

InSights

Initial teacher education: data report 2016

Australian Institute for Teaching and
School Leadership



Initial
Teacher
Education

Australian Institute for Teaching and School Leadership

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AITSL works with the education community to:

- define and maintain standards for excellence in teaching and school leadership
- lead and influence excellence in teaching and school leadership
- support and recognise excellence in teaching and school leadership.

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

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Chair's Foreword



I am pleased to introduce the fourth edition of AITSL's *Initial teacher education: data report*.

During 2015-16 AITSL has continued to work with stakeholders across education to implement the 2015 Australian Government response to the report of the Teacher Education Ministerial Advisory Group: *Action Now: Classroom Ready Teachers*. At the heart of these reforms is a focus on understanding the impact of initial teacher education (ITE). AITSL is supporting stronger quality assurance of teacher education programs and is working to ensure ITE graduates are classroom ready.

The collection of robust evidence and data will be central to evaluating the impact of the TEMAG reforms. In 2015 AITSL developed an Ideal ITE Data Framework, in collaboration with the Australian Government Department of Education and Training and the Mitchell Institute. The Ideal ITE Data Framework outlines a minimum dataset to be collected at a national level to inform policy, planning and the evaluation of ITE from a national perspective. Across the course of 2016 AITSL has been tasked with scoping a national ITE and teacher workforce data strategy based in the Ideal ITE Data Framework. This scoping project is the first step toward achieving a nationally representative data set charting the course of the teaching workforce from education through to employment.

The *ITE: data report 2016* continues to build on the collection of baseline data identified in previous reports. In addition, it has been re-structured to conform to the Ideal ITE Data Framework, providing an analysis of how this data contributes to the vision of a national ITE and teacher workforce data strategy.

As well as its new report structure, this year's report presents a range of new data and analysis pertinent to current policy questions and reform initiatives. This includes a more comprehensive analysis of retention in the initial years of ITE and a longitudinal cohort analysis exploring the completion and attrition rates of ITE students, six years after their commencement. It also includes time series completions, student and graduate satisfaction and graduate employment outcomes at the individual ITE provider level.

AITSL is committed to supporting research and evidence on the impact of ITE and believes it plays a pivotal role in contributing to decision making, evidence of impact and improved ITE outcomes. The AITSL Board commends the *ITE: data report 2016* as an important resource that highlights the scale and diversity of ITE in Australia, and one that can contribute to a more informed debate over teacher quality and the direction of ITE in Australia.

Professor John Hattie

Chair, AITSL Board

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Summary of key findings

Entry into initial teacher education

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



Progress through initial teacher education

9. The 2013 first year special adjusted retention rate (retention from year 1 to year 2 in the same course) for ITE was 76% compared to 72% across all fields of education. This means first year ITE students were more likely to be retained in ITE in their second year, compared to the equivalent retention of students across all fields of education.
10. The following groups of ITE students had a retention rate at least 5% lower than the average undergraduate/postgraduate rate for 2013:
 - Undergraduate students studying through an external (e.g. online) mode of attendance (69%)
 - Undergraduate students with an Indigenous background (70%)
 - Postgraduate students from regional locations (68%).
11. The average success rate for ITE students (90%) was higher compared to students across all fields of education (87%) in 2014. This means ITE students were more likely to successfully complete a unit of study, compared to students across all fields of education.
12. The following groups of ITE students had a success rate at least 5% lower than the average undergraduate/postgraduate rate for 2014:
 - Undergraduate students studying through an external (e.g. online) mode of attendance (82%)
 - Undergraduate students who entered: through a VET award (82%), as a result of professional experience (79%), or through a mature age pathway (81%)
 - Undergraduate (79%) and postgraduate (89%) students with an Indigenous background.

Completion of initial teacher education

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



- 15.** The following ITE students from the 2008 commencing cohort had a completion rate at least 5% lower than the average undergraduate/postgraduate rate:
- Male undergraduates (55%)
 - Undergraduate students aged 25 or over when commencing (52%)
 - Postgraduate students aged 30 or over when commencing (74%)
 - Undergraduate (44%) and postgraduate (70%) students who studied through an external (e.g. online) mode of attendance
 - Undergraduate (39%) and post-graduate (58%) part-time students
 - Undergraduate (42%) and postgraduate (68%) students from remote locations
 - Undergraduate students with an Indigenous background (39%).
- 16.** In 2005, postgraduate ITE students represented 26% of the entire completing ITE population, compared to 41% in 2014. The reverse is true for undergraduate ITE students, who represented 74% of ITE completions in 2005, compared to 59% in 2014.
- 17.** Graduates of ITE had high average levels of satisfaction (82%) with their ITE program and similar average levels of satisfaction compared to graduates across all fields of education (83%).

Employment in early career teaching

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

1 Introduction and Background

1.1 Purpose

This is fourth edition of the *Initial teacher education: data report*. Over the past four years, the report has attempted to present the available data on initial teacher education (ITE) in one place. The *ITE: data report 2016* brings together a range of mostly 2014 data about ITE applicants, students and graduates that is publicly available or available upon request as customised data.

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

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

New to the 2016 report:

- This year the report has been structured around the ideal ITE data framework, developed in 2015, which outlines data that would ideally be collected at the national level to inform policy, planning and evaluation in ITE. The ideal ITE data framework is explained in section 1.3 below. Ongoing annual additions of the report will source and include additional data to further align to the framework.
- The number of accredited ITE programs in Australia by: unique location, level of qualification, detailed field of education, and length of program.
- A comparison of first year special adjusted retention rates (retention from year 1 to year 2 in the same course type) between ITE students and students across all fields of education.
- A longitudinal cohort analysis presenting the completion and attrition rates of ITE students, six years after their commencement.
- Time series completions, student and graduate satisfaction and graduate employment outcomes at the individual ITE provider level.

1.2 Definition of initial teacher education

An ITE program is a professional qualification that meets the qualification requirements for registration as a school teacher in Australia. Other qualifications, which do not lead to registration as a school teacher, are also available. A Master of Education Curriculum Studies, for example, might be undertaken to extend a registered practising teacher's education knowledge.

1.3 Towards a national initial teacher education and teacher workforce dataset

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

In 2015, AITSL developed a '*Research Agenda for Initial Teacher Education in Australia*'.¹ The Agenda was developed in response to the Teacher Education Ministerial Advisory Group's (TEMAG's) *Action Now: Classroom Ready Teachers* report and its recommendation, subsequently endorsed by the Australian Government, that AITSL develop a national focus on research in ITE. This recommendation stemmed from an urgent need identified in *Action Now* to improve the evidence base on ITE in Australia. To achieve this, a more consistent, timely and comprehensive national data collection on ITE is required. To this end, the Agenda has identified two key actions for AITSL that are relevant in the context of this report. Namely:

- The development of a framework for ITE and teaching workforce data
- Continuing to publish the annual *ITE: data report*, which will be revised to reflect this data framework.

Development of a framework for initial teacher education and teaching workforce data

AITSL and the Australian Government Department of Education and Training (DET) together commissioned the Mitchell Institute and the Centre for International Research on Education Systems at Victoria University to develop a framework for the ongoing collection and reporting of ITE data. The purpose of the project was to identify the types of data that would ideally be collected at a national level to inform policy, planning and evaluation in ITE.

As part of this work an ideal ITE data framework was developed that set out the architecture for ITE and teacher workforce data across the following successive phases of ITE:

- Entry into ITE
- Progress through ITE
- Completion of ITE
- Employment in early career teaching.

¹ Australian Institute for Teaching and School Leadership, 2015, *Research Agenda for Initial Teacher Education in Australia*, Melbourne, viewed 23 May 2016, <<http://www.aitsl.edu.au/docs/default-source/aitsl-research/ITE-research-agenda.pdf?sfvrsn=4>>.



This ideal ITE data framework is presented below at Table 1. Across each phase is a set of minimum data items that would be required to provide high quality information about two priority areas that were identified during the project, namely:

- Evaluating the outcomes of ITE
- Teacher supply and demand modelling for workforce planning and market information.

At the time of publication, all of the data items in the ideal ITE data framework were the subject of current collection or creation. There were four data collections that were considered in the creation of the minimum data items:

- The Higher Education Statistics Data Collection
- The Graduate Outcomes Survey
- The Staff in Australia's Schools Survey
- Teacher regulatory authority data collections.

The finalised framework will be presented to the Education Council during 2016, as part of a broader ITE and teacher workforce data strategy scoping project.

Table 1: The ideal ITE data framework for initial teacher education

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

The ticks indicate longitudinal collection of the data item.

1.4 Structure of this report

The *ITE: data report 2016* has been re-structured to conform to the ideal ITE data framework in Table 1 above. Where possible, the report has adopted this new structure while also retaining data presented in previous editions. This is to maintain some continuity from the layout and content of previous editions, to the new layout and content based on the ideal ITE data framework.

In accordance with the ideal ITE data framework (the Framework), the structure of this report is organised according 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 is presented in sections 2 to 5 of the report. Specifically:

- **Section 2** is the 'entry into ITE phase' listed in the Framework and provides:
 - Student commencement data for information about student entry into ITE as well as information on ITE programs
- **Section 3** is the 'progress through ITE phase' listed in the Framework and provides:
 - Data on enrolled ITE students, first-to-second-year retention rates, and success rates to provide information about student progress through ITE
- **Section 4** is the 'completion of ITE phase' listed in the Framework and provides:
 - Student completion data, completion rates of student cohorts, and graduate satisfaction data to provide information about completion of ITE at the student and program level
- **Section 5** is the 'qualified and registered teacher phase' listed in the Framework and provides information about outcomes of ITE, including:
 - Employment data for ITE graduates and early career teachers
 - Data on early career teacher perceptions of the helpfulness of their ITE program and induction
 - Employer satisfaction
 - Data on early career teacher intentions to remain or leave the profession.

An explanation of the report's alignment with the Framework is highlighted in a diagram at the beginning of each of the sections 2 to 5. The diagrams outline how the data from each section aligns with the relevant data items from the Framework. Since full alignment with the Framework is yet to be achieved, each diagram identifies:

- Data matches – data that conforms to the lifecycle phases of the Framework
- Data additions – data included in the report that is in addition to the Framework

- Data possibilities – Data currently being explored by AITSL for its suitability in meeting data items in the Framework
- Data gaps – data required by the Framework that is not currently available at the national level.

Section 1 of the report outlines the context for the creation of the ideal ITE data framework. It also provides an outline of the main data sources that have been used in this report.

The final section of the report (section 6) provides data at both the institutional and program level, including student demographics, ATAR band and basis of admission data for commencing students per program, the total number of commencements and completions per program and time series commencement and completion data for each individual ITE provider. It also provides institution-level data on graduate outcomes and student satisfaction.

1.5 Data

Data in this report have been sourced from a mix of national data collections and surveys:

- The Australian Government Department of Education and Training's Higher Education Student Data Collection²
- Graduate Careers Australia's Australian Graduate Survey³
- Staff in Australia's Schools Survey⁴
- Quality Indicators of Teaching and Learning's Student Experience Survey⁵
- The AITSL accredited programs data base.

² Department of Education and Training, 2014, *Higher Education Statistics*, Canberra, viewed 24 May 2016, <<https://education.gov.au/higher-education-statistics>>.

³ Graduate Careers Australia, 2014, *Australian Graduate Survey 2014: A report of the conduct of the 2014 Australian Graduate Survey*, Melbourne, viewed 1 June 2016, <http://www.graduatecareers.com.au/wp-content/uploads/2015/06/AGS_REPORT_2014_FINAL.pdf>.

⁴ P McKenzie, P Weldon, G Rowley, M Murphy, & J McMillan, Department of Education and Training, 2014, *Staff in Australia's Schools 2013: Main Report on the Survey*, Canberra, viewed 25 May 2016, <https://docs.education.gov.au/system/files/doc/other/sias_2013_main_report.pdf>.

⁵ Social Research Centre 2015, *2015 Student Experience Survey National Report*, Canberra, viewed 11 May 2016 <<https://www.qilt.edu.au/docs/default-source/default-document-library/2015-student-experience-survey-national-report.pdf?sfvrsn=0>>.

Higher Education Student Data Collection

The Higher Education Student Data Collection (HESDC) records administrative and statistical information about higher education students in Australia. In this report, results from the Collection mostly refer to students and programs categorised by their Higher Education Institution 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).

Additional information about the HESDC is available at Appendix 4: Data sources.

Australian Graduate Survey

The Australian Graduate Survey includes the Course Experience Questionnaire (CEQ) and the Graduate Destination Survey (GDS). This is the final year that the AGS will be presented in its current form, since it is transitioning to a new suite of data that forms the Quality Indicators for Teaching and Learning (QILT). CEQ and GDS data provided in this report are based on survey responses from graduates who have identified as completing a teacher education program, with additional filters applied to identify ITE graduate respondents. The surveys are administered to graduates about four months after completion of their courses. The survey is limited to graduates who studies an undergraduate course. Additional information about the AGS, including how AGS data have been used in this report, is available at Appendix 4: Data sources.

Staff in Australia's School survey

The 2013 Staff in Australia's School Survey (SiAS) commissioned by DET provides a detailed picture of the Australian teacher workforce. The survey was conducted from May to August 2013 by the Australian Council for Educational Research (ACER). The survey captured responses from four key populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders.

Data from the 2013 SiAS were included in the two previous ITE data reports (2015 and 2014). Currently, there are no plans to conduct another SiAS survey, however, in future versions of the ITE: data report, additional data from HESDC as well as new data collections, such as QILT, will be considered for their capacity to fill gaps left by the absence of the SiAS. Additional information about the SiAS, including sample distributions, is available at Appendix 4: Data sources.

Student experience survey

The Student Experience Survey (SES)⁶ is a comprehensive survey of higher education students in Australia. It measures student satisfaction levels across six indices. The SES is part of a new suite of surveys that comprises QILT. Responses from ITE students were identified by limiting the data to the linked HEIMS data element E312=22 'initial teacher education.' Data from the SES are used in section 6 of this report, which presents information about individual ITE providers. Please refer to section 6 for additional information about the SES, including how SES data have been used in this report.

AITSL accredited programs data base

The AITSL accredited programs data base contains information about the name, number, location and characteristics of accredited ITE programs and providers. The information in the data base has been provided by the relevant teacher regulatory authority in each state and territory. For more information, the data base is publically available on the AITSL website at <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>.

⁶ Previously named the 'University Experience Survey.'

2 Entry into initial teacher education

Figure 1 below outlines the extent to which the data in this section meets the minimum data items in the 'entry into ITE phase' of the ideal ITE data framework, including current data gaps as well as data that has been included in addition to the minimum data items.

Ideal ITE data framework

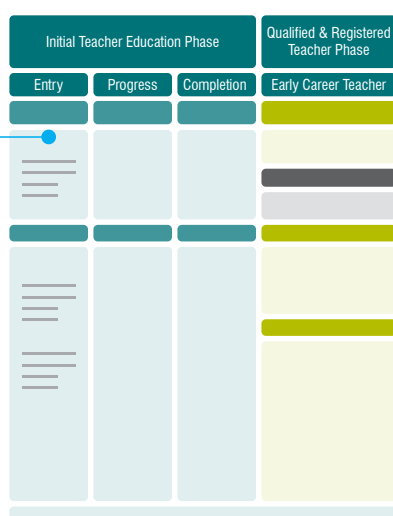


Figure 1: Mapping against the ideal ITE data framework – entry into initial teacher education phase

KEY

- Data included in the report that meets items in the minimum dataset
- Data included in the report, in addition to items in the minimum dataset
- Existing data included in the report that meets the minimum dataset, but may not be available in the future
- Data sources that may be utilised in the future to meet items in the minimum dataset
- No current national data available to meet the minimum dataset

Initial Teacher Education Phase	
Entry	
Student information (each student record linked to multiple program records)	
1. Applicant and offer preference ordinal numbers: <ul style="list-style-type: none"> ● Number of ITE applications and offers 	4. Basis of admission: <ul style="list-style-type: none"> ● Number of commencing ITE students by basis of admission categories
2. Demographic information: <ul style="list-style-type: none"> ● Number of commencing ITE students by a range of student characteristics, study arrangements and home residence 	5. Australian Tertiary Admissions Rank: <ul style="list-style-type: none"> ● Proportion of commencing ITE undergraduate secondary entrants with and without an ATAR ● Non-secondary ITE basis of admission categories with and without an ATAR ● Proportion of commencing ITE and all FoE undergraduate secondary entrants by ATAR band
3. Prior academic achievement: <ul style="list-style-type: none"> ● Future ITE data reports may reference HESDC data on 'commencing ITE students' highest educational participation prior to commencement to meet this data item 	

(Continued on next page)

Initial Teacher Education Phase	
Entry	
ITE program information (updated annually until completion)	
6. Provider name, campus and location: <ul style="list-style-type: none"> ● Number of accredited ITE providers and number of programs by level of qualification, length of program and detailed field of education ● ITE providers by location ● Number of commencing ITE students by location of ITE institution 	8. Program field and level: <ul style="list-style-type: none"> ● Number of commencing ITE students by qualification type, level of qualification, and detailed FoE
7. Accredited ITE program: <ul style="list-style-type: none"> ● List of accredited ITE providers 	9. Attendance mode and type: <ul style="list-style-type: none"> ● Number of commencing ITE students by MoA 10. Student status (domestic/not domestic, govt. supported place or not): <ul style="list-style-type: none"> ○ Future ITE data reports may reference HESDC data on 'student status codes of commencing ITE students' to meet this data item
31. Statistical linkage key / Unique student identifier (CHESSN) and teacher identifier (data linkage)	

2.1 Key findings

Student information

- Of the 17,320 offers made for an ITE course through Tertiary Admissions Centres in 2014, 80% were to domestic students with an ITE program as their first preference.
- 30,506 students commenced an ITE program in 2014, a 3% increase on the previous year. ITE students represented 6% of total commencements across all fields of education. This figure has remained steady over the past decade.
- 73% of commencing ITE students were female, 66% were aged 24 and under, 83% were studying full-time, 73% were from metropolitan locations, 54% had medium socio economic status, and 1% were from Indigenous backgrounds.
- Most commencing ITE students were from New South Wales (33%), followed by Victoria (24%). All states and territories, with the exception of Queensland, recorded an overall increase in the numbers of commencing students between 2005 and 2014.
- At the undergraduate level, 43% of commencing ITE students entered from secondary education, while at the postgraduate level, 95% entered through a higher education pathway.
- The proportion of commencing undergraduate ITE secondary entrants with no submitted ATAR has increased from 27% of all undergraduate commencements in 2005, to 37% in 2014.

- 60% of commencing undergraduate ITE secondary entrants with an ATAR had an ATAR of 71 or higher, compared to 75% across all fields of education.
- Between 2005 and 2014, there was an increase in the proportion of commencing undergraduate ITE secondary entrants with an ATAR in the lower bands. In 2005, 21% had an ATAR of 70 or lower, compared to 40% in 2014.

Program information

- As at 10 May 2016, there were 367 accredited programs offered by 48 providers at 89 different locations across Australia.
- 67% of ITE students commenced an undergraduate qualification and 33% commenced a postgraduate qualification in 2014.
- Commencements in postgraduate ITE qualifications have increased over the past decade, from 21% of total ITE commencements in 2005 to 33% in 2014.
- The proportion of ITE Masters commencements has increased from 0.5% of total commencements in 2005 to 17% in 2014.
- The number of commencing undergraduate ITE students has remained steady over the past decade, from 19,241 in 2005 to 20,429 in 2014.
- The number of ITE students commencing to become secondary teachers has increased steadily over the past decade and for the first time in 2014, there were more commencements in secondary qualifications than primary qualifications.
- ITE students commencing through an internal (on-campus) mode of attendance has declined from 78% in 2005 to 68% in 2014. During this time, ITE students commencing through an external (e.g. online) mode of attendance has increased from 12% to 20% of the commencing ITE population.

Entry into initial teacher education – student information

Understanding the characteristics of commencing students provides insight into the broader ITE cohort and highlights changes in the types of students commencing teacher education programs over time. 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.

This section presents information about 2014 commencing ITE students, including demographic, basis of admission, and ATAR data.

2.2 Applications and offers for places in undergraduate teaching programs

Table 2 provides data on applications and offers processed through Tertiary Admissions Centres (TACs). TACs are a primary avenue through which students enter into an ITE program and can provide an indication of the study preferences of commencing students. In 2014, 22,952 domestic undergraduate highest preference applications were made for ITE programs. Of the applicants who had listed an ITE program as their highest preference, 66% (n=13,880) received an offer for that program, while 17,320 offers were made for ITE programs in total.⁷ As such, 80% of offers were to domestic students who listed an ITE program as their highest preference. Data from 2013 and 2012 are similar.

Table 2: Domestic undergraduate applications and offers in initial teacher education, 2014, 2013 and 2012

	2014	2013	2012
Applications – number of highest preference applications for Education – Teacher Education courses	20,952	22,566	22,661
Offers – number of offers made for teacher education programs to those applicants who selected that particular teacher education program as their highest preference	13,880	13,626	14,107
Offers – total number of offers made for teacher education programs irrespective of whether or not it was a highest preference applicant	17,320	18,218	18,159

Source: Customised data provided by the Department of Education & Training Higher Education Group.

⁷ The applications and offers data are for domestic undergraduate student applications and covers the main university admissions process (for first semester admissions) that runs from August to May each year.

2.3 Number of commencing students

A total of 30,506⁸ students commenced an ITE program in 2014, an increase of 3% from 2013. Across all fields of education (FoE), commencements increased by 6% between 2013 and 2014 (Table 3). Table 4 below shows that 29,191 domestic students commenced an ITE program in 2014 along with 100 domestic students whose home address was overseas. There were also 1,215 commencing international ITE students.

Table 3: Total commencements in initial teacher education and all fields of education, 2014 and 2013

Initial teacher education	Commencements
Total 2014	30,506
Total 2013	29,595
% change 2013 to 2014	3%
All fields of education	Commencements
All FoE 2014	530,274
All FoE 2013	502,285
% change 2013 to 2014	6%

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data exclude students from enabling and non-award courses

Table 4: Domestic and international commencements in initial teacher education, 2014

Initial teacher education	Commencements
Domestic – excluding domestic students whose permanent home address is overseas	29,191
Domestic students whose permanent home address is overseas	100
International	1,215
Total 2014	30,506

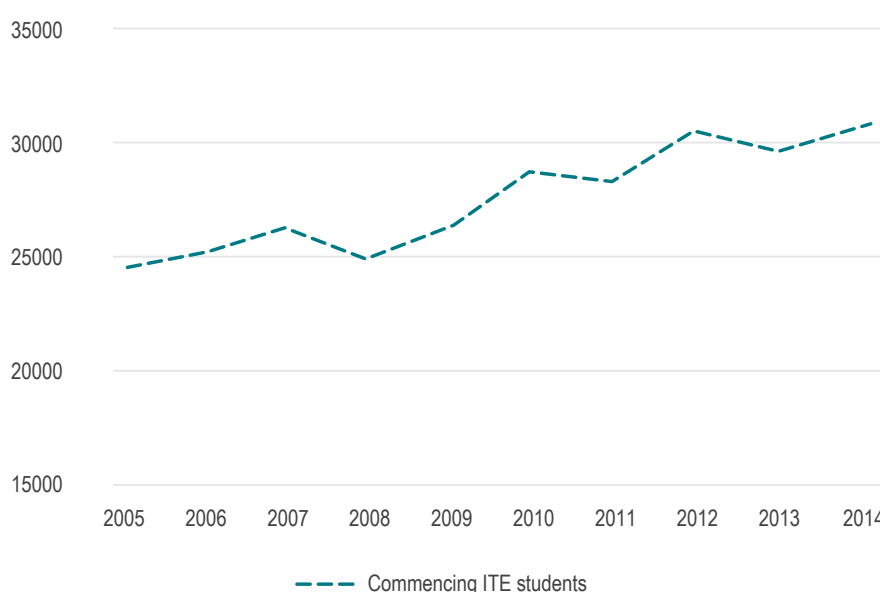
Source: Customised data provided by the Department of Education and Training Higher Education Group.

⁸ Initial teacher education student and program data for Swinburne Online and Open Universities Australia were not coded in the HEIMS file as 'providing initial teacher education' (E312=22). As such the HESDC data in this report does not include initial teacher education students and programs from these institutions.

Figure 2 provides the number of commencements in ITE programs between 2005 and 2014. It shows that there has been a 24% increase in ITE commencements since 2005. Over the past decade, the percentage of students commencing an ITE program as a proportion of all commencing students has remained steady, at around 6%.

In previous reports, commencement and completion data have been presented together. A more comprehensive analysis of completion rates has been undertaken for this 2016 report and can be found in section 4.5.

Figure 2: Total commencements in initial teacher education, 2005–2014



Source: Customised data provided by the Department of Education & Training Higher Education Group.

2.4 Characteristics of commencing students

Table 5 details the characteristics of students who commenced an ITE program in 2014. It also provides this information for students across all fields of education for context. For 2014 ITE commencing students, the data show:

- 73% (n=22,408) were female
- 83% (n=25,321) were studying full-time
- 66% (n=20,099) were 24 and under.

