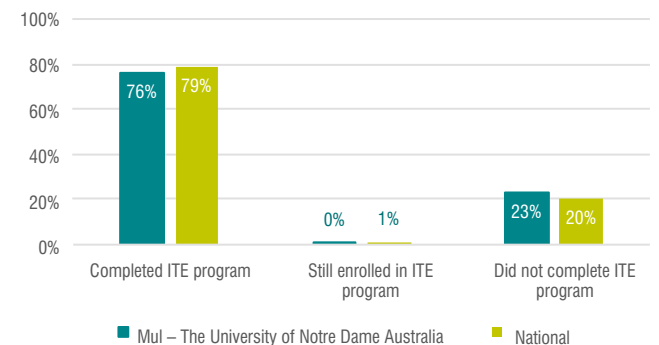
Average cohort completion rates after six years

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

Undergraduate

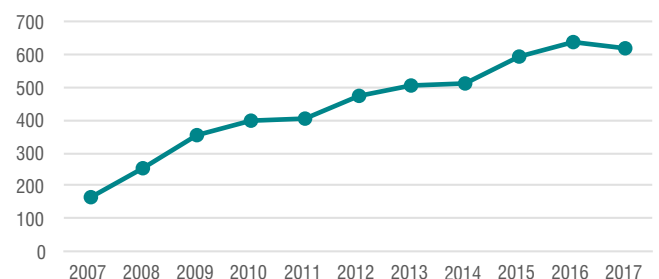


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

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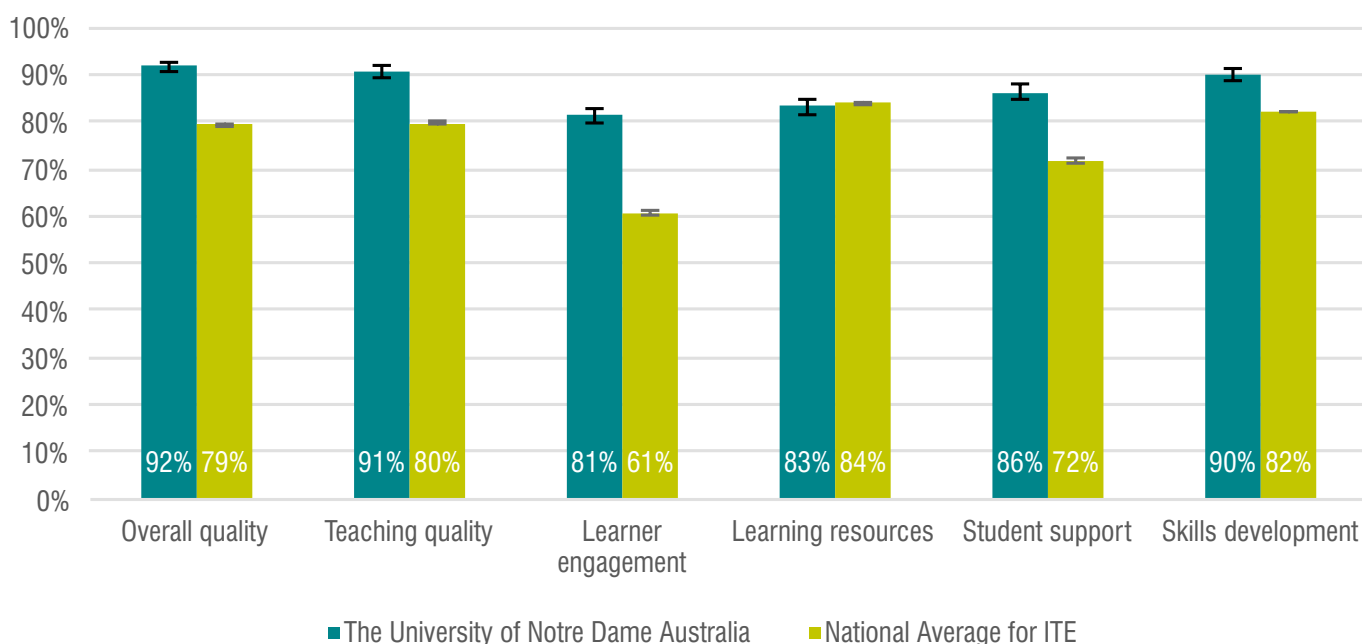
Initial teacher education

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.

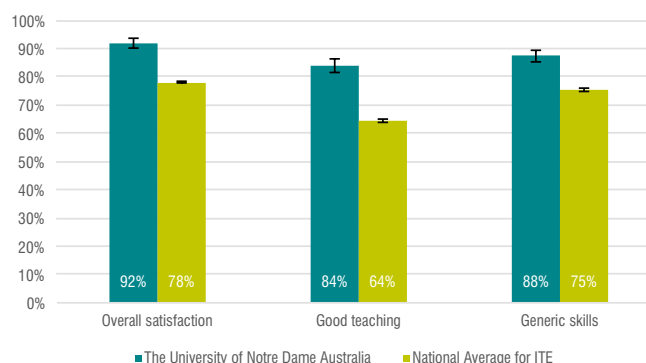
Student perceptions of ITE Course

Student Experience Survey 2015 – 2017*



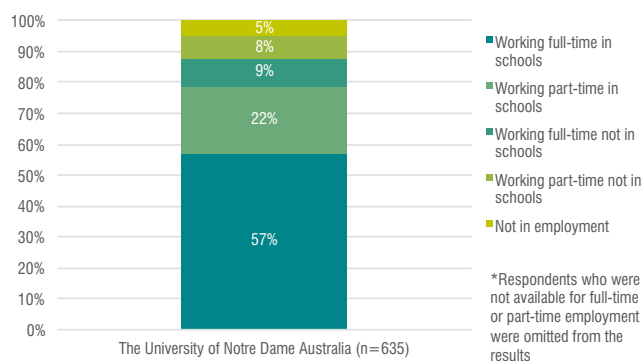
Graduate satisfaction with ITE course

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.