When compared to students across all fields of education, Table 5 indicates commencing ITE students:

- Had a higher proportion of females (ITE=73%, all FoE=56%)
- Were more likely to be studying full-time (ITE=83%, all FoE=75%)
- Had a similar age range.

Table 5: Total commencements in initial teacher education and all fields of education by gender, type of attendance and age range, 2014

	ITE		All FoE	
	No.	%	No.	%
Gender				
Male	8,098	27	235,451	44
Female	22,408	73	294,823	56
Total	30,506	100	530,274	100
Type of attendance				
Full-time	25,321	83	399,778	75
Part-time	5,185	17	130,496	25
Total	30,506	100	530,274	100
Age range				
<20	10,808	35	184,668	35
20–24	9,291	30	161,739	31
25–29	3,925	13	71,012	13
30–39	3,980	13	64,784	12
40+	2,502	8	48,071	9
Total	30,506	100	530,274	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data take into account the coding of Combined Courses to two fields of education.

Some columns may not equal 100% due to rounding.

Table 6 shows the equity status of domestic commencing ITE students compared to students across all fields of education. The data show:

- 54% (n=15,890) of commencing ITE students were from medium SES backgrounds
- 73% were from metropolitan locations
- 2% (n=680) were Indigenous.

When compared with students across all fields of education, Table 6 indicates:

- There was a lower proportion of commencing ITE students with a high socio-economic status (SES) (ITE: 26%, n = 7,655, all FoE 36%, n=135,590)
- There was a lower proportion of ITE students from metropolitan locations (ITE: 73%, n=21,400, all FoE: 79%, n=297,929)

- There was a trend towards ITE programs having a lower proportion of students from non-English speaking backgrounds (NESB) (ITE: 2%, n=502, all FoE: 4%, n=16,085), however, proportions are low in both cases
- There was a higher proportion of Indigenous ITE students (ITE: 2%, n=680, all FoE: 1%, n=5,693), however, proportions are low in both cases.

Please see Appendix Table 1 to Appendix Table 4 in Appendix 3 for data on 2014 ITE commencing student characteristics cross-tabulated by level of qualification and mode of attendance.

Table 6: Domestic commencements in initial teacher education and all fields of education by equity status, 2014

	ITE		All FoE	
	No.	%	No.	%
Non-English speaking background				
NESB	502	2	16,085	4
Indigenous				
Indigenous	680	2	5,693	1
Socio-economic status				
Low SES - SA1	5,604	19	57,454	15
Medium SES - SA1	15,890	54	184,486	49
High SES - SA1	7,655	26	135,590	36
Location				
Metro - 2011 AGS	21,400	73	297,929	79
Regional - 2011 AGS	7,388	25	75,754	20
Remote Australia 2011 AGS	354	1	3,628	1
Totals				
Total domestic commencements	29,191	100	378,743	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data exclude students from enabling and non-award courses. The data take into account the coding of Combined Courses to two fields of education and as a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

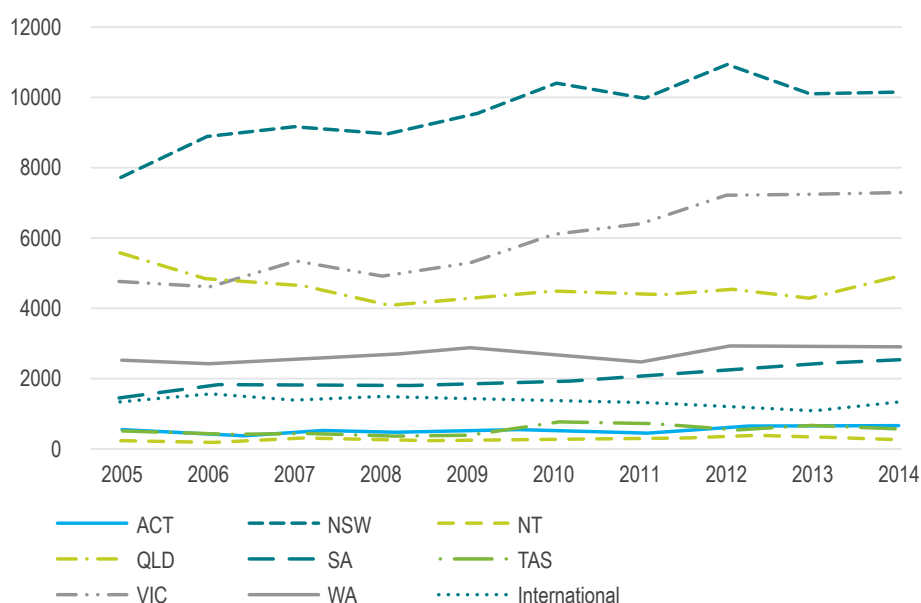


2.5 Commencements by state/territory of home residence

ITE commencement data are also available by a student's home residence (Figure 3). The data show:

- The highest number of commencing students were from New South Wales (33%, n=10,115), followed by Victoria (24%, n=7,265).
- All states/territories, with the exception of Queensland, recorded an overall increase in the numbers of commencing students between 2005 and 2014.
- Victoria has recorded the largest proportional increase of commencing students over the past decade. In 2005 Victoria was home to 19% of the entire commencing population, which has increased to 24% in 2014.
- International student commencements increased by 22% (n=239) between 2013 and 2014.

Figure 3: Total commencements in initial teacher education by home residence, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Figures do not add to the total commencement figures as they exclude those students who did not supply a code for residence.

2.6 Basis of admission

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

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

- Secondary education undertaken at school, VET or other Higher Education Provider (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.⁹

The basis of admission data are captured as part of an ITE provider's reporting requirements for commencing students; however, the data do not necessarily reveal which selection mechanism(s) was used within each basis of admission category. For example, a provider may offer a secondary education entrant a place based on consideration of an interview, written application and an ATAR.

Basis of admission by undergraduate and postgraduate students

Table 7 provides the 2014 ITE domestic undergraduate and postgraduate commencements by basis of admission. At the undergraduate level, 43% (n=8,506) of commencing ITE students entered from secondary education while 25% (n=5,012) entered through undertaking a previous higher education degree, and 17% (n=3,366) entered through VET. As would be expected, a large proportion (95%, n=8,886) of postgraduate domestic commencements entered through a higher education pathway.

⁹ Basis of admission data for new students are only one of the data requirements on which providers must report. Information on full reporting requirements for 2014 is available from the Department of Education and Training, viewed 25 May 2016



Table 7: Domestic commencements in initial teacher education by basis of admission and level of qualification, 2014

Basis of admission	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Secondary education	8,506	43	57	1	8,563	29
Higher education	5,012	25	8,886	95	13,898	47
VET award	3,366	17	62	1	3,428	12
Mature entry	1,523	8	9	0	1,532	5
Professional qual	np	1	<5	0	np	1
Other basis	1,309	7	386	4	1,695	6
Total domestic commencements	19,890	100	9,401	100	29,291	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

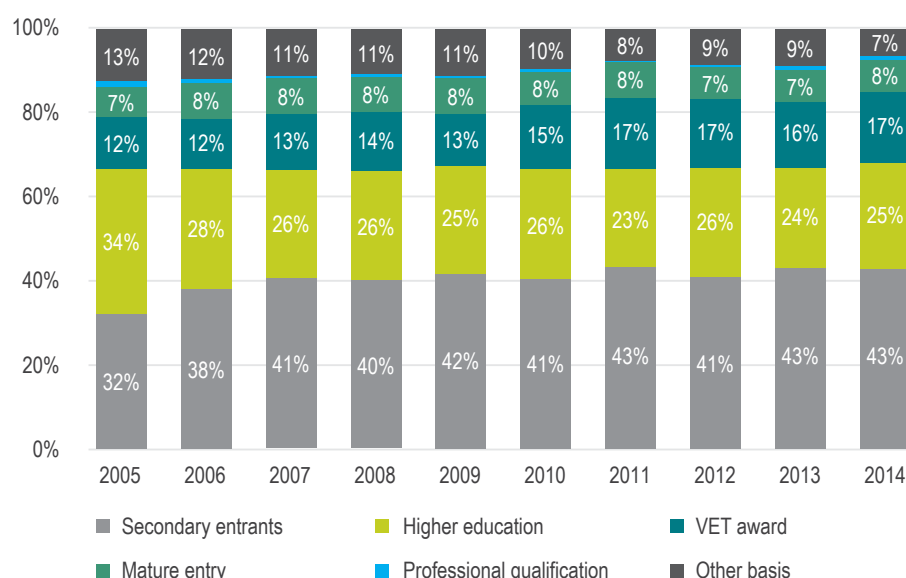
Note: Includes domestic students whose permanent home address is overseas. Some columns may not equal 100% due to rounding.

Basis of admission time series

Figure 4 shows the basis of admission categories for domestic undergraduate commencements as a proportion of all commencements for each year across the period 2005 to 2014. The data show:

- The percentage of secondary entrants as a proportion of all entrants has slightly increased over the previous nine years
- Students entering an undergraduate program via a higher education pathway has decreased from 34% (n=6,464) of total commencements in 2005 to 25% (n=5,012) in 2014
- Students entering via VET have increased from 12% (n=2,287) of total commencements in 2005 to 17% (n=3,366) in 2014.

Figure 4: Basis of admission categories, domestic undergraduate commencements in initial teacher education, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Calculated as a percentage of annual commencements for each year. Data labels have been omitted where the percentage is less than 5%.



2.7 ATAR

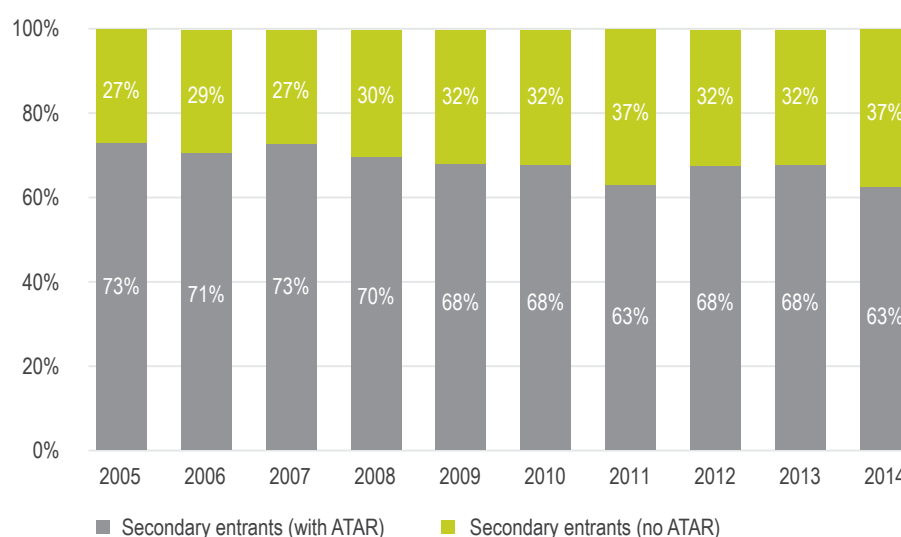
The Australian Tertiary Admissions Rank (ATAR) is a ranking that converts a final year secondary student's overall achievement to a percentile ranking within each state/territory. The ATAR has been designed so that admission officers selecting entrants to tertiary programs can consider the ranking to be equivalent across states/territories. ATAR is a commonly reported measure of academic performance used by providers of ITE for the selection of students into undergraduate programs. It should not be confused with basis of admission, which can include qualifications such as a diploma or degree, or secondary education. The HESDC captures the ATAR data for all basis of admission categories if an ATAR is available with a student's details at the time of their commencement. However, having an ATAR available does not indicate this was the mechanism by which the student was selected for a program.

ATAR Commencements

Given that domestic undergraduate secondary entrants (students entering directly from secondary education) is the basis of admission category most likely to have been selected as a result of their ATAR, it is useful to identify the ATAR data specifically relating to secondary entrants. Figure 5 below provides the percentage of domestic undergraduate secondary entrants with and without an ATAR, as a proportion of all domestic undergraduate secondary entrants between 2005 and 2014. It shows:

- The proportion of secondary entrants with no submitted ATAR has increased from 27% (n=1,624) in 2005 to 37% (n=3,163) in 2014.

Figure 5: ATAR status for domestic undergraduate secondary entrants in initial teacher education, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

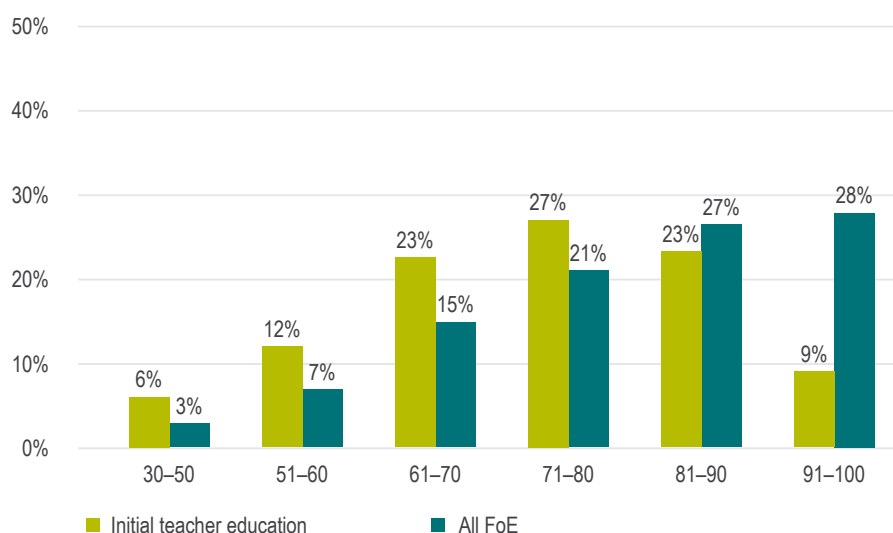
Distribution of ATAR scores – secondary entrants

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

Figure 6 shows the ATAR spread for domestic commencing undergraduate students from ITE and all fields of education, entering from secondary education with a submitted ATAR. Although these entrants were admitted on the basis of their secondary education and had a submitted ATAR, it may not have been the only determining factor in their admission to a program. The Figure shows:

- ITE had a lower proportion of students in the higher ATAR bands compared with students from all FoE. Specifically, 60% (n=3,181) of secondary entrants with an ATAR, had an ATAR of 71 or higher, compared to 75% (n=62,837) across all FoE.

Figure 6: Percentage of domestic undergraduate secondary entrants with an ATAR, in each band, initial teacher education and all fields of education, 2014



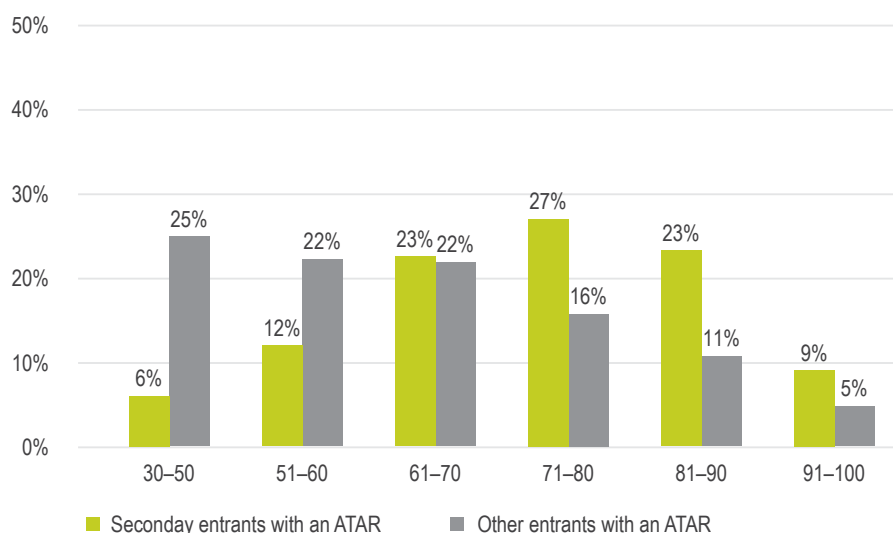
Source: Customised data provided by the Department of Education and Training Higher Education Group.



Distribution of ATAR scores – secondary and other entrants

Figure 7 shows domestic ITE undergraduate commencements by ATAR band and compares the distribution of ATAR results between those secondary entrants with a submitted ATAR and those who entered with a submitted ATAR through one of the other basis of admission categories. This comparison highlights that those domestic students commencing through a secondary education basis of admission generally had a higher ATAR distribution than those entering through the other basis of admission categories, where it is likely they had been selected as a result of other evidence such as their previous VET or higher education academic results.

Figure 7: Domestic undergraduate commencements in initial teacher education by ATAR band, secondary entrants compared with other entrants, 2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

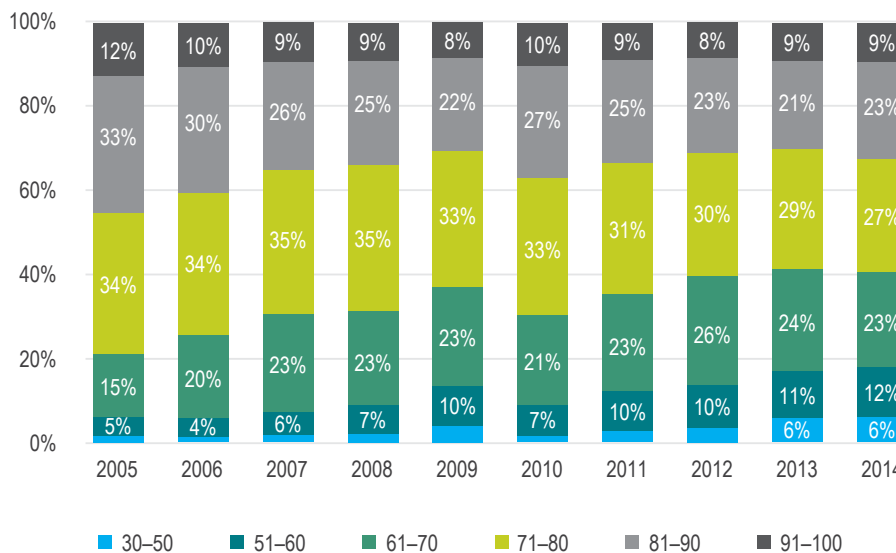
ATAR time series

As noted earlier, the HESDC captures ATAR data for all commencing students who had a submitted ATAR even though they were not necessarily admitted to a program on the basis of that ATAR. The data presented in Figure 8 show the ATAR time series for all domestic ITE students entering via a secondary education pathway with a submitted ATAR, whether or not they were selected on the basis of ATAR. As such, Figure 8 below provide an indication as to how entrants to ITE performed in their final years of secondary education, rather than a direct representation as to how they were admitted to an ITE program and so should be used with caution when making any further conclusions.

Figure 8 shows, for ITE:

- Between 2005 and 2014, there was an increase in the proportion of domestic ITE students entering through a secondary pathway with an ATAR in the lower bands. In 2005, 21% (n=924) had an ATAR of 70 or lower, compared to 40% (n=2,162) in 2014.
- In 2014, commencing ITE secondary entrant undergraduates with an ATAR between 30 and 50 accounted for 2% (n=320) of total ITE undergraduate commencements, while this figure was 3% (n=638) for those with an ATAR between 51 and 60 and 11% (n=1,204) for those with an ATAR between 61 and 70.

Figure 8: Total commencing domestic students in initial teacher education, secondary entrants by ATAR band, 2005–2014



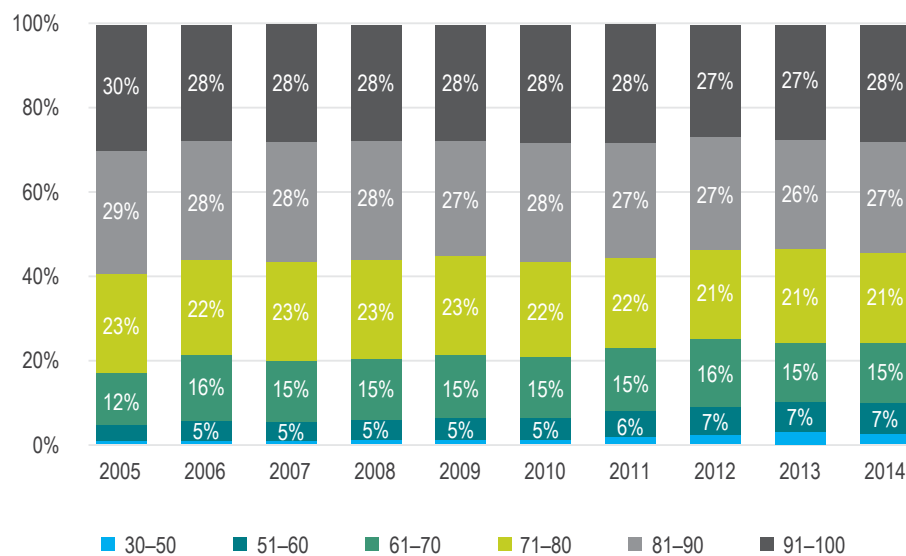
Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Data labels have been omitted where the percentage is less than 5%.

Figure 9 shows the same time series across all fields of education for domestic students who had a submitted ATAR and entered through a secondary pathway. It too shows an increase in the percentage of domestic students entering through a secondary pathway with an ATAR in the lower bands, however to a lesser extent:

- In 2005, 17% (n=10,805) had an ATAR of 70 or lower, compared to 25% (n=20,451) in 2014.

Figure 9: Total commencing domestic students in all fields of education, secondary entrants by ATAR band, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Data labels have been omitted where the percentage is less than 5%.

Entry into initial teacher education – program information

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

- A three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification (for example, a Bachelor of Arts plus a Master of Teaching)
- An integrated qualification of at least four years comprising discipline studies and professional studies (for example, a Bachelor of Education: Primary)
- Combined degrees of at least four years covering discipline and professional studies (for example, a Bachelor of Education: Secondary and a Bachelor of Arts).¹⁰

Students who successfully complete an accredited program meet the qualification requirements for teacher registration in Australia.

Many institutions offer multiple programs covering both undergraduate and postgraduate qualifications. Students are also able to choose between ITE 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.

This section of the report presents 2014 student data showing the number and proportion of commencements in ITE by qualification type and level, detailed field of education, and mode of attendance. However, it begins by providing data from AITSL's accredited programs database showing the number and characteristics of accredited ITE programs in Australia and the names of the institutions that provide them. Section 6 of the report provides additional program information at the individual ITE provider level.

¹⁰ Note some initial teacher education programs accredited under previous State and Territory accreditation systems may still be in existence and not align with the qualification configurations outlined under the national accreditation process.
Source: Australian Institute for Teaching and School Leadership, Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures.



2.8 Programs and providers

An analysis of AITSL's accredited programs database¹¹ revealed the following program information:

- There were 367 accredited programs offered by 48 providers at 89 different locations throughout Australia
- 66% (n=243) of programs were at the undergraduate level and 34% (n=124) at the postgraduate level
- 65% (n=238) were four-year programs,¹² 27% (n=98) were two-year programs and 8% (n=31) were classified as 'other'
- The programs were classified into the following detailed fields of education:
 - Secondary (51%, n=186)
 - Primary (29%, n=107)
 - Early Childhood and Primary (13%, n=47)
 - Other (8%, n=31).

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

¹¹ The number of accredited programs includes accredited programs, programs pending accreditation and accredited programs that are not currently offered as identified on the Australian Institute for Teaching and School Leadership accredited programs list. Further, the number of programs in the accredited program database may differ from the number of programs provided in Section 6 of this report. This is due to timing and classification differences.

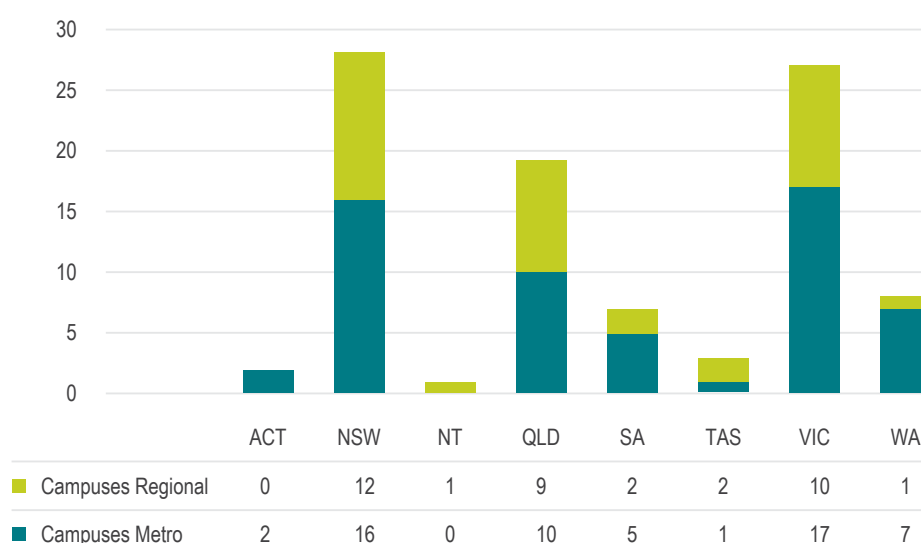
Source: Australian Institute for Teaching and School Leadership 2016, Accredited Programs List, viewed 25 May 2016, <<http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>>.

¹² 17 of these were classified as four and a quarter year programs.

Figure 10 illustrates the number of programs delivered across both metropolitan and regional locations, highlighting the accessibility of teacher education programs to a broad range of prospective students. It shows:

- There are 95 campuses across Australia
- 61% (n=58) of campuses are located in metropolitan areas while 39% (n=37) are located regionally
- Most campuses (28) are located in New South Wales, closely followed by Victoria (27).

Figure 10: Location of initial teacher education programs in Australia by campus



Source: Australian Institute for Teaching and School Leadership Accredited Programs Database, accessed 19 April 2016.

Note: The breakdown between metropolitan and regional campuses has been based on the Australian Standard Geographical Classification.¹³

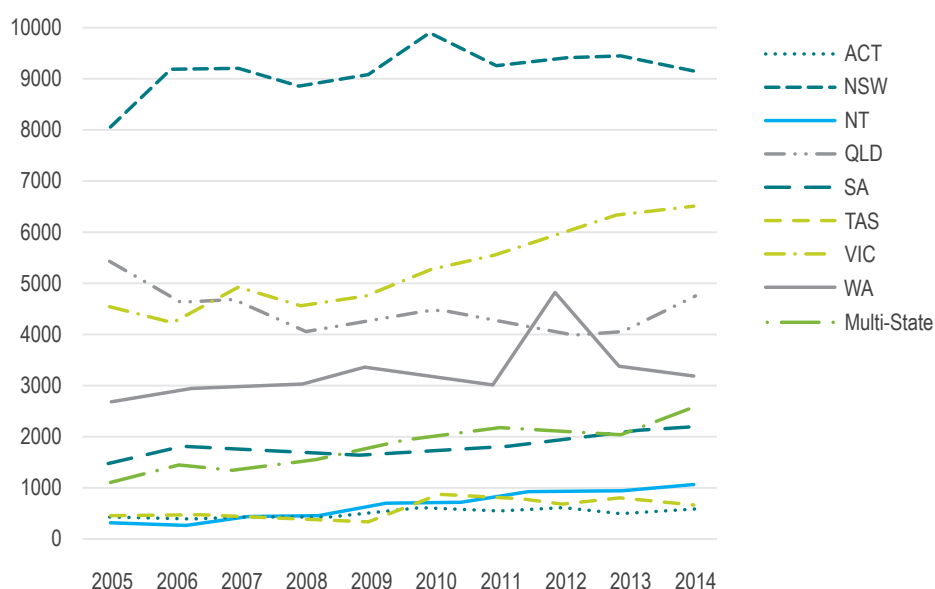
¹³ The classification of metro and regional areas is determined according to the Australian Statistical Geography Standard, which is the Australian Bureau of Statistics geographical framework, effective from July 2011. The Australian Statistical Geography Standard includes a Remoteness Structure, which divides Australia into six remoteness areas which are: Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia, Very Remote Australia and Migratory. For the purposes of this report, the Major Cities classification has been used to identify metropolitan campuses with the remaining campuses being identified as regional.

Source: Australian Bureau of Statistics 2013, Remoteness Structure, ABS, viewed 25 May 2016, <<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/remoteness+structure>>.

Figure 11 provides the state/territory breakdown of commencements on the basis of the institution's location, rather than that of the student. Students, especially those enrolled in online programs, may live in states or territories other than that of their institution. Figure 11 shows:

- In 2014, New South Wales institutions (n=9,145), followed by Victorian institutions (n=6,495) had the highest number of commencing students
- Queensland has experienced a decline in commencements over the past decade (22% of total commencements in 2005, to 15% of total commencements in 2014).

Figure 11: Total commencements in initial teacher education by jurisdiction, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Multi-jurisdictional refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at the University of Notre Dame Australia are included with the Western Australia commencement figures.

2.9 Accredited initial teacher education programs

Table 8 lists the 48 providers of ITE in Australia. These have been taken from AITSL's accredited programs data base, which is publically available on the AITSL website at <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>.

Table 8: Providers of accredited initial teacher education programs

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

Source: <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list>
(accessed 18 April 2016).

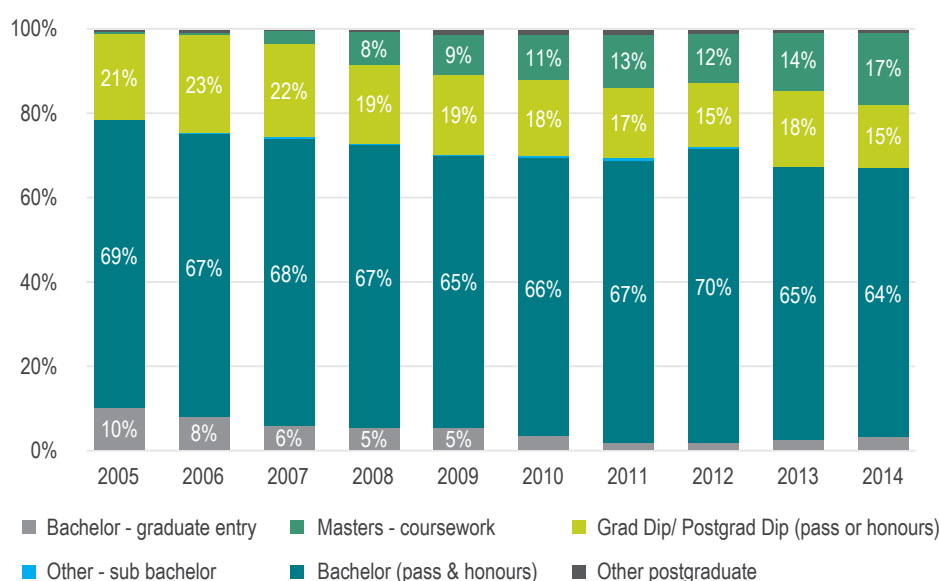
2.10 Commencements by type and level of qualification

Commencements by type of qualification

Figure 12 shows commencements in ITE by the types of programs offered by providers. Some notable aspects of these data include:

- The proportion of Masters commencements has increased from 0.5% (n=111) of total commencements in 2005 to 17% (n=5,185) in 2014. This increase is likely to continue with the requirement for two-year graduate entry ITE programs under the National Accreditation Standards.
- The proportion of graduate diploma/postgraduate diploma (pass or honours) commencements has decreased from 21% (n=5,063) of total commencements in 2005 to 15% (n=4,623) in 2014.

Figure 12: Total commencements in initial teacher education by detailed qualification type, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

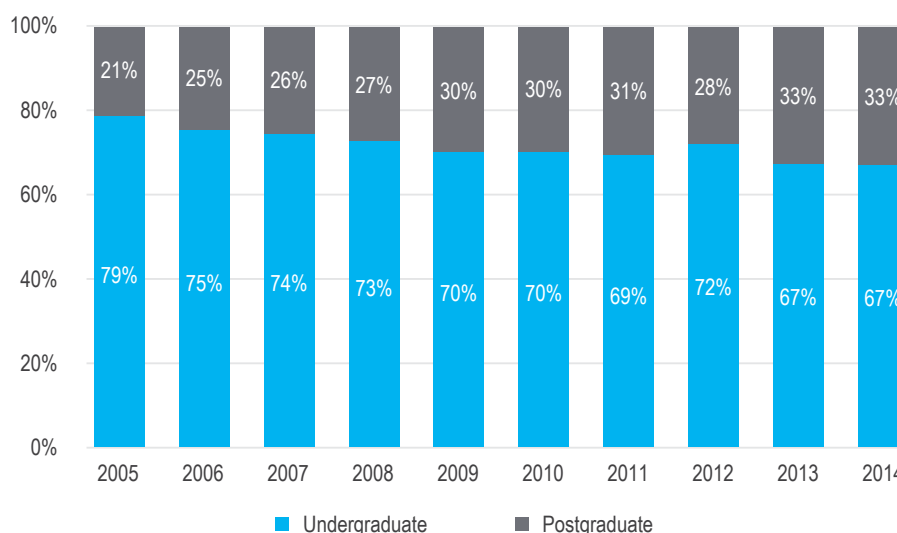
Note: 'Other – sub-bachelor' refers to associate degrees and other degrees and certificates at the sub-bachelor level. 'Other postgraduate' refers to Graduate Diploma/Postgraduate Diploma extending skills and knowledge and Graduate Certificate and captures the small number of commencements in programs that have been recorded by institutions as special course 22; however, they would not meet the current requirements for accreditation as an initial teacher education program. Data labels have been omitted where the percentage is less than 5%.

Commencements by level of qualification

Figure 13 provides the number of commencing postgraduate and undergraduate ITE students between 2005 and 2014. It shows:

- In 2014, 67% (n=20,429) of ITE students commenced an undergraduate qualification and 33% (n=10,077) commenced a postgraduate qualification
- The proportion of ITE students commencing a postgraduate qualification has increased from 21% (n=5,268) of total commencements in 2005, to 33% (n=10,077) in 2014
- The number of commencing postgraduate ITE students has doubled over the past decade
- The number of commencing undergraduate ITE students has remained steady over the past decade, from 19,241 in 2005 to 20,429 in 2014.

Figure 13: Total commencements in initial teacher education by level of qualification, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Postgraduate and undergraduate classifications are based on the 'levels of education' classifications in the Australian Standard Classification of Education, in which there is no category for bachelor programs at the graduate level. As such, data on graduate-entry bachelor programs are classified as 'undergraduate'.

Please see Appendix Table 1 and Appendix Table 2 in Appendix 3 for data on 2014 ITE commencing undergraduate and postgraduate students cross-tabulated with various student characteristics.

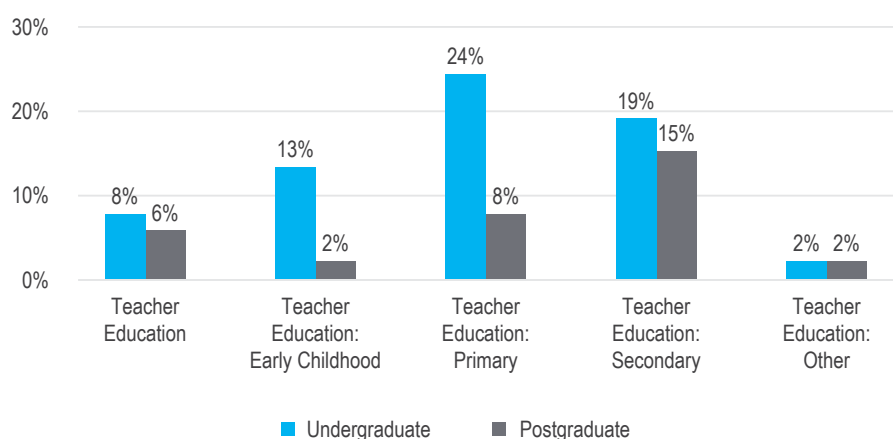


2.11 Commencements by detailed field of education

Detailed field of education refers to the sub-categories of teacher education such as primary, secondary and early childhood. As such the number of commencements by detailed field of education highlights the specific areas of study students are entering. Figure 14 shows the breakdown between undergraduate and postgraduate commencements by detailed field of education. In particular, it shows:

- Primary qualifications at the undergraduate level accounted for 24% (n=7,413) of total commencements, which made it the largest detailed FoE qualification
- Secondary qualifications at the undergraduate level accounted for the second largest number of commencements, with 19% (n=5,798)
- Early childhood qualifications were predominantly studied at the undergraduate level, accounting for 13% (n=4,074) of total commencements, compared to 2% (n=507) at the postgraduate level.

Figure 14: Total commencing students in initial teacher education by level of qualification and detailed field of education, 2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

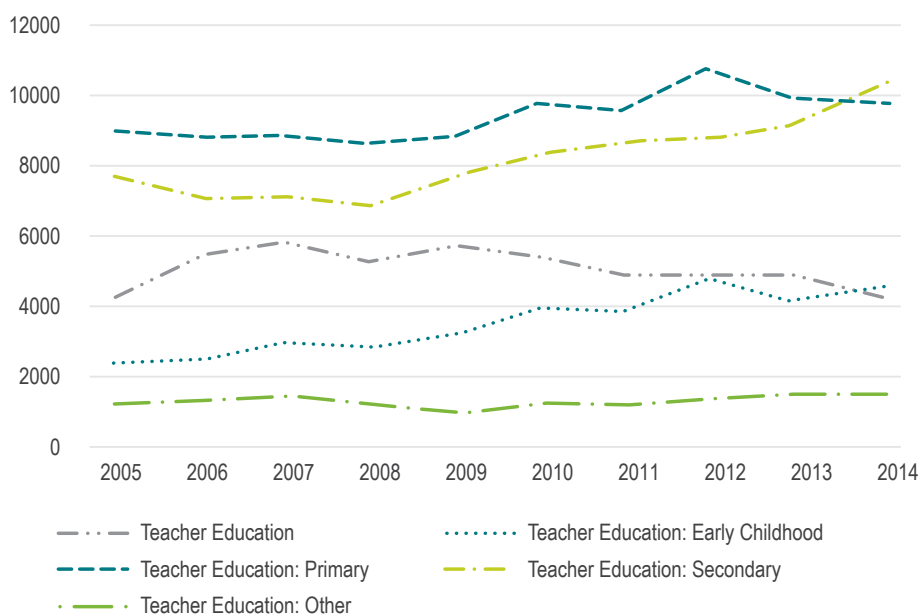
Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.

Figure 15 provides commencements across the different fields of teacher education from 2005 to 2013. It shows:

- The number of ITE students commencing to become secondary teachers has continued to increase and in 2014, there were more students commencing a secondary qualification (n=10,430) than those commencing a primary qualification (n=9,793)
- Commencements in early childhood qualifications have been rising and have almost doubled from 2,358 in 2005 to 4,581 in 2014.

Population modelling by the Australian Bureau of Statistics shows there is currently strong population growth in primary school aged students. Its population projections indicate continued growth in the next five to 10 years, and this will begin to impact the secondary sector from 2018.¹⁴

Figure 15: Total commencements in initial teacher education by detailed field of education, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.

¹⁴ Australian Bureau of Statistics 2013, Population Projections Australia, ABS, viewed 3 June 2016, <[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/13D196FB0DBECC3BCA257C2E00173FAD/\\$File/32220_2012%20\(base\)%20to%202101.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/13D196FB0DBECC3BCA257C2E00173FAD/$File/32220_2012%20(base)%20to%202101.pdf)>.

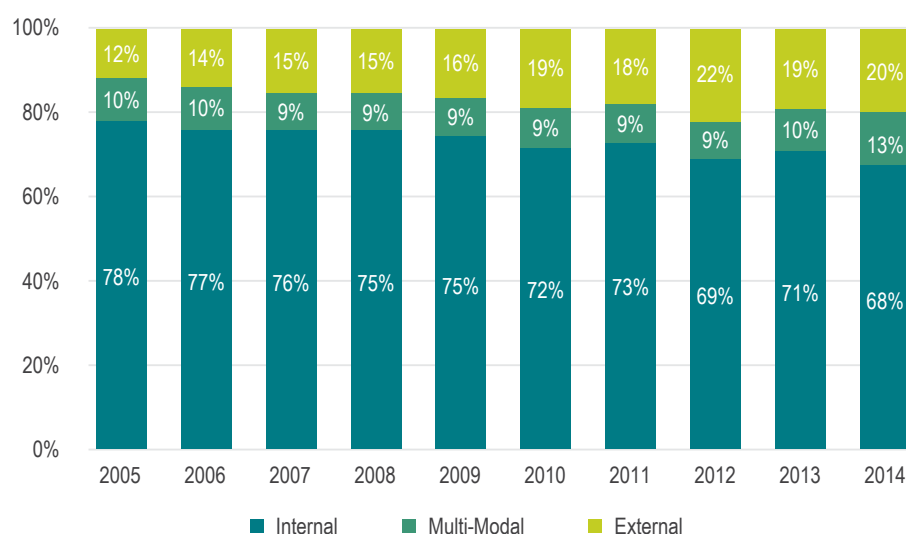
2.12 Commencements by mode of attendance

Figure 16 outlines the proportion of commencements in ITE by mode of attendance, as a percentage of total commencements between 2005 and 2014. The data show commencements through an:

- Internal mode of attendance has declined from 78% (n=19,191) of total commencing students in 2005 to 68% (n=20,643) in 2014
- External mode of attendance has shown a steady increase during this time, from 12% (n=2,893) of total commencing students in 2005 to 20% (6,043) in 2014.

It should be noted that commencing students from Swinburne Online and Open Universities Australia were not included in these figures because their student data sent to the HESDC was not coded as 'providing initial teacher education' (E312=22). If these data were coded in this way, the proportion of ITE students commencing through an external mode of attendance would be higher.

Figure 16: Total commencements in initial teacher education by mode of attendance, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Data labels have been omitted where the percentage is less than 5%.

Please see Appendix Table 3 and Appendix Table 4 in Appendix 3 for data on 2014 ITE commencing students by mode of attendance and various student characteristics.

3 Progress through initial teacher education

Figure 17 below outlines the extent to which the data in this section meets the minimum data items in the 'progress into ITE phase' of the ideal ITE data framework, including current data gaps as well as data that has been included in addition to the minimum data items.

Ideal ITE data framework

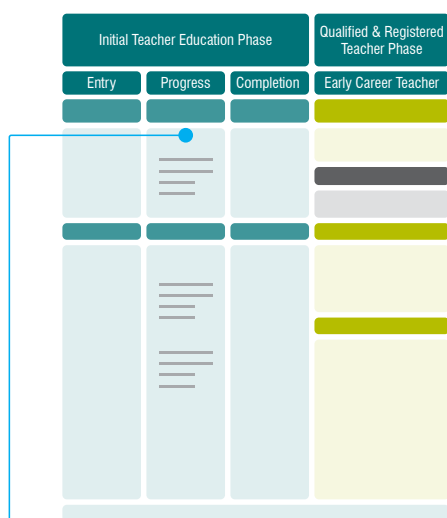


Figure 17: Mapping against the ideal ITE data framework – progress through initial teacher education phase

KEY

- Data included in the report that meets items in the minimum dataset
- Data included in the report, in addition to items in the minimum dataset
- Existing data included in the report that meets the minimum dataset, but may not be available in the future
- Data sources that may be utilised in the future to meet items in the minimum dataset
- No current national data available to meet the minimum dataset

Initial Teacher Education Phase	
Progress	
Student information (each student record linked to multiple program records)	
2. Demographic information:	<ul style="list-style-type: none"> ● Number of enrolled ITE students ● First-to-second-year retention rates for ITE students by basis of admission, a range of student characteristics, study arrangements and ATAR bands ● Success rates of ITE students by basis of admission, a range of student characteristics, study arrangements and ATAR bands
ITE program information (updated annually until completion)	
11. Subjects studied at tertiary level:	<ul style="list-style-type: none"> ● Future ITE data reports may reference HESDC data on 'ITE unit of study code data' to meet this data item
31. Statistical linkage key / Unique student identifier (CHESSN) and teacher identifier (data linkage)	

3.1 Key findings

Student numbers

- A total of 81,397 students were enrolled in an ITE program in 2014, an increase of 2% from 2013. Students enrolled in an ITE program represented 6% of all enrolled students across all fields of education. This figure has remained steady over the past decade.

First year special adjusted retention rates

- The 2013 first year special adjusted retention rate (retention rate) for ITE was 76% compared to 72% across all fields of education. This means first year ITE students were more likely to be retained in ITE in their second year, compared to the equivalent retention of students across all fields of education.
- The 2013 retention rate for undergraduate ITE students (77%) was higher than postgraduate ITE students (74%).
- The following groups of ITE students had a retention rate at least 5% lower than the average undergraduate/postgraduate rate for 2013:
 - Undergraduate students studying through an external (e.g. online) mode of attendance (69%)
 - Undergraduate students with an Indigenous background (70%)
 - Postgraduate students from regional locations (68%).

Success rates

- The average success rate for ITE students (90%) was higher compared to students across all fields of education (87%) in 2014. This means ITE students were more likely to successfully complete a unit of study, compared to students across all fields of education.
- Undergraduate ITE students (89%) had a lower success rate than postgraduate ITE students (94%) in 2014.
- The following groups of ITE students had a success rate at least 5% lower than the average undergraduate/postgraduate rate for 2014:
 - Undergraduate students studying through an external (e.g. online) mode of attendance (82%)
 - Undergraduate students who entered: through a VET award (82%), as a result of professional experience (79%), or through a mature age pathway (81%)
 - Undergraduate (79%) and postgraduate (89%) students with an Indigenous background.

Progress through initial teacher education – student information

This section of the report uses first-to-second year retention rates, and success rates – the percentage of completed units as a proportion of the total number of units attempted – to outline student progress through ITE. The retention and success rates are cross tabulated with demographic and other variables to provide an insight into the factors that may influence student progression through ITE. The number of students enrolled in ITE programs is also provided.

3.2 Number of enrolled students

A total of 81,397 students were enrolled in an ITE program in 2014, an increase of 2% from 2013. Across all fields of education the number of enrolled students increased 4% between 2013 and 2014. (Table 9). There were 78,871 domestic ITE students enrolled as well as 2,275 international students (Table 10).

Table 9: Total number of enrolled students, initial teacher education and all fields of education, 2014 and 2013

Initial teacher education	Enrolments
Total 2014	81,397
Total 2013	79,623
% change 2013 to 2014	2%
All fields of education	Enrolments
All FoE 2014	1,328,335
All FoE 2013	1,272,860
% change 2013 to 2014	4%

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data exclude students from enabling and non-award courses

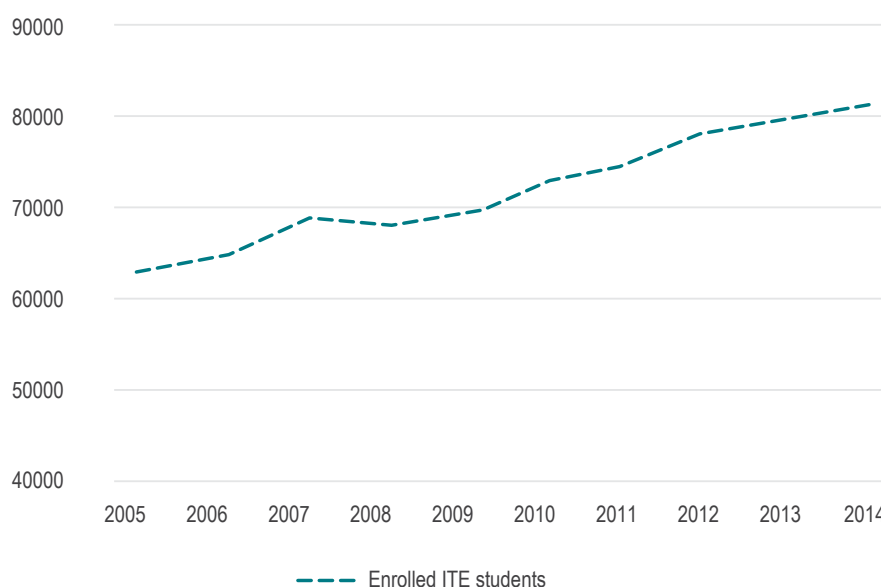
Table 10: Domestic and international enrolments in initial teacher education, 2014

Initial Teacher Education	Enrolments
Domestic – excluding domestic students whose permanent home address is overseas	78,871
Domestic students whose permanent home address is overseas	251
International	2,275
Total 2014	81,397

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Figure 18 provides the number of students enrolled in ITE programs between 2005 and 2014. It shows that there has been a 29% increase since 2005. Over the past decade, the percentage of students enrolled in an ITE program as a proportion of all enrolled students has remained steady, at around 6%.

Figure 18: Total enrolments in initial teacher education, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

More detail on 2014 ITE enrolments by various student characteristics, modes of attendance and levels of qualification is available in Appendix Table 5 to Appendix Table 8 in Appendix 3.

3.3 First year retention in initial teacher education

An analysis of the first year special adjusted retention rate provides information about the number of students who commenced an ITE program and continued with an ITE program at the same or different institution in their second year.¹⁵

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

In this section, first year special adjusted retention rates (from here referred to as 'retention rates') are provided for ITE students and students across all fields of education for context. This means:

- For ITE - the retention rates show the proportion of students that commenced an ITE program in their first year and remained in an ITE program in their second year, whether at the same or another institution
- For students across all FoE – the retention rate shows the proportion of students from all fields of education that commenced a program in their first year, and remained in the same type of program in their second year, whether at the same or another institution.

A number of demographic variables have been included in order to provide insight into the characteristics of students and modes of study and attendance that affect students continuing beyond their first year of enrolment in a program. The mean retention rate is shown in each table row in order to highlight the different variables that are associated with higher or lower retention rates.

The following charts and tables provide information on retention rates for domestic undergraduate and postgraduate students. The postgraduate rates may represent small numbers of students and thus should be viewed with caution. For all charts and tables, other than equity status, the retention rates are calculated on the basis of domestic commencing students, including those domestic students with a permanent home address outside of Australia. The retention rate data represent students who commenced between 2011 and 2013, and shows their retention status after one year, i.e. between 2012 and 2014. Please refer to section 4.5 for a cohort analysis that provides ITE completion and retention data over six years.

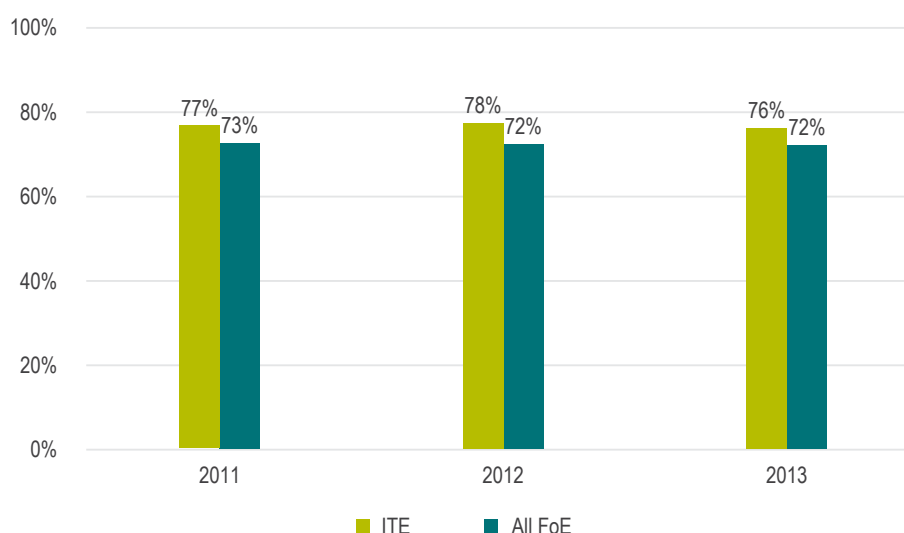
¹⁵ Special Adjusted Retention rate for year(x) = the proportion of students who commenced a course (HEIMS code E312=y) in year (x) and continued at the same or different institution in year(x+1) in the same course category (HEIMS E312=y). Further detail on the calculation and caveats involved in producing retention rates is available from: Department of Education and Training 2014, *Selected Higher Education Statistics – 2014 Student: Appendix 4: Attrition, progress and retention Data*, Canberra, viewed 9 May 2016, <<https://www.education.gov.au/selected-higher-education-statistics-2014-student-data>>.

Retention in initial teacher education compared to all fields of education

Figure 19 shows the retention rate for domestic ITE students and domestic students across all fields of education between 2011 and 2013. The data show:

- Over the past three years, ITE students were slightly more likely to be retained in their second year of study, compared to students from all FoE. In 2013, the retention rate for ITE students was 76%¹⁶ compared to 72% for students across all FoE.

Figure 19: Commencing domestic undergraduate and postgraduate first year special adjusted retention rates, initial teacher education and all fields of education, 2011–2013



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

¹⁶ It was not possible to provide the number of students within each retention rate calculation because the Australian Institute for Teaching and School Leadership was not provided disaggregated special adjusted retention rate data.

Table 11 below provides the retention rates for domestic undergraduate and postgraduate students in ITE and all fields of education by basis of admission and mode of attendance.¹⁷ Some notable aspects of Table 11 include that between 2011 and 2013:

- Undergraduate ITE students had a slightly higher retention rate than their postgraduate counterparts.
- Undergraduate ITE students studying through a multi-modal or internal mode of attendance had higher retention rates compared to ITE undergraduate students studying through an external mode of attendance. This was similar for postgraduate ITE students and undergraduate and postgraduate students from all FoE.

¹⁷ With the exception of 'higher education,' the retention rates by basis of admission for postgraduate students have not been published due to the low numbers of students in these categories.

Table 11: Commencing domestic undergraduate and postgraduate first year special adjusted retention rates by basis of admission and mode of attendance, initial teacher education and all fields of education, 2012–2013

	ITE			All FoE		
	2011	2012	2013	2011	2012	2013
	%	%	%	%	%	%
Undergraduate - mean special adjusted retention rate						
Mean	77	78	77	73	73	72
Undergraduate – basis of admission						
Secondary	79	80	79	73	73	74
Higher education	77	78	77	75	74	74
VET award	77	77	73	73	73	69
Mature age	75	75	75	69	68	69
Professional experience	73	78	76	69	73	69
Other	74	74	75	69	67	67
Undergraduate – mode of attendance						
Internal	78	79	78	74	73	74
External	70	73	69	61	63	58
Multi-modal	82	82	80	78	78	77
Postgraduate - mean special adjusted retention rate						
Mean	75	75	74	72	72	73
Postgraduate – basis of admission						
Higher education	75	75	74	72	73	73
Postgraduate – mode of attendance						
Internal	77	75	74	76	77	77
External	69	73	72	64	65	65
Multi-modal	87	81	82	72	73	76

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

Table 12 shows the retention rates for domestic undergraduate and postgraduate students by equity status. The most notable feature of Table 12 is that between 2011 and 2013:

- Indigenous ITE undergraduate students had a lower than average retention rate. This was also the case for Indigenous postgraduate ITE students, however to a lesser extent. Indigenous students from all FoE had lower than average retention rates.

Table 12: Commencing domestic undergraduate and postgraduate first year special adjusted retention rates by equity status, initial teacher education and all fields of education 2011–2013

	ITE			All FoE		
	2011	2012	2013	2011	2012	2013
	%	%	%	%	%	%
Undergraduate – mean special adjusted retention rate						
Mean	77	78	77	73	73	72
Undergraduate – non-English speaking background						
NESB	75	81	78	77	77	78
Undergraduate – Indigenous						
Indigenous	70	68	70	63	62	65
Undergraduate – socio-economic status						
Low SES – SA1	75	77	75	71	70	69
Medium SES – SA1	78	78	77	73	72	72
High SES – SA1	78	79	78	74	74	74
Undergraduate – location						
Metro – 2011 AGS	np	np	np	np	np	np
Regional – 2011 AGS	77	76	75	71	70	68
Remote Australia 2011 AGS	72	75	76	66	67	67

(Continued on next page)



	ITE			All FoE		
	2011	2012	2013	2011	2012	2013
	%	%	%	%	%	%
Postgraduate – mean special adjusted retention rate						
Mean	75	75	74	72	72	73
Postgraduate – non-English speaking background						
NESB	69	72	77	76	74	75
Postgraduate – Indigenous						
Indigenous	77	67	70	61	61	58
Postgraduate – socio-economic status						
Low SES – SA1	74	72	73	68	69	69
Medium SES – SA1	74	75	74	71	71	72
High SES – SA1	76	76	75	74	74	74
Postgraduate – location						
Metro – 2011 AGS	np	np	np	np	np	np
Regional – 2011 AGS	69	71	68	67	68	69
Remote Australia 2011 AGS	66	82	75	60	64	64

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Excludes domestic students whose permanent home address is overseas: The data take into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking)

Undergraduate retention in initial teacher education by ATAR

Table 13 provides the retention rates by ATAR band for domestic undergraduate entrants only. It shows:

- Retention rates were similar across all ATAR bands; however, a higher ATAR was generally associated with higher retention
- Retention in ITE across all ATAR bands was higher than the mean retention rate for undergraduate students across all FoE
- Undergraduate ITE students without a submitted ATAR had a retention rate close to the average retention rate of all undergraduate ITE students. They also had slightly higher retention rates than their counterparts across all fields of education.

Table 13: Commencing domestic undergraduate first year special adjusted retention rates by ATAR band, initial teacher education and all fields of education 2011–2013

	ITE			All FoE		
	2011	2012	2013	2011	2012	2013
	%	%	%	%	%	%
Undergraduate – mean special adjusted retention rate						
Mean	77	78	77	73	73	72
ATAR band						
30–50	79	78	78	72	69	68
51–60	79	79	79	69	69	68
61–70	77	77	77	70	68	69
71–80	76	80	79	72	72	73
81–90	82	84	81	77	76	78
91–100	81	88	86	79	79	83
Students without ATAR	76	76	75	72	71	69

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

3.4 Success rates

The success rate of students within a program provide valuable insight into how students are managing the study requirements of their ITE program.

Success rates are calculated by the sum of all units passed by students enrolled in a given year, divided by all units of study attempted (passed + failed + withdrawn) by those students. Success rates are presented as a proportion of actual student load (equivalent full-time student load, EFTSL).¹⁸ As such, the success rates should not be considered to represent the cumulative success of students across the entirety of their studies. Further, the success rates for postgraduate students may relate to small actual numbers and this should be considered in any further analysis.

Success rate data are provided for ITE domestic undergraduate and postgraduate students across a range of student and program characteristics. Data for all fields of education are also provided for comparison.

¹⁸ Department of Education and Training 2014, Attrition, success and retention rates for commencing bachelor students, Canberra, viewed 24 May 2016, <<https://docs.education.gov.au/documents/2014-appendix-4-attrition-success-and-retention>>.

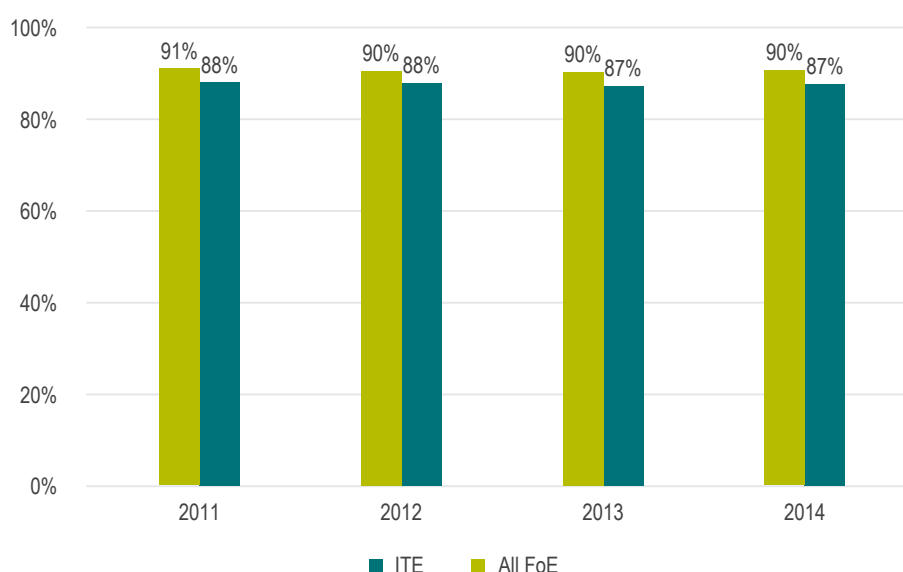


Success rates in initial teacher education compared to all fields of education

The data from Figure 20 below indicates:

- Since 2011, success rates for ITE have remained approximately 3% higher compared to those across all FoE. In 2014, the success rate for ITE was 90%, compared to 87% for all FoE.

Figure 20: Domestic undergraduate and postgraduate success rates, initial teacher education and all fields of education, 2011–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

Table 14 presents the success rates for undergraduate and postgraduate domestic students by basis of admission and mode of attendance.¹⁹ Some noteworthy aspects of the table include that between 2011 and 2014:

- Undergraduate ITE students have had a lower average success rate compared to their postgraduate counterparts
- ITE students studying through an external mode of attendance had lower success rates compared with those studying via multi-modal and internal modes of attendance. This was similar across all FoE.

¹⁹ With the exception of 'higher education,' the success rates by basis of admission for postgraduate students have not been published due to the low numbers of students in these categories.

In 2014, the following groups of students had a success rate at least 5% lower than the mean undergraduate/postgraduate success rate (Table 14):

- Undergraduate students studying through an external (e.g. online) mode of attendance (82%)
- Undergraduate students who entered: through a VET award (82%), as a result of professional experience (79%), or through a mature age pathway (81%).

Table 14: Domestic undergraduate and postgraduate success rates, by basis of admission and mode of attendance, initial teacher education and all fields of education, 2011–2014

	ITE				All FoE			
	2011	2012	2013	2014	2011	2012	2013	2014
	%	%	%	%	%	%	%	%
Undergraduate – mean success rate								
Mean	90	89	89	89	87	87	86	86
Undergraduate – basis of admission								
Secondary	89	87	87	88	85	85	85	85
Higher education	86	83	84	85	85	85	84	84
VET award	85	83	81	82	79	78	77	77
Mature age	82	80	79	81	76	75	75	76
Professional experience	85	79	81	79	82	84	81	82
Other	82	81	81	82	81	79	78	79
Unknown	92	92	91	91	89	89	88	88
Undergraduate – mode of attendance								
Internal	91	90	90	90	88	88	87	87
External	82	82	82	82	77	77	76	76
Multi-modal	91	91	90	91	87	87	87	87
Postgraduate – mean success rate								
Mean	95	95	94	94	92	93	93	93
Postgraduate – basis of admission								
Higher education	95	95	95	95	93	93	93	93
Postgraduate – mode of attendance								
Internal	96	96	95	95	94	95	95	95
External	89	91	90	90	87	89	88	89
Multi-modal	96	95	97	97	94	94	95	94

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

Table 15 presents the success rates for domestic undergraduate and postgraduate students by equity status. Some interesting features of this table include that between 2011 and 2014:

- Indigenous ITE students had lower success rates compared to the average (approximately 90%) for all ITE students. This was particularly the case for Indigenous undergraduate ITE students, whose success rate was approximately 79%. This was similar across all FoE.

Table 15: Domestic undergraduate and postgraduate success rates, by equity status, initial teacher education and all fields of education, 2011–2014

	ITE				All FoE			
	2011	2012	2013	2014	2011	2012	2013	2014
	%	%	%	%	%	%	%	%
Undergraduate – mean success rate								
Mean	90	89	89	89	87	87	86	86
Undergraduate - non-English speaking background								
NESB	85	87	86	86	84	84	84	84
Undergraduate - Indigenous								
Indigenous	78	79	80	79	73	74	75	75
Undergraduate - socio-economic status								
Low SES – SA1	88	87	87	87	84	83	82	83
Medium SES – SA1	90	90	89	89	87	86	86	86
High SES – SA1	91	91	91	91	89	89	88	88
Undergraduate – location								
Metro – 2011 AGS	90	90	90	90	87	87	86	86
Regional – 2011 AGS	89	88	88	88	87	87	86	86
Remote Australia 2011 AGS	86	86	86	88	83	84	83	84

(Continued on next page)

	ITE				All FoE			
	2011	2012	2013	2014	2011	2012	2013	2014
	%	%	%	%	%	%	%	%
Postgraduate – mean success rate								
Mean	95	95	94	94	92	93	93	93
Postgraduate – non-English speaking background								
NESB	95	94	95	93	92	92	92	92
Postgraduate – Indigenous								
Indigenous	85	86	88	89	82	83	82	82
Postgraduate – socio-economic status								
Low SES – SA1	93	93	92	92	90	91	90	90
Medium SES – SA1	95	95	95	94	92	93	93	93
High SES – SA1	95	95	95	95	93	94	94	94
Postgraduate – location								
Metro – 2011 AGS	95	95	95	95	93	93	93	93
Regional – 2011 AGS	93	94	93	93	91	92	92	92
Remote Australia 2011 AGS	92	96	90	95	88	88	88	89

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Excludes domestic students whose permanent home address is overseas: The data take into account the coding of Combined Courses to two fields of education and as a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

Success rates for undergraduate initial teacher education secondary entrants by ATAR

Table 16 presents the success rates for domestic undergraduate secondary entrants only. Similar to the retention data further above, it shows that a higher ATAR was generally associated with a higher success rate and that students without a submitted ATAR had success rates closest to the average rate. These trends were similar across all fields of education.

Table 16: Domestic undergraduate success rates, by secondary education, ATAR and no available ATAR, initial teacher education and all fields of education, 2011–2014

	ITE				All FoE			
	2011	2012	2013	2014	2011	2012	2013	2014
	%	%	%	%	%	%	%	%
ATAR – secondary entrants								
30–50	78	73	72	72	68	67	66	69
51–60	84	82	80	83	73	72	72	73
61–70	84	85	84	85	77	77	77	77
71–80	89	89	89	90	82	83	83	83
81–90	93	93	93	92	88	88	88	89
91–100	97	97	97	97	95	95	95	95
Total Secondary with an ATAR	89	87	87	88	85	85	85	85
Secondary without an ATAR	88	85	86	87	84	83	82	83

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas.

4 Completion of initial teacher education

Figure 21 below outlines the extent to which the data in this section meets the minimum data items in the 'completion of ITE phase' of the ideal ITE data framework, including current data gaps as well as data that has been included in addition to the minimum data items.

Ideal ITE data framework

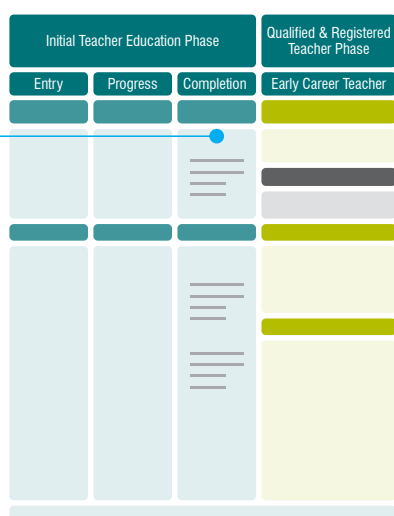


Figure 21: Mapping against the ideal ITE data framework – completion of initial teacher education phase

KEY

- Data included in the report that meets items in the minimum dataset
- Data included in the report, in addition to items in the minimum dataset
- Existing data included in the report that meets the minimum dataset, but may not be available in the future
- Data sources that may be utilised in the future to meet items in the minimum dataset
- No current national data available to meet the minimum dataset

Initial Teacher Education Phase	
Completion	
Student information (each student record linked to multiple program records)	
2. Demographic information: <ul style="list-style-type: none"> ● Number of completing ITE students by a range of student characteristics and home residence 	
ITE program information (updated annually until completion)	
Additional information in the ITE data report, not included in the minimum dataset: <ul style="list-style-type: none"> ● Number of completing ITE students by location of ITE institution ● Six year completion and attrition rates in ITE by level of qualification, a range of student characteristics, study arrangements, and ATAR bands 	13. Teaching specialisation/s: <ul style="list-style-type: none"> ● Future ITE data reports may reference HESDC data on 'ITE specialisation codes' to meet this data item
12. Teaching qualification (level, field, year): <ul style="list-style-type: none"> ● Number of completing ITE students by level of qualification and detailed FOE 	14. Course satisfaction: <ul style="list-style-type: none"> ● Graduate satisfaction rates from the Course Experience Questionnaire
31. Statistical linkage key / Unique student identifier (CHESSN) and teacher identifier (data linkage)	

4.1 Key findings

Student information

- 18,488 students completed an ITE program in 2014, a 3% increase on the previous year. Completions in ITE represented 6% of completions across all fields of education. This figure has remained steady over the past decade.
- 77% of completing ITE students were female, 74% were aged between 20 and 29, 78% were studying full-time, 64% were studying through an internal (i.e. on campus) mode of attendance, 76% were from metropolitan locations, 56% had medium socio economic status, and 2% were from Indigenous backgrounds.
- Most completing ITE students were from New South Wales (34%), followed by Victoria (22%).

Completion rates

- 60% of the 2008 undergraduate ITE commencing cohort completed an ITE program after six years (i.e. by 2014). This was 8% lower, when compared to a 2008 cohort of undergraduate students from other fields of education. The six year completion rate for undergraduate ITE students decreased by 5% between the 2005 and 2008 cohorts.
- 80% of the 2008 postgraduate ITE commencing cohort completed an ITE program after six years (i.e. by 2014). This was 10% higher, when compared to a 2008 cohort of postgraduate students from other fields of education. The six year completion rate for postgraduate ITE students decreased by 6% between the 2005 and 2008 cohorts.
- The following ITE students from the 2008 commencing cohort had a completion rate at least 5% lower than the average undergraduate/postgraduate rate:
 - Male undergraduates (55%)
 - Undergraduate students aged 25 or over when commencing (52%)
 - Postgraduate students aged 30 or over when commencing (74%)
 - Undergraduate (44%) and postgraduate (70%) students who studied through an external (e.g. online) mode of attendance
 - Undergraduate (39%) and post-graduate (58%) part-time students
 - Undergraduate (42%) and postgraduate (68%) students from remote locations
 - Undergraduate students from Indigenous backgrounds (39%).

Program information

- 59% of ITE students completed an undergraduate qualification and 41% completed a postgraduate qualification in 2014
- The number of completing postgraduate ITE students has almost doubled over the past decade. In 2005, postgraduate ITE students represented 26% of the entire completing ITE population, compared to 41% in 2014.
- Slightly more ITE students completed a primary qualification (34% of total completions) than a secondary qualification (32% of total completions).
- Graduates of ITE had high average levels of satisfaction (82%) with their ITE program and similar average levels of satisfaction compared to graduates across all fields of education (83%).

Completion of initial teacher education– student information

Understanding the characteristics of completing students provides an understanding about the potential pipeline of graduates entering into the teaching profession. This section presents demographic information about 2014 completing ITE students, and for the first time in the *ITE: data report* series, a six-year longitudinal cohort analysis showing the completion and attrition rates of ITE students, cross-tabulated with demographic and other variables.

4.2 Number of completing students

A total of 18,488 students completed an ITE program in 2014, an increase of 3% from 2013. Across all fields of education the number of completing students increased by 2% during this time. (Table 17). There were 16,733 domestic and 779 international ITE student completions in 2014 (Table 18).

Table 17: Total completions, initial teacher education and all fields of education, 2014 and 2013

Initial teacher education	Completions
Total 2014	18,488
Total 2013	17,903
% change 2013 to 2014	3%
All fields of education	Completions
All FoE 2014	319,209
All FoE 2013	311,597
% change 2013 to 2014	2%

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data exclude students from enabling and non-award courses.

Table 18: Domestic and international completions in initial teacher education, 2014

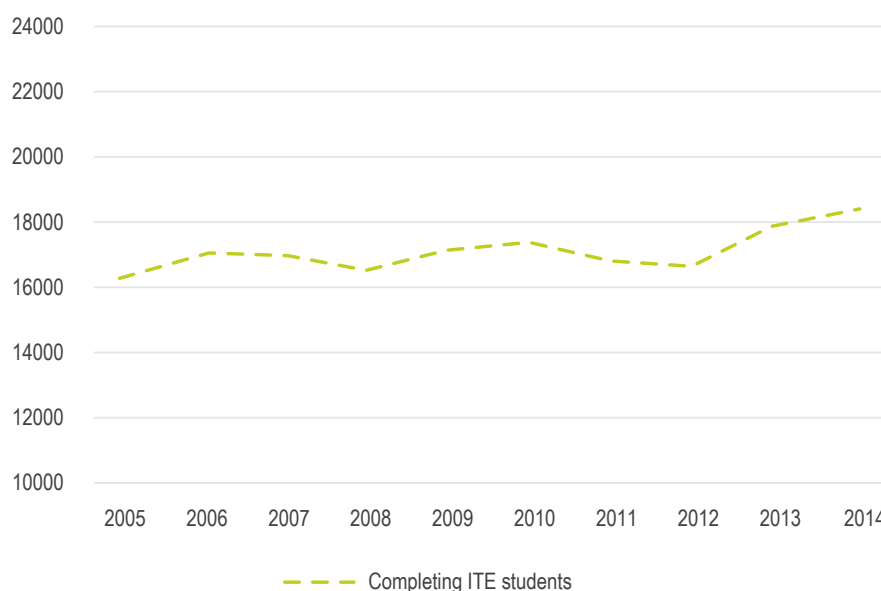
Initial Teacher Education	Completions
Domestic – excluding domestic students whose permanent home address is overseas	16,773
Domestic students whose permanent home address is overseas	936*
International	779
Total 2014	18,488

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: *Contains graduates whose permanent home addresses are unknown.

Figure 22 provides the number of completing ITE students between 2005 and 2014. It shows that there has been a 13% increase since 2005. Over the past decade, the percentage of students completing an ITE program as a proportion of all completing students has remained steady, at approximately 6%.

Figure 22: Total completions in initial teacher education, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

4.3 Characteristics of completing students

Table 19 and Table 20 show ITE completions in 2014 across a range of student characteristics. They also show these data for students across all fields of education for context. Table 19 shows that in 2014:

- 77% (n=14,236) of completing students were female
- 74% (n=13,830) were between 20 and 29
- 78% (14,466) were studying full-time.

When compared to students across all fields of education, Table 19 indicates that completing ITE students:

- Had a higher proportion of completing females (ITE=77%, all FoE=57%)
- Were more likely to be studying full-time (ITE=78%, all FoE=70%)
- Had a similar age range.

Table 19: Total completions in initial teacher education and all fields of education by gender, type of attendance and age range, 2014

	ITE		All FoE	
	No.	%	No.	%
Gender				
Male	4,252	23	136,650	43
Female	14,236	77	182,559	57
Total	18,488	100	319,209	100
Type of attendance				
Full-time	14,466	78	223,888	70
Part-time	4,022	22	95,321	30
Total	18,488	100	319,209	100
Age range				
<20	14	0	15,016	5
20–24	10,468	57	167,147	52
25–29	3,362	18	59,353	19
30–39	2,687	15	45,333	14
40+	1,957	11	32,360	10
Total	18,488	100	319,209	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data exclude enabling and non-award students. Some columns may not equal 100% due to rounding.

Table 20, which provides equity status data for completing ITE students and students across all fields of education, indicates that:

- 56% (n=9,342) of completing ITE students were from medium SES backgrounds
- 76% (n=12,767) were from metropolitan locations
- 2% (n=257) were Indigenous.

When compared to students across all fields of education, Table 20 indicates:

- There was a lower proportion of completing ITE students with a high SES status (27%, n=4,550) compared to students across all FoE (40%, n=76,455)
- There was a lower proportion of ITE students from metropolitan locations (ITE: 76%, n=21,400, all FoE: 82%, n=154,983)
- There was a trend towards ITE programs having a lower proportion of students from NESB (ITE: 1%, n=167, all FoE: 4%, n=6,668), however, proportions are low in both cases
- There was a higher proportion of Indigenous ITE students (ITE: 2%, n=257, all FoE: 1%, n=1,765), however, proportions are low in both cases.

Table 20: Domestic completions in initial teacher education and all fields of education by equity status, 2014

	ITE		All FoE	
	No.	%	No.	%
Non-English speaking background				
NESB	167	1	6,668	4
Indigenous				
Indigenous	257	2	1,765	1
Socio-economic status				
Low SES - SA1	2,864	17	23,962	13
Medium SES - SA1	9,342	56	88,639	47
High SES - SA1	4,550	27	76,455	40
Location				
Metro - 2011 AGS	12,767	76	154,983	82
Regional - 2011 AGS	3,806	23	32,565	17
Remote Australia 2011 AGS	174	1	1,408	1
Totals				
Total domestic completions	16,773	100	189,804	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data exclude students from enabling and non-award courses. The data take into account the coding of Combined Courses to two fields of education and as a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

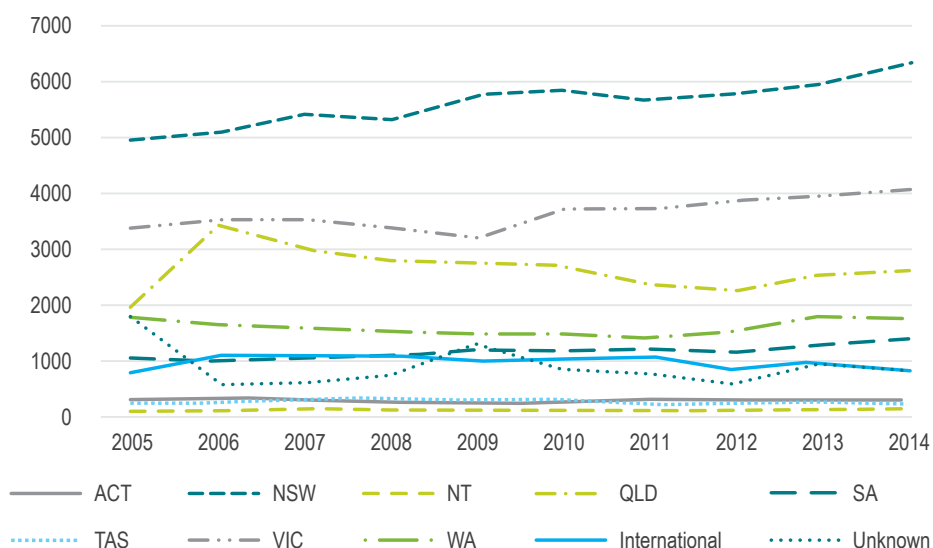
Please see Appendix Table 9 and Appendix Table 10 in Appendix 3 for data on 2014 ITE completing undergraduate and postgraduate students cross-tabulated with various student characteristics.

4.4 Completions by state/territory of home residence

Figure 23 provides time series data for completing ITE students by home residence and provides an indication of the supply of graduate teachers around Australia. It shows:

- The highest number of completing students were from New South Wales (34%, n=6,300), followed by Victoria (22%, n=4,045) and Queensland (10%, n=2,607)
- The proportion of completing students from each state and territory has remained similar over the past decade.

Figure 23: Total completions in initial teacher education by home residence, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

4.5 Longitudinal cohort completion and attrition analysis

Previous ITE data reports did not allow analysis of completion rates, as data following a cohort of commencing students over time was not available.

A six year longitudinal cohort analysis was undertaken to determine the proportion of students who completed an ITE program within six years of their commencement. A cohort analysis provides a more accurate picture of completion in ITE compared to, for example, comparing commencement and completion data across years.

To determine the completion and attrition rates, by cohort analysis, a matching process using both the Student ID, CHESSN and special course indicator was used to follow each individual student's progress. Using this approach, the data represent completion and attrition outcomes for all commencing students within a cohort after six years of their commencement, regardless of the circumstances of their journey. For, example, this approach includes the completion outcomes for students who progress straight through their course, for students who take leave periods, for students who may defer or discontinue and re-enrol in the same program, and for those who changed higher education providers.

A six year timeframe was determined to be appropriate because previous analysis suggests only a very small proportion of students go on to complete an ITE program after six years.²⁰

To contextualise the results, completion and attrition rates were calculated for students studying non-ITE courses that lead to registration. These included nursing, medicine, veterinary science, dentistry and psychology (from here referred to as 'other special courses').²¹

This section presents a range of six year completion and attrition data, including: time series completion and attrition rates, completion rates across various student characteristics, and completion rates by ATAR bands.

²⁰ Six and 10 year analyses were conducted on the 2005 commencing initial teacher education cohort. After six years, 65% (n=12,178) had completed an initial teacher education program. After 10 years this figure had increased only marginally to 66.5% (n=12,464).

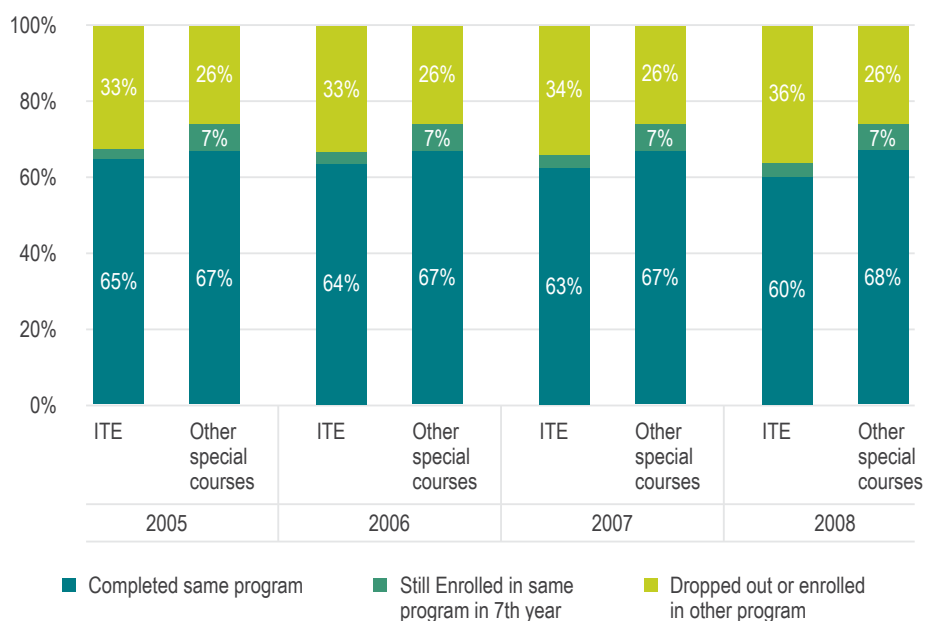
²¹ It was not possible to undertake a compatible analysis between initial teacher education students and students across all fields of education, when calculating completion and retention rates. In order to undertake a compatible analysis, it was only possible to compare students with a special course indicator (HEIMS course file E312). This was to avoid double-counting. Non-initial teacher education special courses include nursing (E312=21), medicine (E312=23), veterinary science (E312=25), dentistry (E312=26) and psychology (E312=27). Throughout the report these are collectively referred to as 'all other special courses.'

Completion rates of undergraduate initial teacher education students

Figure 24 below provides the six year completion and attrition rates for undergraduate ITE cohorts who commenced their ITE course in each year from 2005 to 2008.²² It shows:

- The completion rate for undergraduate ITE students decreased by 5% between the 2005 and 2008 cohorts. Sixty five per cent (n=12,178) of the 2005 ITE cohort completed an ITE program within six years, compared to 60% (n=10,490) of the 2008 cohort. This increasing rate of attrition did not occur for other special courses (2005: 67%; 2008: 68%)
- The data also show that the completion rates for the 2005 to 2008 undergraduate ITE cohorts were lower overall compared to undergraduate students in other special courses.

Figure 24: Domestic undergraduate six year completion and attrition rates, initial teacher education and all other special courses, 2005 to 2008 commencing cohorts



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Data labels have been omitted where the percentage is less than 5%.

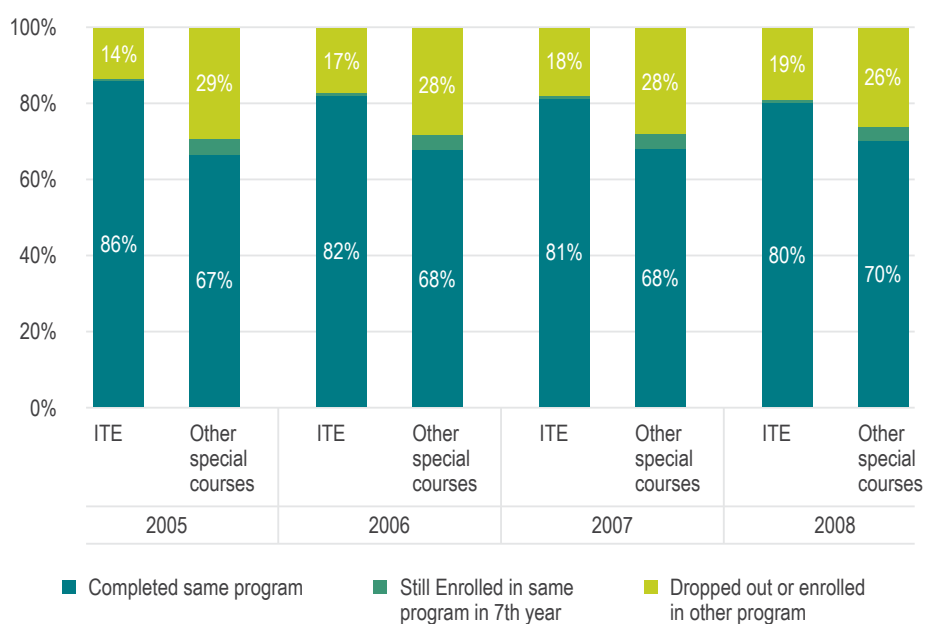
²² Data from students who commenced in 2005, 2006, 2007 and 2008 was analysed until cut off dates of 2011, 2012, 2013 and 2014 respectively.

Completion rates of postgraduate initial teacher education students

Figure 25 below provides the six year completion and attrition rates for postgraduate ITE cohorts who commenced their ITE course in each year from 2005 to 2008. The data show:

- Completion rates for postgraduate ITE cohorts were consistently almost 20% higher than their undergraduate counterparts. For example, 80% (n=3,990) of the 2008 postgraduate ITE cohort completed an ITE program within six years compared to 60% for the 2008 undergraduate ITE cohort.
- Completion rates for the 2005 to 2008 postgraduate ITE cohorts were at least 10% higher than postgraduate students from other special courses. The average completion rate for students from other special courses was about 68%, and at least 80% for ITE students.
- A 6% decrease in completion rates from the 2005 to 2008 cohorts was evidenced for postgraduate ITE students (2005 ITE 86%; 2008 ITE 80%). This increase in the rate of attrition did not occur for other courses.

Figure 25: Domestic postgraduate six year completion and attrition rates, initial teacher education and all other special courses, 2005 to 2008 commencing cohorts



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Data labels have been omitted where the percentage is less than 5%.

Factors impacting completion of undergraduate initial teacher education courses

Analysis of various characteristics was undertaken to provide insight into the circumstances and conditions that impacted student completion of ITE in 2008. Figure 26 below shows the completion rate of the 2008 undergraduate ITE cohort, by gender, age, mode of attendance, and type of attendance. The average completion rate for the 2008 undergraduate ITE cohort is also provided for context.

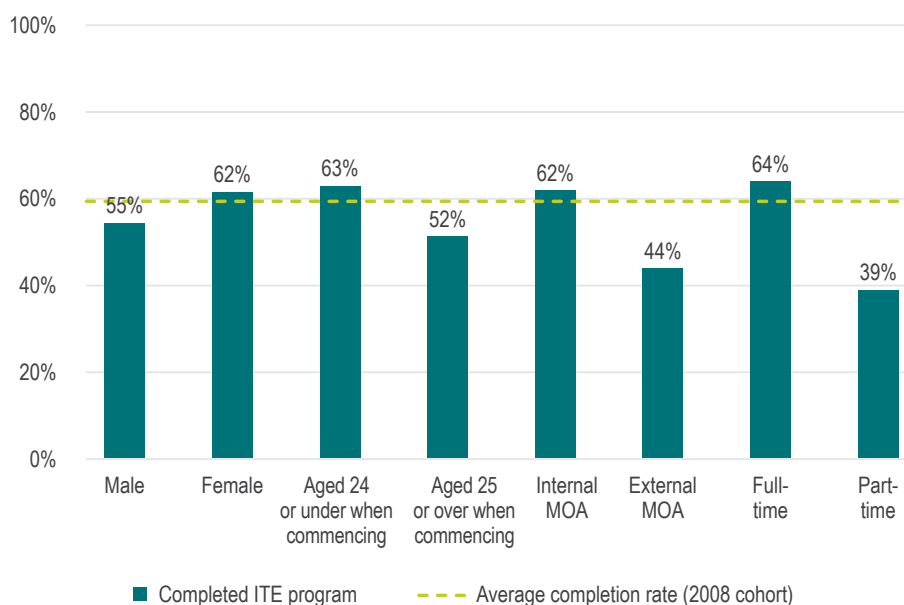
The data in Figure 26 indicate that the following undergraduate ITE students from the 2008 cohort had a lower than average completion rate:

- Males (55%, n= 2,185)
- Students aged 25 or over when commencing (52%, n=2,308)
- Students studying through an external mode of attendance (44%, n=1,020)
- Part-time students (39%, n=1,134).

Figure 27 provides the completion rates for the 2008 undergraduate ITE cohort by equity status. It shows that the following students had a lower than average completion rate:

- Students from low SES backgrounds (57%, n=1,168)
- Students from regional locations (57%, n=2,685) and students from remote locations (42%, n=116)
- Students from an Indigenous background (39%, n=160)
- Students from a NESB (56%, n=92).

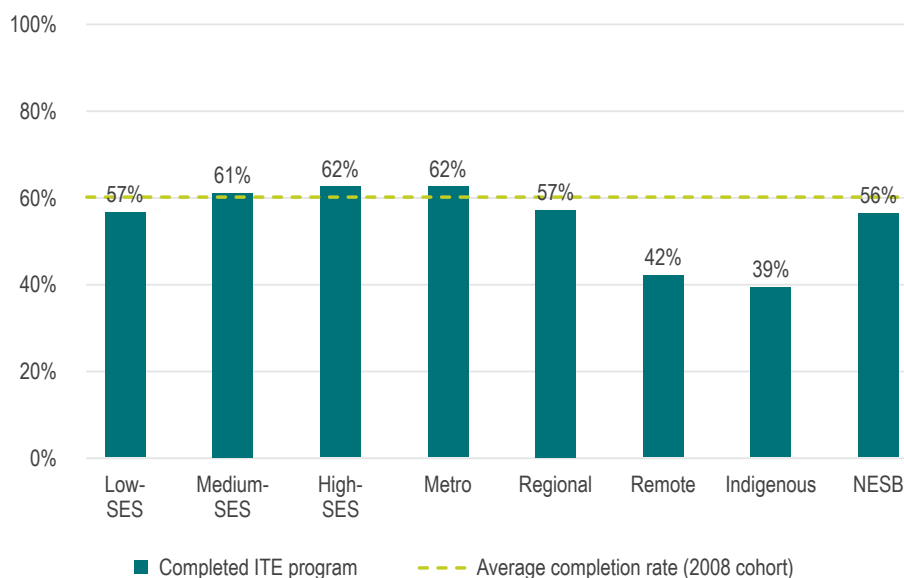
Figure 26: Domestic undergraduate six year completion rate by gender, age, mode of attendance and type of attendance, initial teacher education, 2008 commencing cohort



Source: Customised data provided by the Department of Education and Training Higher Education Group.



Figure 27: Domestic undergraduate six year completion rate by equity status, initial teacher education, 2008 commencing cohort



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Factors impacting completion of postgraduate initial teacher education courses

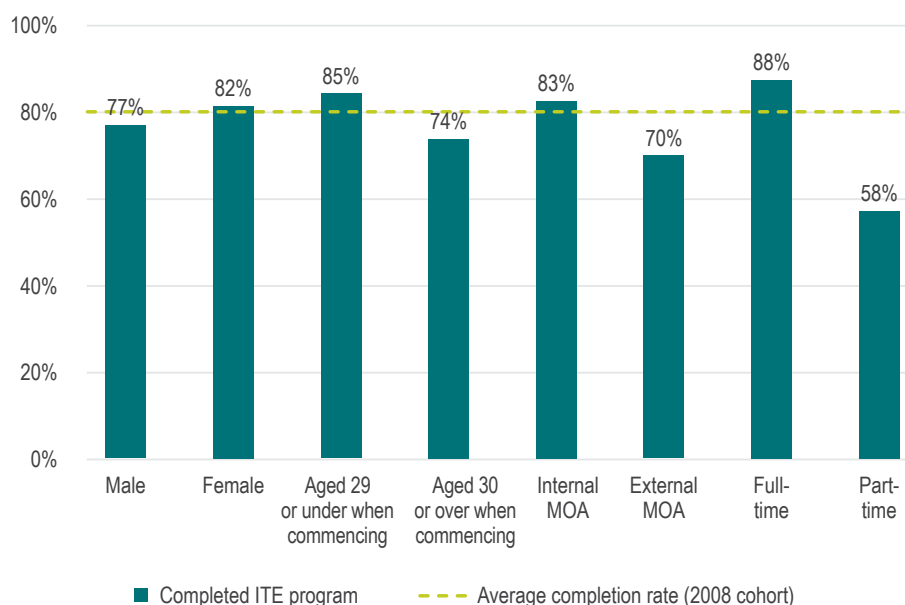
Analysis of completion rates by various student characteristics was undertaken for the 2008 cohort of postgraduate ITE students and is shown in Figure 28 and Figure 29 below. Regarding gender, age, mode of attendance and type of attendance, the results for postgraduate students were similar to their undergraduate counterparts. Figure 28 shows the following postgraduate ITE students from the 2008 cohort had a lower than average completion rate:

- Males (77%, n= 1,351)
- Students aged 30 or over when commencing (74%, n=1,830)
- Students who studied through an external mode of attendance (70%, n=995)
- Part-time students (58%, n=849).

Figure 29 provides the completion rates for the 2008 postgraduate ITE cohort by equity status. With the exception of students from remote locations, who had a completion rate of 68% (n=45), all other equity status indicators were within 1% of the average completion rate.²³

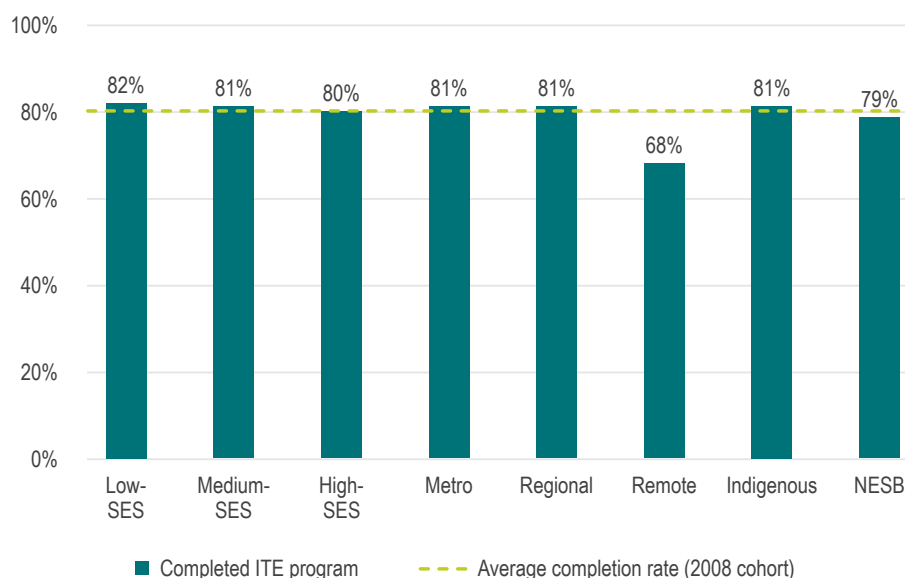
²³ Lower rates of completion for NESB and Indigenous students were not evidenced for post graduate studies however the numbers are low and this should be read with caution.

Figure 28: Domestic postgraduate six year completion rate by gender, age, mode of attendance and type of attendance, initial teacher education, 2008 commencing cohort



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Figure 29: Domestic postgraduate six year completion rate by equity status, initial teacher education, 2008 commencing cohort



Source: Customised data provided by the Department of Education and Training Higher Education Group.



Completion rates by ATAR of entry

Figure 30 below shows the six year completion rates for the 2005 to 2008 cohorts of undergraduate ITE students by ATAR band, plotted against the average completion rate for each year. It should be noted that the chart presents ATAR data for all students with a submitted ATAR – this does not mean that these students were necessarily selected for entry into their ITE program on the basis of their ATAR. This should be taken into account when interpreting these results or comparing to the preceding ATAR analysis.

To contextualise the data presented in Figure 30 it is important to note the proportion of completions within each ATAR band. The data indicate that for the 2005 to 2008 undergraduate cohorts:

- The majority of completing students had no submitted ATAR (approximately 72% of all completions), indicating most completing students commenced their program through a non-secondary education basis of admission category
- The next largest group of completing students were those with an ATAR between 71 and 90 (approximately 18% of completions).
- There were very low numbers of completing students with an ATAR lower than 60 (approximately 1% of completions).

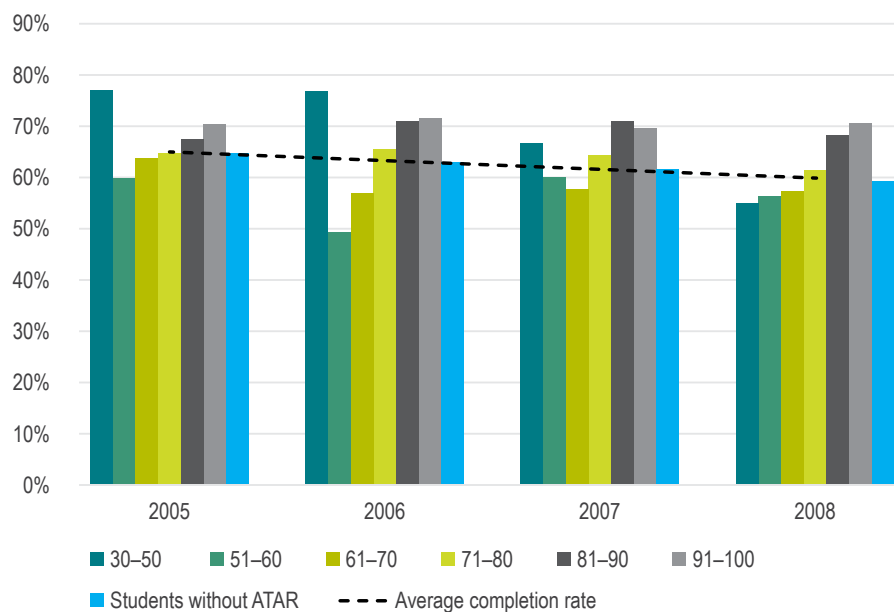
Figure 30 shows that six year completion rates by ATAR band for the 2005 to 2008 undergraduate ITE cohorts were:

- ATAR 70 or lower = 59% (n=3,169)
- ATAR 71 or higher = 67% (n=9,648)
- No submitted ATAR = 62% (n= 33,168).

At a more detailed level:

- Students with an ATAR of 71 or higher had completion rates at or higher than the average completion rate for each year.
- Students with an ATAR between 51 and 70 had a completion rate lower than the average for each cohort between 2005 and 2008
- Students with no submitted ATAR had completion rates at the average completion rate for each year. It should be noted that the number of completing students without a submitted ATAR far outnumbers completing students with an ATAR by a ratio of approximately 2.5 to 1.

Figure 30: Domestic undergraduate six year completion rate by ATAR band, initial teacher education, 2005–2008 commencing cohorts



Source: Customised data provided by the Department of Education and Training Higher Education Group.



Completion of initial teacher education– program information

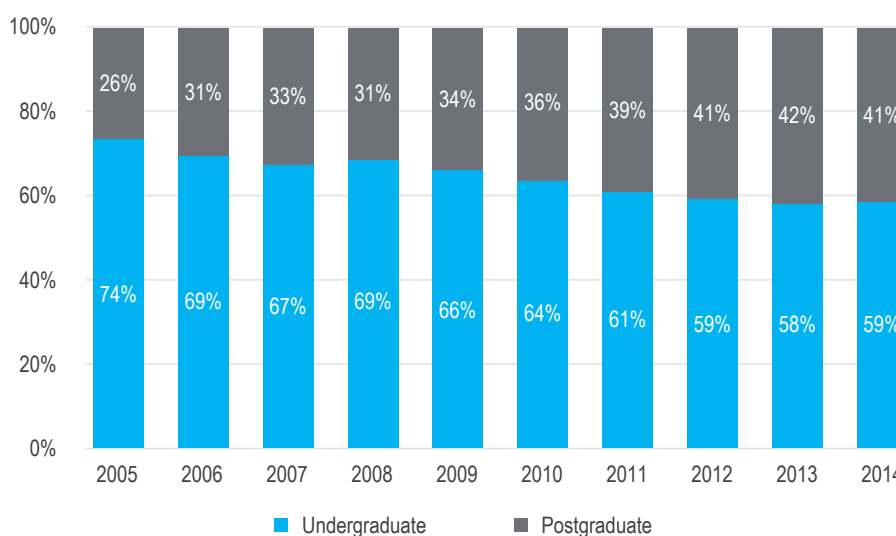
Program information for 2014 completing ITE students is presented in this section to show the number and proportion of undergraduate and postgraduate completions in ITE and completions by detailed fields of education. Data on graduate satisfaction with ITE programs are also provided.

4.6 Completions by level of qualification

Figure 31 outlines the number of completing postgraduate and undergraduate ITE students between 2005 and 2014. It shows:

- In 2014, 59% (n=10,816) of ITE students completed an undergraduate qualification and 41% (n=7,672) completed a postgraduate qualification
- The proportion of ITE students completing a postgraduate qualification has risen over the past decade, from 26% (n=4,336) of total completions in 2005, to 41% (n=7,672) in 2014.

Figure 31: Total completions in initial teacher education by level of qualification, 2005–2014



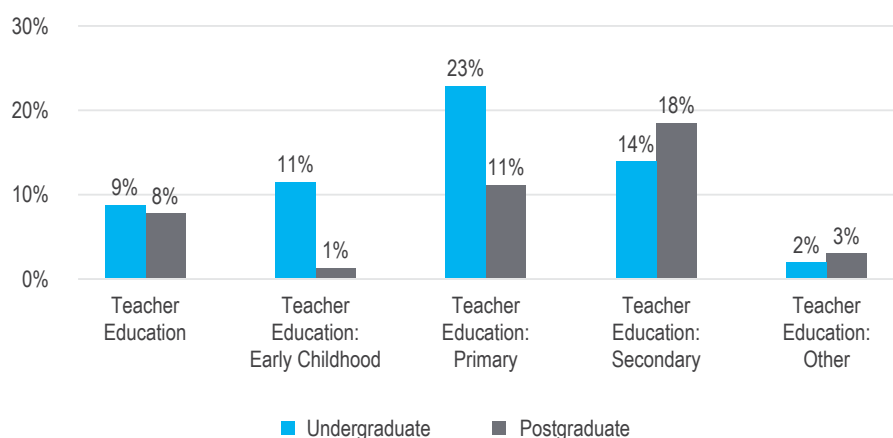
Source: Customised data provided by the Department of Education and Training Higher Education Group.

4.7 Completions by detailed field of education

Figure 32 provides completions data by level of qualification and detailed field of education. It shows that more undergraduate students completed primary qualifications compared to secondary qualifications. At the postgraduate level however, the situation is reversed, with more postgraduate students completing secondary programs than primary programs. Specifically, Figure 32 shows that in 2014:

- 23% (n=4,221) of students completed an undergraduate primary qualification and 11% (n=2,043) completed a postgraduate primary qualification
- 14% (n=2,562) of students completed an undergraduate secondary qualification and 18% (n=3,407) completed a postgraduate secondary qualification.

Figure 32: Completions in initial teacher education by detailed field of education, postgraduate and undergraduate, 2014



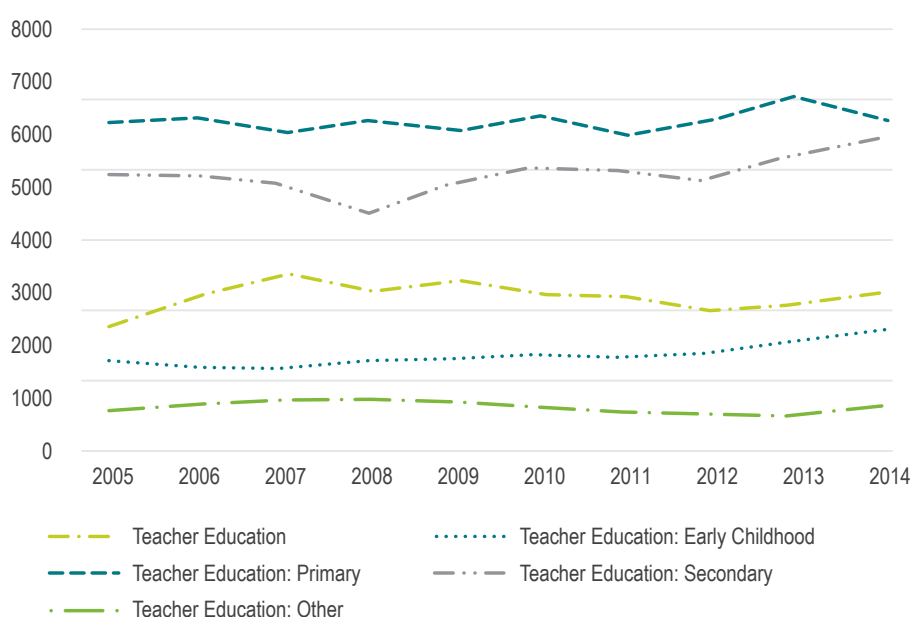
Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; and Curriculum and Education Studies. Any adjustments to account for non-published figures and students completing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.



Figure 33 presents ITE completions data by detailed field of education between 2005 and 2014. It shows that over the past 10 years, the percentage of completions within each field of education have remained relatively constant as a proportion of all completing students, however the number of completions in secondary education programs are nearing the number of completions in primary education programs. In 2014, primary qualifications accounted for 34% (n=6,264) of all ITE completions and secondary qualifications accounted for 32% (n=5,969) of all ITE qualifications.

Figure 33: Total completions in initial teacher education by detailed field of education, 2005–2014



Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies. Any adjustments to account for non-published figures and students completing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.

4.8 Graduate satisfaction

ITE programs are designed to prepare students to commence their professional journey in the classroom. Graduate satisfaction levels are one indicator of the success of ITE programs. Data collected through the Course Experience Questionnaire and presented in Table 21 reveal that in 2014:

- Graduates of ITE programs had high average levels of satisfaction with their ITE program and similar average levels of satisfaction compared to graduates across all fields of education. The average overall satisfaction score was 81%²⁴ for ITE undergraduates and 82% for ITE postgraduates.
- ITE undergraduates had high levels of agreement about the extent to which their studies had improved their generic skills, with a generic skills score of 77%. For ITE postgraduates, the generic skills score was 75%.
- There was less agreement about the extent to which ITE graduates had experienced good teaching practices during their study. For ITE undergraduates, the good teaching score was 67% and 72% for ITE postgraduates. These scores were similar across all fields of education.

For information about how the results were calculated, please refer to Appendix 5. Note that the data are most relevant at the undergraduate level because most bachelor programs included in the education category are ITE programs. This is not the case at the postgraduate level, where there is no appropriate differentiation between initial and post ITE programs.²⁵

²⁴ It was not possible to provide the number of responses for each score because the Australian Institute for Teaching and School Leadership was not provided with disaggregated Course Experience Questionnaire data.

²⁵ Graduate Careers Australia 2014, Graduate Course Experience 2014: A report on the course experience perceptions of recent graduates, Melbourne, viewed 24 May 2016, <http://www.graduatecareers.com.au/wp-content/uploads/2015/07/Graduate_Course_Experience_2014_FINAL.pdf>.



Table 21: Course Experience Questionnaire mean percentage agreement scores for the Good Teaching Scale, Generic Skills Scale and Overall Satisfaction Item scale of selected teacher education, all teacher education and all field of education graduates, 2014

	Good Teaching Scale*	Generic Skills Scale*	Overall Satisfaction Item*
	%	%	%
Bachelor programs			
Early childhood	68	79	82
Primary	66	77	82
Secondary	65	76	78
All Education	67	77	81
All FOE	67	79	83
Postgraduate programs			
Education	71	71	82
All FOE	70	75	83

Source: 2013 Graduate Course Experience Tables and Figures.

Note: Mean percentage agreement scores reflect the average distribution of graduates responding 'agree' or 'strongly agree'.

* Scales: Good Teaching Scale: The nature of teaching experienced during a course – from six core items.

Generic Skills Scale: The enhancement of selected generic skills – from six core items.

Overall Satisfaction Item: Overall satisfaction with course quality – from one core item.

5 Early career teacher phase

Figure 34 below outlines the extent to which the data in this section meets the minimum data items in the 'early career teacher phase' of the ideal ITE data framework, including current data gaps as well as data that has been included in addition to the minimum data items.

Ideal ITE data framework

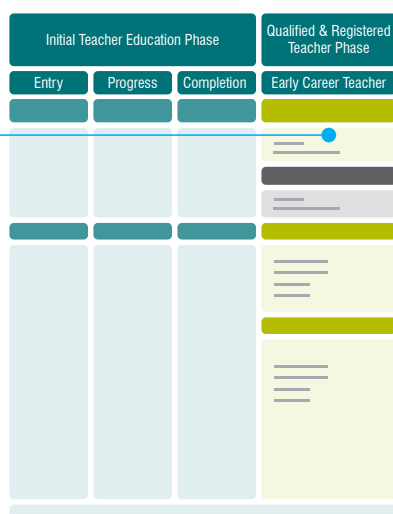


Figure 34: Mapping against the ideal ITE data framework – early career teacher phase

KEY

- Data included in the report that meets items in the minimum dataset
- Data included in the report, in addition to items in the minimum dataset
- Existing data included in the report that meets the minimum dataset, but may not be available in the future
- Data sources that may be utilised in the future to meet items in the minimum dataset
- No current national data available to meet the minimum dataset

Qualified and Registered Teacher Phase	
Early Career Teacher	
Teacher information (each teacher record may be linked to multiple employment records)	
15. Teacher demographic information: <ul style="list-style-type: none"> ● Not yet available 	16. Post ITE Quals (level, field, year): <ul style="list-style-type: none"> ● Future ITE data reports may reference Graduate Outcomes Survey data on 'ITE respondent further study status' to meet this data item
Registration information (including overseas qualified teachers)	
17. Registration conferral year: <ul style="list-style-type: none"> ● Not yet available 	19. Registration restrictions <ul style="list-style-type: none"> ● Not yet available
18. Registration status <ul style="list-style-type: none"> ● Not yet available 	

(Continued on next page)



Qualified and Registered Teacher Phase	
Early Career Teacher	
Employment information	
20. Employment status (ongoing, fixed term, casual): <ul style="list-style-type: none"> ● Employment status of ITE graduates: part-time, full-time, in schools, not in schools, seeking full-time employment ● Employment status by sector ● Employment status by system (public/private) ● Employment type 	21. Teaching load (FTE): <ul style="list-style-type: none"> ● Not yet available 22. Current school classification including school leadership, salary, year commenced at school: <ul style="list-style-type: none"> ● Future ITE data reports may reference Graduate Outcomes Survey data on 'name of employer data' to meet this data item
Teaching information	
23. Teacher perceptions of helpfulness of ITE program: <ul style="list-style-type: none"> ● Teacher perceptions of the helpfulness of their ITE program (2013 SiAS data) 24. Employer perceptions of teacher classroom readiness: <ul style="list-style-type: none"> ● Employer perceptions of teacher classroom readiness (2013 SiAS data) 25. Teacher perceptions of helpfulness of induction: <ul style="list-style-type: none"> ● Teacher perceptions of the helpfulness of induction (2013 SiAS) 26. Nature of current position: teaching and non-teaching duties: <ul style="list-style-type: none"> ● Nature of current position: teaching and non-teaching duties (2013 SiAS) 	27. Subjects and year level taught: <ul style="list-style-type: none"> ● Not yet available 28. Professional development: <ul style="list-style-type: none"> ● Level of engagement in professional learning activities (2013 SiAS) 29. Teacher career intentions: intention to remain or leave teaching: <ul style="list-style-type: none"> ● Teacher career intentions: intention to remain or leave teaching (2013 SiAS) 30. Factors affecting intention to leave teaching pre-retirement: <ul style="list-style-type: none"> ● Factors affecting intention to leave teaching pre-retirement (2013 SiAS)
31. Statistical linkage key / Unique student identifier (CHESSN) and teacher identifier (data linkage)	

5.1 Key findings

This section presents information on outcomes for ITE graduates and early career teachers using data from the Graduate Destination and Staff in Australia's Schools surveys.

Employment outcomes

Responses from the 2014 Graduate Destination Survey indicated that, about four months after graduation:

- Teacher education bachelor graduates had a slightly higher full-time employment rate (70%) compared to bachelor graduates across all fields of education (68%)
- Full-time employment rates since 2008 have declined by 13% for teacher education graduates and 16% for graduates across all fields of education
- 45% of primary teacher graduates, 46% of secondary teacher graduates and 34% of early childhood teacher graduates were working full-time in schools. For early childhood graduates, the lower employment rates

may indicate that they gained employment in early childhood settings outside the schooling system.

- 59% of primary teacher graduates, 62% of secondary teacher graduates and 39% of early childhood teacher graduates currently employed part-time in schools were seeking full-time employment
- 55% of teacher education graduates in the public and private systems were employed on fixed-term (both up to and more than 12 months) contracts
- Graduates working in the private system were more likely to have a permanent or open-ended contract (38%) compared to those in the public system (28%).

Responses from the 2013 Staff in Australia's Schools survey indicated:

- For both primary and secondary teachers, those who had been teaching between three to five years were more likely to have full-time employment compared to those who had been teaching one to two years.
- Teachers from the primary sector (teaching 1-2 years = 71% and teaching 3-5 years = 43%) were more likely to be employed in a fixed-term contract compared to their counterparts in the secondary sector (teaching 1-2 years = 57% and teaching 3-5 years = 26%).

Classroom readiness

Responses from the 2013 Staff in Australia's Schools survey indicated:

- The standard within the graduate career stage of the *Australian Professional Standards for Teachers* (APST) that early career teachers felt their ITE program best prepared them for was 'know the content and how to teach it' followed by 'plan for and implement effective teaching and learning.'
- Like teachers, principals indicated the standard that primary and secondary early career teachers were best prepared for was 'know the content and how to teach it' followed by 'plan for and implement effective teaching and learning.'
- Principals indicated the standard that primary and secondary early career teachers were least prepared for was 'know students and how they learn' followed by 'create and maintain supportive and safe learning environments.'

Teacher career intentions to remain or leave teaching

Responses from the 2013 Staff in Australia's Schools survey indicated:

- Primary teachers with 1-2 years' teaching experience (61%) were more likely to expect that teaching would be a lifetime profession compared to those from the primary sector teaching 3-5 years (47%), and those from the secondary sector (teaching 1-2 years = 45% and teaching 3-5 years = 46%)
- The strongest factors contributing to teachers' intentions to leave the profession permanently were insufficient recognition and reward and a heavy workload.

Early career teacher phase – employment information

Employment outcomes for ITE graduates and early career teachers are presented in this section. A key source of information on employment data in the profession of teaching after graduation comes from the Graduate Destination Survey (GDS), which is administered to undergraduates of higher education programs around four months after graduation.

Employment data for early career teachers are also presented from the 2013 Staff in Australia's Schools (SiAS) survey. Note there are currently no plans to conduct another SiAS. SiAS data presented in this report has been presented in the 2014 and 2015 ITE data reports. In the future additional data from HESDC as well as new data collections, such as QILT, will be considered for their capacity to fill gaps left by the absence of the SiAS.

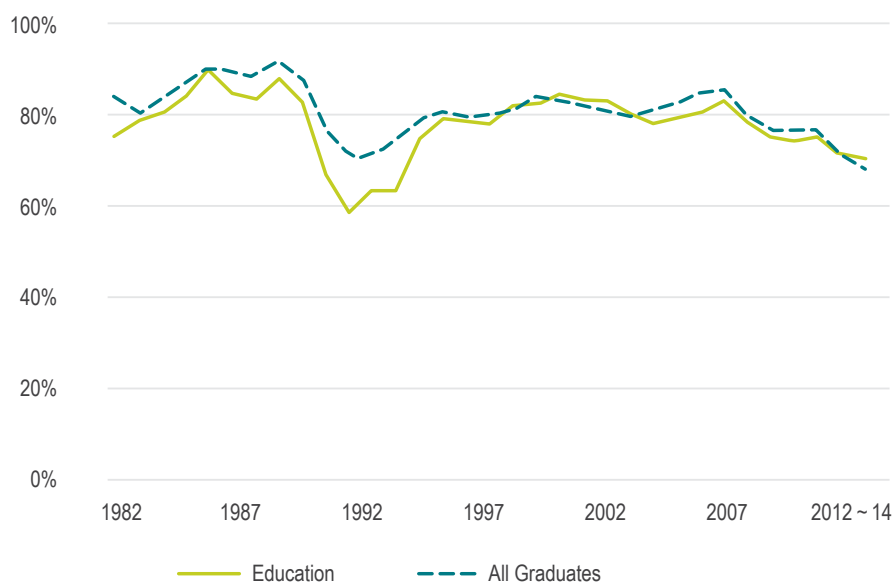
5.2 Employment after graduation

Over the past three decades, teacher education graduates seeking full-time employment have experienced similar full-time employment outcomes to those across all fields of education, except in the early 1990s when teaching positions were less available than positions for graduates of other fields. Figure 35 outlines the proportion of teacher education bachelor graduates²⁶ and those across all fields of education who gained full-time employment as a percentage of those available for full-time employment about four months after graduation. It shows:

- In 2014, teacher education graduates had a slightly higher full-time employment rate (70%) compared to graduates from all fields of education (68%)
- Full-time employment rates since 2008 have declined by 13% for teacher education graduates and 16% for graduates across all fields of education.

²⁶ The term 'graduate' refers to graduates who responded to the Graduate Destination Survey. Please see section Appendix 4 for an explanation of the validity of the results.

Figure 35: Bachelor degree graduates working full-time as a percentage of those available for full-time employment, teacher education and all fields of education, 1982–2014



Source: Graduate Careers Australia, *Graduate Destinations 2014*, Table 5.

Note: The 'Education' data are the Graduate Careers Australia's 'Education – Initial' category.

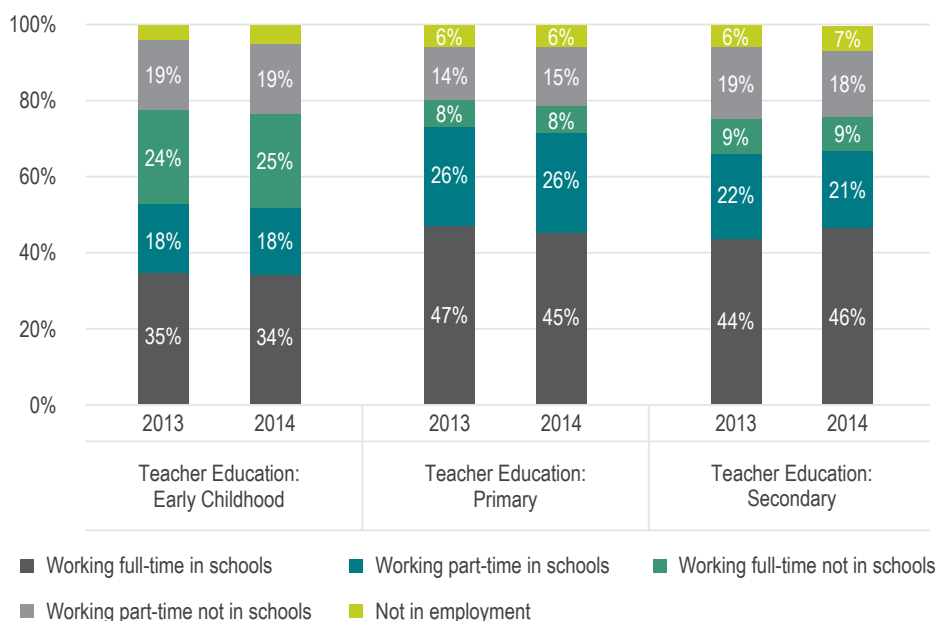
Employment status

Figure 36 shows responses to the GDS on the employment status of bachelor graduates in education for 2013 and 2014 across three detailed field of education categories: early childhood, primary and secondary. The responses show that in 2014:

- The proportion of graduates gaining full-time employment in schools was similar for primary graduates (45%, n=1,099) and secondary graduates (46%, n=525), but lower for early childhood graduates (34%, n=383). For early childhood graduates, the lower employment rates may indicate that they gained employment in early childhood settings outside the schooling system.
- In addition to those who gained full-time employment in schools, 26% (n=634) of primary graduates, 21% (n=267) and 18% (n=199) of early childhood graduates were working part-time in schools.



Figure 36: Employment status of bachelor graduates in teacher education, 2013 and 2014



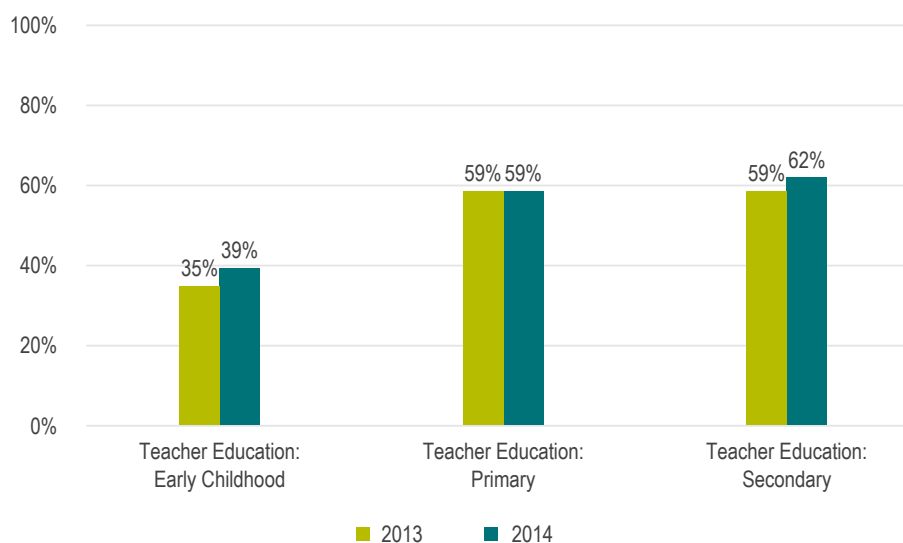
Source: Graduate Careers Australia customised data from the Graduate Destination Survey.

Note: Some percentages might not add to 100% due to rounding. Data labels have been omitted where the percentage is less than 5%.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector. Response rates 2014: Teacher Education: Early Childhood n=1,249, Teacher Education: Primary n= 2,433, Teacher Education: Secondary n = 1,135. Response rates 2013: Teacher Education: Early Childhood n=1,102, Teacher Education: Primary n= 2,239, Teacher Education: Secondary n = 1,207.

Figure 37 shows that in 2014, 59% (n=373) of primary graduates and 62% (n=158) of secondary graduates currently employed part-time in schools were seeking full-time employment. The proportion for early childhood graduates is lower with 39% (n=70) seeking full-time work in 2014.

Figure 37: Percentage of teacher education graduates employed part-time in schools seeking full-time employment, 2013 and 2014



Source: Graduate Careers Australia customised data from the Graduate Destination Survey.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector. Response rates 2014: Teacher Education: Early Childhood n=1,249, Teacher Education: Primary n=2,433, Teacher Education: Secondary n=1,135. Response rates 2013: Teacher Education: Early Childhood n=1,102, Teacher Education: Primary n=2,239, Teacher Education: Secondary n=1,207. Some percentages might not add to 100% due to rounding.

Employment status for graduates employed in the public and private sectors

The GDS data also provide information on the types of employment graduates have obtained and the sector (public or private²⁷) in which they are employed. Table 22 and Table 23 below show the employment status for teacher education graduates working in schools, approximately four months after completion of their ITE program. Table 22 shows that:

- 55% (n=735) of graduates in the public system and 55% (n=388) of graduates working in the private system were employed on fixed-term (both up to and more than 12 months) contracts
- Graduates working in the private system were more likely to have a permanent or open-ended contract (38%, n=263) compared to those in the public system (28%, n=377)
- There were more temporary or casual graduates employed in the public system (16%, n=214) compared to the private system (7%, n=46).

Table 22: Employment type for bachelor graduates employed full-time within public and private schools, 2014

Employer	Length	No.	%
Public	Permanent or open-ended contract	377	28
	Fixed-term contract more than 12 months	95	7
	Fixed-term contract up to 12 months	640	48
	Temporary or casual	214	16
	Total full-time employed in public schools	1,326	100
Private	Permanent or open-ended contract	263	38
	Fixed-term contract more than 12 months	78	11
	Fixed-term contract up to 12 months	310	44
	Temporary or casual	46	7
	Total full-time employed in private schools	697	100

Source: Graduate Careers Australia customised data from the Graduate Destination Survey.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector. Respondents' answers to this Graduate Destination Survey may not align with the three sectors of education in Australia (Government, Catholic and Independent). Some percentages might not add to 100% due to rounding.

²⁷ The public and private categories are defined on the basis of two questionnaire items: one for employment sector (public/private) and another for industry.

Table 23 looks at similar data for those graduates working part-time in schools and shows that:

- 72% (n=540) in the public system and 64% (n=206) in the private system were employed on a temporary or casual basis
- There were more part-time graduates employed on a permanent or open-ended contract in the private system (18%, n=57) compared to the public system (7%, n=52).

Table 23: Employment type for bachelor graduates employed part-time within public and private sector schools, 2014

Employer	Length	No.	%
Public	Permanent or open-ended contract	52	7
	Fixed-term contract more than 12 months	21	3
	Fixed-term contract up to 12 months	134	18
	Temporary or casual	540	72
	Total full-time employed in public schools	747	100
Private	Permanent or open-ended contract	57	18
	Fixed-term contract more than 12 months	11	3
	Fixed-term contract up to 12 months	48	15
	Temporary or casual	206	64
	Total full-time employed in private schools	322	100

Source: Graduate Careers Australia customised data from the Graduate Destination Survey.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector. Respondents' answers to this Graduate Destination Survey may not align with the three sectors of education in Australia (Government, Catholic and Independent). Some percentages might not add to 100% due to rounding.

Employment status by early career teacher phases

Data from the SiAS provides employment information for early career teachers. SiAS data have been disaggregated by first and second year teachers as well as third to fifth year teachers. The intent, audience and question design of the SiAS is different to that of the GDS presented above, as such the data sets are not comparable.

Table 24 shows that in 2013:

- 73%²⁸ of teachers²⁹ from the primary sector and 81% from the secondary sector were employed full-time
- Employment outcomes were similar for both primary and secondary teachers who had been teaching between three to five years, however primary teachers with 1-2 years' experience had a higher full-time employment rate compared to their counterparts from the secondary sector.

Table 24: Basis of current employment, primary and secondary teachers, teaching for 1-2 years and 3-5 years, 2013

	Primary – Basis of employment			Secondary – Basis of employment		
	1-2 years %	3-5 years %	All teachers %	1-2 years %	3-5 years %	All teachers %
Part-time	12	14	27	17	13	20
Full-time	88	86	73	83	87	81

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

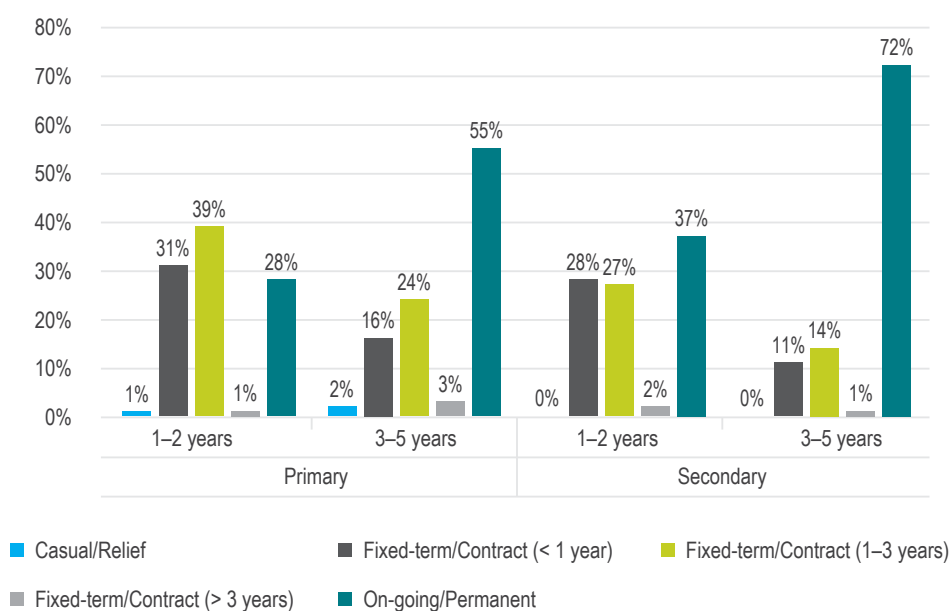
²⁸ It was not possible to provide the number of responses for each score because the Australian Institute for Teaching and School Leadership was not provided with disaggregated Staff in Australia's Schools survey data.

²⁹ The term 'teacher' refers to teachers who responded to the Staff in Australia's Schools survey. Please see Appendix 4 for an explanation of the validity of the results.

Figure 38 shows that in 2013:

- Teachers from the primary sector (teaching 1-2 years = 71% and teaching 3-5 years = 43%) were more likely to be employed in a fixed-term contract compared to their counterparts in the secondary sector (teaching 1-2 years = 57% and teaching 3-5 years = 26%)
- First and second year teachers across both sectors (primary = 71% and secondary = 57%) were more likely to be in a fixed-term contract compared to those teaching 3-5 years (primary = 43% and secondary = 26%)
- Teachers with 3-5 years teaching experience across both sectors (primary = 55% and secondary = 72%) were more likely to be hired on an on-going/permanent basis compared to those teaching 1-2 years (primary = 28% and secondary = 37%).

Figure 38: Type of position, primary and secondary teachers, teaching for 1-2 years and 3-5 years, 2013



Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

The 2013 SiAS survey includes information on the proportion of early career teachers working in the same jurisdiction as where they obtained their main pre-service teacher qualification. Table 25 shows that with the exception of the NT, the majority of early career teachers worked in the same state in which they gained their teaching qualification. For the NT, only 22% of secondary teachers with 1-2 years' teaching experience gained their qualification in the territory and remained there to teach.

Table 25: Proportions of early career teachers working in the same state where they obtained their main initial teacher education qualification, 2013

	Primary		Secondary	
	1–2 years %	3–5 years %	1–2 years %	3–5 years %
NSW	77	97	92	86
VIC	87	93	92	90
QLD	97	90	96	95
WA	90	94	86	80
SA	81	88	86	88
TAS	90	86	84	80
NT	42	27	22	41
ACT	80	82	76	70
Total	85	91	89	87

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

Early career teacher phase – teaching information

Understanding how teachers perceive their education and how it has prepared them for their teaching career is an important factor in understanding the effectiveness of initial teacher education. This section presents 2013 SiAS data on teacher and principal respondent perceptions about the helpfulness of their ITE program, and teacher perceptions on their experiences and career intentions as early career teachers.

5.3 Teacher perceptions of helpfulness of initial teacher education program

The SiAS asked early career teachers about their perceptions of the helpfulness of their ITE program. The survey asked early career teachers about their perceptions of the helpfulness of their ITE program based on the graduate career stage of the APST. Table 26 and Table 27 show how helpful primary and secondary early career teachers found elements of their ITE program. The tables show that:

- Across both primary and secondary, the standard within the graduate career stage of the *APST* that early career teachers felt their ITE program best prepared them for was 'know the content and how to teach it' followed by 'plan for and implement effective teaching and learning.'
- Across both primary and secondary, the standard that early career teachers felt their ITE program least prepared them for was 'know students and how they learn' followed by 'Assess, provide feedback and report on student learning'

In future editions of the ITE data report, new data on graduate and teacher perceptions of the helpfulness of their ITE program can be sourced from the QILT Graduate Outcomes Survey and Graduate Outcomes Longitudinal Survey.



Table 26: Primary teachers' perceptions of the helpfulness of their initial teacher education program, teaching 1-2 years and 3-5 years, 2013

	Primary 1–2 years		Primary 3–5 years	
	Very helpful/ helpful %	Not helpful %	Very helpful/ helpful %	Not helpful %
1. Know students and how they learn				
Teaching students with a wide range of backgrounds and abilities	55	6	41	11
Supporting students with disabilities	30	18	27	24
Teaching Aboriginal and Torres Strait Islander students	25	26	48	30
2. Know the content and how to teach it				
Developing and teaching a unit of work	76	2	76	3
Developing subject content knowledge appropriate for school curriculum	67	5	71	6
Developing strategies for teaching numeracy	69	5	69	6
Developing strategies for teaching literacy	62	7	58	7
Making effective use of Information and Communication Technology (ICT)	53	7	52	8
3. Plan for and implement effective teaching and learning				
Learning how to evaluate and improve my own teaching	74	2	70	5
Developing my skills in classroom communication	64	6	58	7
Learning about resources available for my teaching areas	47	11	49	11
Involving parents/guardians in the educative process	33	28	31	25
4. Create and maintain supportive and safe learning environments				
Managing classroom activities to keep students on task	55	11	50	10
Dealing with difficult student behaviour	39	20	29	25
5. Assess, provide feedback and report on student learning				
Making effective use of student assessment information	43	11	51	13
Ensuring that my assessments are consistent and comparable with those of other teachers	34	25	44	22
Interpreting achievement reports from national or state-wide assessments	26	36	28	33
6. Engage in professional learning				
Developing my own literacy skills	60	10	55	12
Developing my own numeracy skills	62	8	54	12
7. Engage professionally with colleagues, parents/carers and the community				
Meeting my professional and ethical responsibilities as a teacher	75	2	73	3
Complying with legislative, administrative and organisational requirements	59	8	52	11
Developing contacts with professional teaching networks	39	15	42	17
Engaging with performance and development plans	38	21	37	26

Source: Staff in Australia's Schools Survey 2013 dataset, customised analysis provided by the Australian Council for Educational Research.

Table 27: Secondary teachers' perceptions of the helpfulness of their initial teacher education program, teaching 1-2 years and 3-5 years, 2013

	Secondary 1–2 years		Secondary 3–5 years	
	Very helpful/ helpful	Not helpful	Very helpful/ helpful	Not helpful
	%	%	%	%
1. Know students and how they learn				
Teaching students with a wide range of backgrounds and abilities	49	8	40	17
Supporting students with disabilities	41	14	28	29
Teaching Aboriginal and Torres Strait Islander students	34	22	25	37
2. Know the content and how to teach it				
Developing and teaching a unit of work	75	4	74	4
Developing subject content knowledge appropriate for school curriculum	64	10	66	11
Developing strategies for teaching numeracy	36	27	32	33
Developing strategies for teaching literacy	50	13	41	20
Making effective use of Information and Communication Technology (ICT)	63	9	52	13
3. Plan for and implement effective teaching and learning				
Learning how to evaluate and improve my own teaching	74	6	68	7
Developing my skills in classroom communication	66	8	61	8
Learning about resources available for my teaching areas	59	10	55	13
Involving parents/guardians in the educative process	29	28	21	38
4. Create and maintain supportive and safe learning environments				
Managing classroom activities to keep students on task	53	12	48	16
Dealing with difficult student behaviour	37	20	34	28
5. Assess, provide feedback and report on student learning				
Making effective use of student assessment information	50	16	43	19
Ensuring that my assessments are consistent and comparable with those of other teachers	44	19	44	24
Interpreting achievement reports from national or state-wide assessments	31	37	25	40
6. Engage in professional learning				
Developing my own literacy skills	53	15	40	25
Developing my own numeracy skills	30	37	27	42
7. Engage professionally with colleagues, parents/carers and the community				
Meeting my professional and ethical responsibilities as a teacher	78	4	73	6
Complying with legislative, administrative and organisational requirements	61	12	61	10
Developing contacts with professional teaching networks	49	15	43	17
Engaging with performance and development plans	41	22	33	28

Source: Staff in Australia's Schools Survey 2013 dataset, customised analysis provided by the Australian Council for Educational Research.

5.4 Employer perceptions of teacher classroom readiness

The SiAS asked principals to assess how prepared recent teacher graduates were to perform a range of tasks related to their employment in the school. Like Table 26 and Table 27 above, the questions were based on the graduate career stage of the APST. Table 28 shows:

- Overall, secondary teachers rated higher than primary teachers
- Like teachers, principals indicated the standard within the graduate career stage of the APST that primary and secondary teachers were best prepared for was 'know the content and how to teach it' followed by 'plan for and implement effective teaching and learning'
- The standard that rated the lowest by principals was 'know students and how they learn' followed by 'create and maintain supportive and safe learning environments.'

In future editions of the ITE data report, new data on employer satisfaction, and employer perceptions of graduates' classroom readiness can be obtained from the QILT Employer Satisfaction Survey.

Table 28: Principals' perceptions of the preparation of recent teacher graduates, primary and secondary teachers, 2013

	Primary	Secondary
In your experience, how well prepared are recent graduates in regard to:	"Very well prepared" or "well prepared" %	"Very well prepared" or "well prepared" %
1. Know students and how they learn		
Teaching wide range of students	20	30
Teaching ATSI students	8	12
Supporting students with disabilities	6	15
2. Know the content and how to teach it		
Making effective use of ICT	70	76
Developing and teaching a unit of work	42	58
Subject content knowledge	40	62
Developing strategy for teaching numeracy	34	27
Developing strategy for teaching literacy	33	24
3. Plan for and implement effective teaching and learning		
Resources available in their teaching areas	42	58
Developing skills in classroom communication	37	53
Evaluating and improving their own teaching	26	45
Involving parents and guardians	18	27
4. Create and maintain supportive and safe learning environments		
Managing classroom activities	29	32
Dealing with difficult student behaviour	12	11
5. Assess, provide feedback and report on student learning		
Making effective use of student assessment information	23	32
Ensuring their assessments are consistent and comparable with other teachers	18	31
Interpreting national or state-wide achievement reports	14	22
6. Engage in professional learning		
Developing their own literacy skills	38	30
Developing their own numeracy skills	38	25
7. Engage professionally with colleagues, parents/carers and the community		
Meeting their professional and ethical responsibilities	49	60
Complying with legislative and organisational requirements	35	51
Developing contacts with professional teaching networks	24	40
Engaging with performance and development plans	20	33

Source: Staff in Australia's Schools 2013: Main Report on the Survey, Table 12.17, pp. 133–134.

5.5 Teacher perceptions of helpfulness of induction

The 2013 SiAS survey captured responses from early career teachers about the types of assistance they were provided when they began teaching. Table 29 and Table 30 show:

- Most primary (teaching 1-2 years = 81% and teaching 3-5 years = 72%) and secondary (teaching 1-2 years = 76% and teaching 3-5 years = 75%) teachers were assigned a mentor. Across all groups, about three quarters found the mentor helpful or very helpful.
- Slightly more secondary teachers (teaching 1-2 years = 83% and teaching 3-5 years = 84%) participated in an orientation program designed for new teachers, compared to primary teachers (teaching 1-2 years = 76% and teaching 3-5 years = 73%). Across all groups, at least two thirds found orientation helpful or very helpful
- About a third of primary teachers (teaching 1-2 years = 33% and teaching 3-5 years = 27%) and secondary teachers (teaching 1-2 years = 35% and teaching 3-5 years = 32%) received follow up from their teacher education institution. Across all groups, about a third found the follow up helpful or very helpful.

Table 29: Primary early career teachers: Types of assistance provided and perceptions of their helpfulness, teaching 1-2 years and 3-5 years, 2013

	Primary					
	1–2 years			3–5 years		
	Been provided %	Very helpful/ helpful %	Not helpful %	Been provided %	Very helpful/ helpful %	Not helpful %
A designated mentor	81	81	3	72	73	6
An orientation program designed for new teachers	76	77	3	73	67	9
Observation of experienced teachers teaching their classes	67	86	5	69	83	6
Structured opportunities to discuss your experiences with other new teachers	70	80	4	63	71	10
A reduced face-to-face teaching workload	59	74	4	47	64	14
Follow-up from your teacher education institution	33	34	38	27	26	45
Other assistance	27	84	7	22	82	14
Did not receive any of these	2	–	–	4	–	–

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

Table 30: Secondary early career teachers: Types of assistance provided and perceptions of their helpfulness, teaching 1-2 years and 3-5 years, 2013

	Secondary					
	1–2 years			3–5 years		
	Been provided %	Very helpful/ helpful %	Not helpful %	Been provided %	Very helpful/ helpful %	Not helpful %
A designated mentor	76	74	8	75	73	9
An orientation program designed for new teachers	83	69	6	84	69	7
Observation of experienced teachers teaching their classes	71	77	6	73	83	4
Structured opportunities to discuss your experiences with other new teachers	65	65	9	67	70	5
A reduced face-to-face teaching workload	60	77	10	50	71	9
Follow-up from your teacher education institution	35	35	42	32	33	41
Other assistance	23	84	13	17	80	13
Did not receive any of these	4	-	-	4	-	-

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

5.6 Nature of current position: teaching and non-teaching duties

The SiAS captured information on the nature of early career teachers' positions. Table 31 indicates:

- The most common role was classroom teaching, particularly for those teaching 1-2 years (primary = 94% and secondary = 89%).

Table 31: Nature of current position, primary and secondary teachers, teaching for 1-2 years and 3-5 years, 2013

	Primary			Secondary		
	1–2 years %	3–5 years %	All teachers %	1–2 years %	3–5 years %	All teachers %
Mainly classroom teaching	94	87	71	89	76	61
Classroom teaching and management	2	10	12	6	19	25
Mainly specialist support to students	4	2	14	5	3	5
Mainly managing an area or department	1	1	3	1	1	8

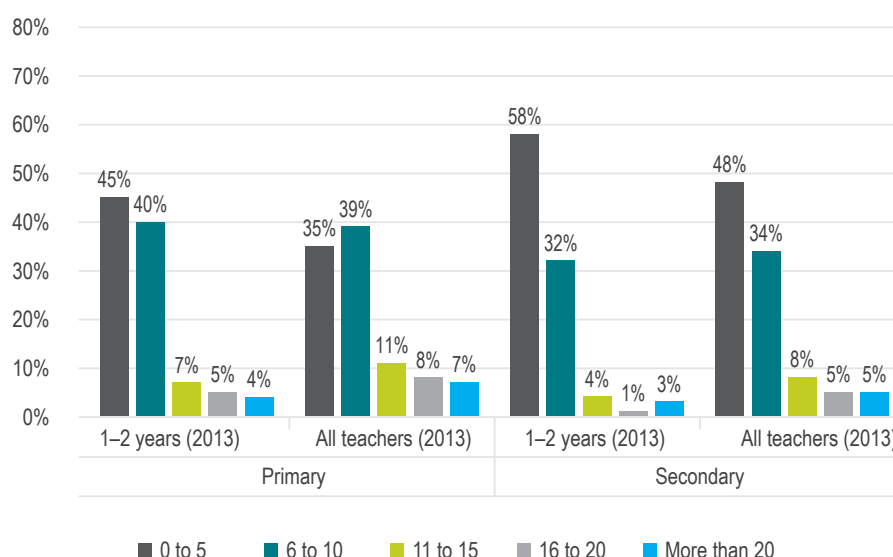
Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

5.7 Professional development

Figure 39 provides detail on the number of days early career teachers were engaged in professional learning activities over the previous 12 months. It shows that:

- Teachers with 1-2 years teaching experience across both sectors were less likely to engage in professional learning compared to all teachers. For teachers with 1-2 years teaching experience, 16% from the primary sector and 8% from the secondary sector participated in professional learning for more than 10 days. For all teachers, this figure was 26% for primary and 18% for secondary teachers.
- Across all groups, the most common number of professional development days taken was between zero to 10 days.

Figure 39: Number of days engaged in professional learning activities over the past 12 months, teaching 1-2 years and all teachers, 2013



Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

5.8 Teacher career intentions: intention to remain or leave teaching

Table 32 provides information on early career teachers' views on the teaching profession. The table shows that in 2013:

- Primary teachers with 1-2 years teaching experience (61%) were more likely to expect that teaching would be a lifetime profession compared to those from the primary sector teaching 3-5 years (47%), and those from the secondary sector (teaching 1-2 years = 45% and teaching 3-5 years = 46%).

Table 32: Views on the teaching profession, primary and secondary sectors, teaching 1-2 years and 3-5 years, 2013

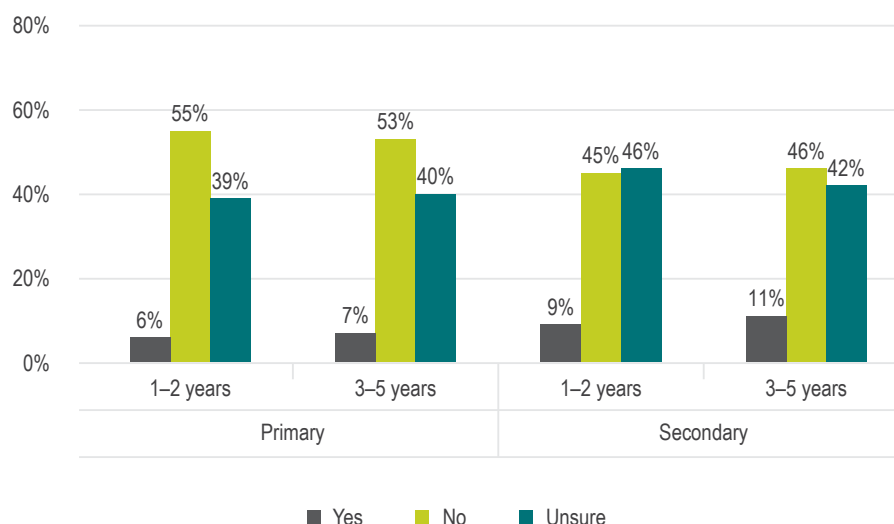
	Primary 2013		Secondary 2013	
	1-2 years %	3-5 years %	1-2 years %	3-5 years %
I expect that teaching will be my lifetime career	61	47	45	46
I am unlikely to leave teaching	26	27	35	29
Those who clearly intend to stay in teaching	87	75	80	76
I am thinking about an alternative career	11	24	20	22
I am actively seeking an alternative career	2	1	1	2

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

The 2013 SiAS captured additional information from early career teachers about their intention to leave teaching. Figure 40 shows that in 2013:

- Only a small proportion of primary teachers (teaching 1-2 years = 6% and teaching 3-5 years = 7%) and secondary teachers (teaching 1-2 years = 9% and teaching 3-5 years = 11%) indicated they intended to leave teaching permanently prior to retirement.

Figure 40: Proportions who intend to leave teaching permanently prior to retirement, primary and secondary teachers, teaching for 1-2 years and 3-5 years, 2013



Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

5.9 Factors affecting intention to leave teaching pre-retirement

Table 33 shows the factors contributing to teachers' intentions to leave the teaching profession. The data show:

- For primary teachers with 1-2 years' teaching experience, the strongest factors were insufficient recognition or reward (55%) and the perceived poor public image of teachers (52%).
- For primary teachers with 3-5 years' teaching experience, the strongest factors were heavy workload (73%) and insufficient recognition or reward (62%).
- For secondary teachers with 1-2 years' experience, there was a wider spread of factors compared to those from the primary sector. The strongest factors were insufficient recognition and reward (38%) and the heavy workload (37%).
- For secondary teachers with 3-5 years' experience, the strongest factors were also insufficient recognition and reward (66%) and the heavy workload (66%).

These results should however be treated with caution due to the low numbers of respondents expressing an intention to leave.

Table 33: Early career teachers who intend to leave teaching permanently prior to retirement: most important factors, primary and secondary teachers, teaching 1-2 years and 2-5 years, 2013

Factor	Primary		Secondary	
	1-2 years %	3-5 years %	1-2 years %	3-5 years %
Insufficient recognition or reward for teachers	55	62	38	66
The workload is too heavy	26	73	37	66
I never intended teaching to be a long-term career	42	32	32	23
Better opportunities outside of schools	23	38	29	46
The poor public image of teachers	52	17	24	35
Other	35	25	20	17
Changes imposed on schools from outside	12	34	27	48
Class sizes too large	20	26	24	22
Insufficient support staff	25	21	12	26
I was not enjoying teaching	12	18	29	20
Family reasons	6	6	6	12
I had issues with student management	3	7	8	3
Unsatisfactory relationships with other staff	10	3	7	5
Dissatisfaction with performance appraisal processes	3	5	10	19
I have found that I am not suited to teaching	1	3	24	3

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.



6 Provider and program specific information

This section includes individual ITE provider and program specific information presented alphabetically by provider. As in previous years, data from the Higher Education Statistics Data Collection is included. For the first time this year, provider-specific data has also been included from the Course Experience Questionnaire (CEQ), Graduate Destination Survey (GDS) and Student Experience Survey (SES). An explanation of each data set is provided below.

Higher Education Statistics Collection

Data from the Higher Education Statistics Collection 2014 is included for providers who have programs classified as providing initial teacher education (HEIMS data element E312=22). The provider-level information includes the:

- Number of programs with commencing students
- Aggregated commencement, enrolment and completions figures for all ITE programs detailed by the provider
- Aggregated commencement data by gender, citizenship and equity status
- Time-series commencement and completion data for 2005 to 2014.
- Individual program level data.

The following program-level data for each provider is included:

- Program name, program level and detailed field of education
- Commencements by basis of admission
- Commencements by ATAR bands
- Commencements by program for 2014
- Completions by program for 2014
- Programs with completions only.

Due to the timing and classification of the data reported to the Higher Education Statistics Collection, the programs listed in these tables are not identical to those in the AITSL 'Accredited Programs List' (<http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>). The Accredited Programs List is an up-to-date list of accredited programs provided by the teacher regulatory authorities in each jurisdiction and may differ from how providers of initial teacher education classify their programs for the purposes of reporting to the Higher Education Group. ITE courses were identified using the HEIMS data element E312=22 'initial teacher education.' The information in this section is derived from two sets of data provided by the Higher Education Group. One set is concerned only with commencements data and the other only with completions data. The program level data include programs with commencements only, commencements and completions and completions only (likely to be those programs being phased out). A matching process based on program code has been used to combine the completions and commencements datasets. Where the program level data in this section have

five or fewer students, it is shown as '<5' by the Higher Education Group to avoid any risk of disseminating identifiable data. As noted earlier, the data in this report are derived from the verified and signed-off data. Revised data may be submitted by Higher Education Institutions (HEIs) through the Higher Education Information Management System (HEIMS) at any time; however, no change will be made to the verified and signed-off data. Further, the reporting practices followed in entering data into the HEIMS may vary across HEIs.

Three key points should be considered when interpreting the data from the higher education statistics collection:

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 most likely to have been selected as the result of a student's ATAR.
 - VET award course – where a student was granted an offer as a result of a VET course they had previously undertaken.
 - Mature age – where a student was granted an offer through a mature age special entry provision as determined by the HEP.
 - Professional qualification – where a student was granted an offer through previous employment, relevant to the field of study as determined by the HEP
 - Other basis – where a student was granted an offer not categorised through the remaining basis of admission categories, for example, through a school principal's letter of recommendation.
2. ATAR bands showing a dash represent those programs that have not admitted students who have an ATAR submitted by their HEI, for example, students from postgraduate programs. The students without a submitted ATAR are classified as 'unknown' in the data. Further, the ATAR data include ATARs for all commencing students who have a submitted ATAR and as such, the data on the distribution of ATAR scores across the bands provide an indication as to how entrants to initial teacher education performed in their final years of secondary education rather than a direct representation as to how they were admitted to an initial teacher education program. It is important to note in reading these data that ATAR is not always the basis of admission so any further interpretation of the data to draw conclusions about ATAR and selection should be done with caution. These data do not represent the minimum entry ATAR scores that are published for admission to ITE programs.

3. The data on commencements and completions relate to the numbers of students commencing and completing during 2014, rather than a single cohort of students.

Notation	Definition
'0'	Provider has reported a zero for this field
<5	Actual figures suppressed to avoid identification
np	Where the data have not been provided or published
Empty cell	Where a program only has completions data the commencement cells are empty

Course Experience Questionnaire

The CEQ is completed by graduates of Australian HEIs about four months after completion of their courses. The data represent responses from graduates of undergraduate programs. ITE respondents were identified in the CEQ by limiting the data to four specific fields of education within the broad field of 'Teacher Education.' Namely: Teacher Education, Early Childhood, Primary, and Secondary.

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

- Overall satisfaction
- Good teaching
- Generic skills.

The chart presents the average percentage of results, together with the upper and lower confidence intervals. Confidence intervals are displayed to provide a measure of accuracy of the estimates. The precise wording of the items from which these data were derived can be found at Appendix 5.

Graduate Destination Survey

The GDS 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 employment outcomes for graduates of undergraduate programs. ITE students were identified in the GDS by limiting the data to four specific fields of education within the broad field of 'Teacher Education.' Namely: Teacher Education, Early Childhood, Primary, and Secondary.

The employment outcomes data represent the proportion of ITE respondents who were employed about four months after completing their course, by individual ITE provider. Combined 2013, 2014 and 2015 data are presented in a stacked bar chart, along with the number of responses. The chart shows the proportion of ITE graduates working full-time and part-time and further divides these groups into those working in schools and those not employed in schools.

The precise wording of the items from which these data were derived can be found at Appendix 5.

Student Experience Survey

The SES is completed by commencing and final year students enrolled in undergraduate programs. ITE students were identified using the HEIMS data element E312=22 'initial teacher education.' Combined 2013 and 2014 data from the SES are presented in a column chart showing average scores for ITE students, by individual ITE provider, and the national average of all ITE providers, across the following six indicators:

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

The chart presents the average percentage of results, together with the upper and lower confidence intervals. Confidence intervals are displayed to provide a measure of accuracy of the estimates. The precise wording of the items from which these data were derived can be found at Appendix 5.



Two key point should be considered when interpreting the data from the CEQ, GDS and SES:

1. Care should be taken when interpreting the results of the CEQ, GDS and SES. 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 accuracy of the estimates. Where a data item contained fewer than 25 responses, it has been omitted. The CEQ and SES data presented in this section allow you to compare an individual ITE provider's average with the national average of all ITE providers. When there is an overlap between the confidence interval for an ITE provider and the confidence interval for the national average of all ITE providers, it cannot be concluded with confidence that there is a difference between the institution and the national average.
2. ITE courses could not be identified in the CEQ and GDS using the HEIMS data element E312=22 'initial teacher education' because the survey does not collect student and course identifiers. Four teacher education field of study codes were used to identify ITE students in these surveys, which captured about 90% of ITE students.

List of providers

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

Aggregated data from all ITE programs

2014 Number of programs	1
2014 Commencements	10
2014 Enrolments	23
2014 Completions	< 5

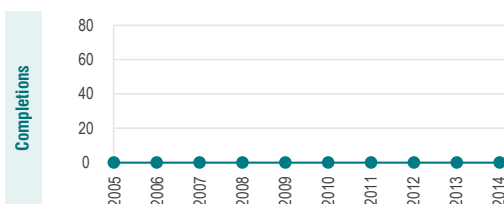
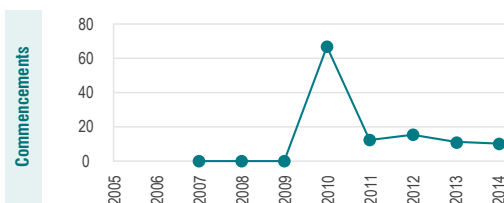
2014 Commencement breakdowns

Gender	Females	np
	Males	< 5
Citizenship	Domestic	9
	Overseas	< 5
Equity group	Indigenous	-
	NESB	-
	Low SES	< 5
	Regional	< 5
	Remote	-

Alphacrucis College – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	10	-	-	-	-	-	-	-	-	-	-	10	10	< 5
Total			-	10	-	-	-	-	-	-	-	-	-	-	10	10	< 5

Time series



The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

No data available.
Postgraduate students are not included in this survey.

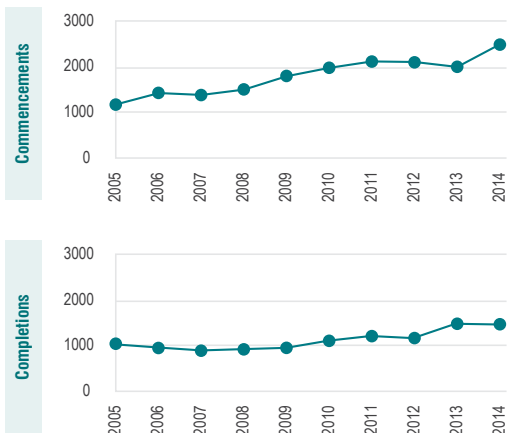
Aggregated data from all ITE programs

2014 Number of programs	16
2014 Commencements	2,543
2014 Enrolments	6,531
2014 Completions	1,441

2014 Commencement breakdowns

Gender	Females	1,946
	Males	597
Citizenship	Domestic	2,483
	Overseas	60
Equity group	Indigenous	78
	NESB	43
	Low SES	310
	Regional	224
	Remote	5

Time series



Australian Catholic University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Early Childhood Education (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood	< 5	np	13	-	-	-	-	-	-	-	-	-	27	27	-
Master of Teaching (Early Childhood Birth to 5 Years)	Postgrad	Teacher Education: Early Childhood	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Master of Teaching (Secondary)/Postgrad Religious Education	Postgrad	Teacher Education: Secondary	-	36	-	-	-	-	-	-	-	-	-	-	36	36	-
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education: Early Childhood	< 5	101	313	150	np	-	< 5	63	76	60	27	< 5	339	572	270
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	5	145	517	132	18	-	9	91	140	90	58	9	420	817	409
Bachelor of Education (Primary) (Indigenous Studies)	Undergrad	Teacher Education: Primary	np	13	15	< 5	-	-	-	-	-	-	-	-	39	39	9
Bachelor of Teaching/Bachelor of Arts (Humanities)	Undergrad	Teacher Education: Secondary	< 5	39	178	17	< 5	-	-	27	50	48	np	< 5	96	236	110
Bachelor of Teaching/Bachelor of Arts (Mathematics)	Undergrad	Teacher Education: Secondary	-	np	26	< 5	-	-	-	< 5	6	5	< 5	-	18	37	17
Bachelor of Teaching/Bachelor of Arts (Technology)	Undergrad	Teacher Education: Secondary	-	< 5	46	14	< 5	-	-	12	8	9	5	-	32	66	41

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Australian Catholic University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Teaching/Bachelor of Arts (Visual Arts)	Undergrad	Teacher Education: Secondary	-	6	40	17	-	-	< 5	9	13	5	< 5	< 5	31	63	16
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	247	< 5	np	-	-	-	-	-	-	-	-	258	258	292
Graduate Diploma in Education (Secondary)/Postgrad in Religi	Postgrad	Teacher Education: Secondary	-	149	< 5	np	-	-	-	-	-	-	-	-	158	158	133
Master of Teaching (Early Years)	Postgrad	Teacher Education: Early Childhood	-	51	-	-	-	-	-	-	-	-	-	-	51	51	<5
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	np	-	< 5	-	-	-	-	-	-	-	-	70	70	40
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	np	-	< 5	-	-	-	-	-	-	-	-	68	68	14
Master of Teaching (Primary)/Postgrad in Religious Education	Postgrad	Teacher Education: Primary	-	np	-	< 5	-	-	-	-	-	-	-	-	43	43	55
Bachelor of Educational Studies	Undergrad	Teacher Education: Primary															14
Bachelor of Teaching/Bachelor of Arts	Undergrad	Teacher Education: Secondary															6

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Australian Catholic University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Teaching (Early Childhood)	Undergrad	Teacher Education: Early Childhood														<5
Master of Teaching (Secondary)/Postgrad Religious Education	Postgrad	Teacher Education: Secondary														9
Total			19	989	1154	354	27	-	14	206	293	217	109	16	1688	1441

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

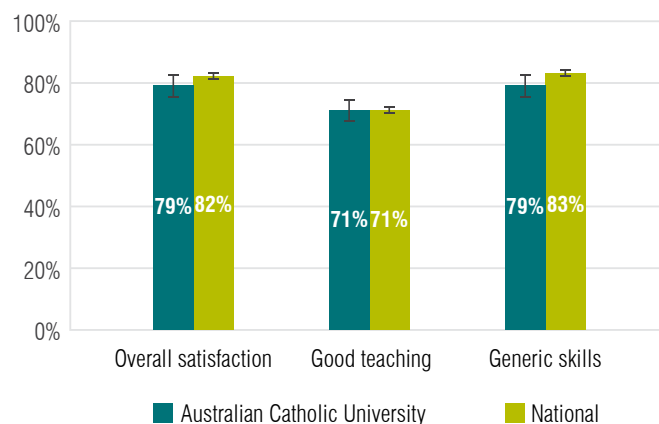
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

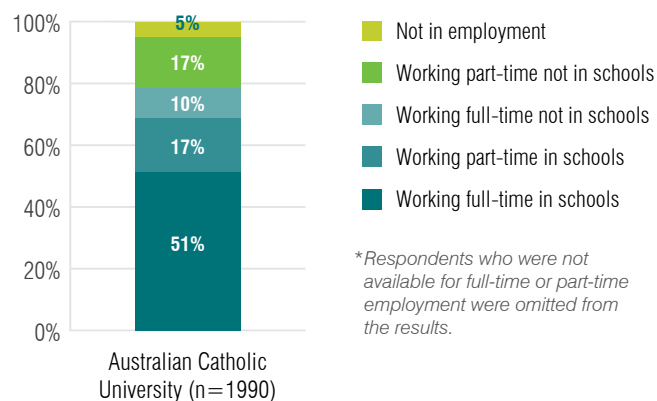
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

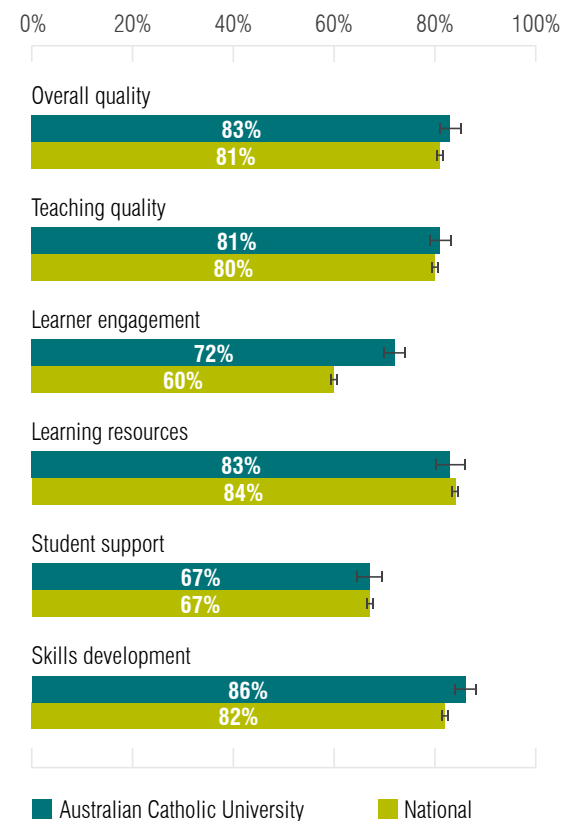


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



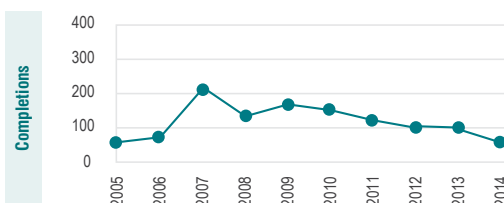
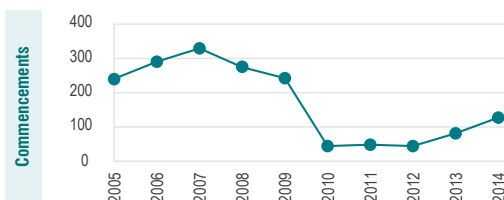
Aggregated data from all ITE programs

2014 Number of programs	3
2014 Commencements	128
2014 Enrolments	237
2014 Completions	64

2014 Commencement breakdowns

Gender	Females	65
	Males	63
Citizenship	Domestic	128
	Overseas	-
Equity group	Indigenous	-
	NESB	< 5
	Low SES	22
	Regional	11
	Remote	-

Time series



Australian College of Physical Education – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Physical and Health Education)	Undergrad	Teacher Education: Secondary	6	10	40	< 5	-	< 5	9	5	< 5	< 5	-	31	np	np	-
Bachelor of Dance Education	Undergrad	Teacher Education: Secondary	-	< 5	np	-	-	-	< 5	< 5	< 5	< 5	-	8	np	np	18
Graduate Diploma of Education	Postgrad	Teacher Education: Secondary	5	np	-	-	-	-	8	np	< 5	-	-	34	np	np	25
Bachelor of Education (Physical and Health Education)	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18
Bachelor of Physical and Health Education	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	< 5
Total			11	np	53	< 5	-	< 5	np	14	8	< 5	-	73	np	128	64

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

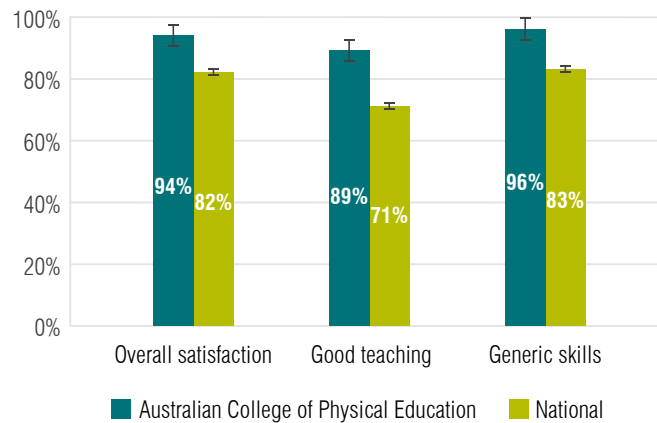
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014



Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

Not available due to insufficient data.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

Not available due to insufficient data.

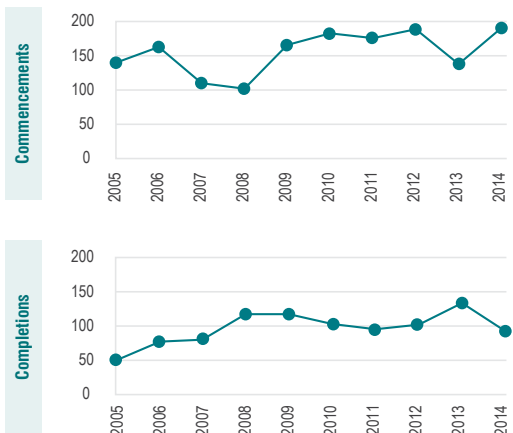
Aggregated data from all ITE programs

2014 Number of programs	10
2014 Commencements	193
2014 Enrolments	494
2014 Completions	90

2014 Commencement breakdowns

Gender	Females	134
	Males	59
Citizenship	Domestic	190
	Overseas	< 5
Equity group	Indigenous	5
	NESB	< 5
	Low SES	47
	Regional	44
	Remote	< 5

Time series



Avondale College – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	< 5	< 5	< 5	-	-	-	< 5	-	-	< 5	-	< 5	7	-
Bachelor of Arts/Bachelor of Teaching (Honours)	Undergrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Education (Early Childhood) (Birth - 5 Years)	Undergrad	Teacher Education: Early Childhood	-	12	< 5	np	-	-	< 5	-	-	-	< 5	-	16	18	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	< 5	20	15	7	< 5	-	8	< 5	8	5	< 5	< 5	18	44	-
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	7	np	< 5	-	-	< 5	< 5	< 5	-	-	< 5	7	15	-
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	14	-	-	-	-	-	-	-	-	-	-	14	14	< 5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	14	-	-	-	-	-	-	-	-	-	-	14	14	< 5
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	13	19	< 5	< 5	-	< 5	< 5	7	5	6	< 5	9	36	< 5
Bachelor of Business/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	< 5	-	-	-	< 5	5	< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Avondale College – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Early Childhood/Primary) (Birth - 12 Years)	Undergrad	Teacher Education: Early Childhood	-	30	< 5	np	-	-	7	< 5	5	< 5	-	-	22	39	<5
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary															20
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary															<5
Undergrad of Classroom Support (Primary)	Undergrad	Teacher Education: Primary															<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															33
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary															<5
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood															8
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary															14
			< 5	116	49	25	< 5	-	23	10	23	13	np	< 5	108	193	90

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

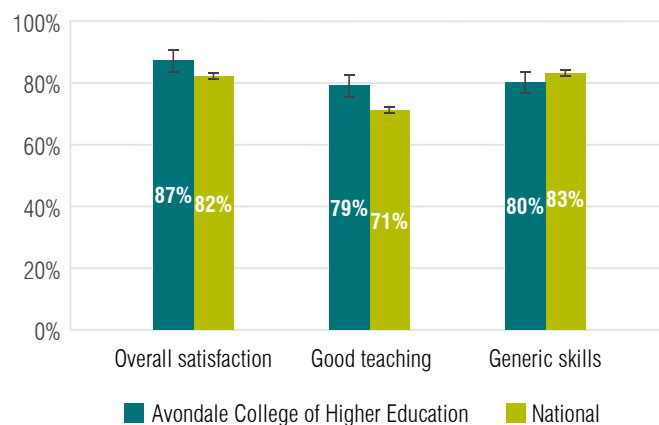
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Initial teacher education – graduate outcomes and student experience

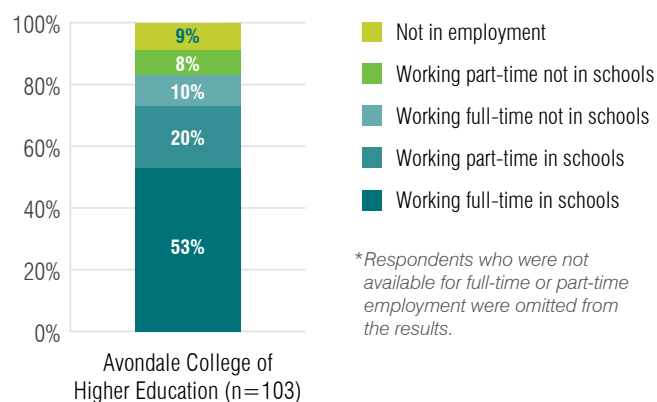
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

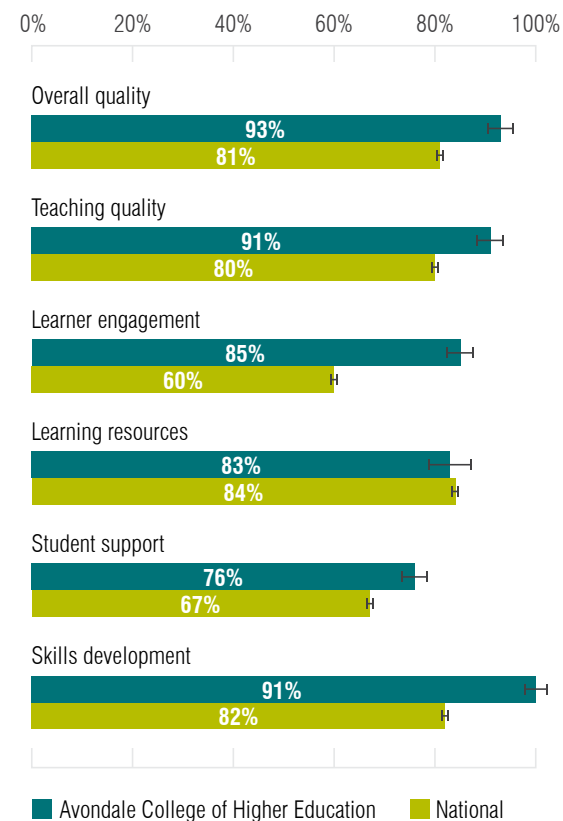


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



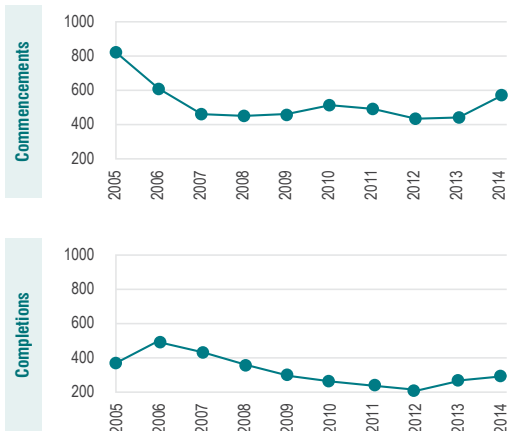
Aggregated data from all ITE programs

2014 Number of programs	7
2014 Commencements	570
2014 Enrolments	1,260
2014 Completions	296

2014 Commencement breakdowns

Gender	Females	440
	Males	130
Citizenship	Domestic	np
	Overseas	< 5
Equity group	Indigenous	16
	NESB	5
	Low SES	226
	Regional	450
	Remote	23

Time series



Central Queensland University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
B Education (Primary)	Undergrad	Teacher Education: Primary	7	50	50	28	33	-	-	< 5	13	11	np	-	137	168	-
B Education (Secondary)	Undergrad	Teacher Education: Secondary	np	48	67	21	17	< 5	-	-	8	10	np	< 5	132	162	-
B Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	< 5	38	28	45	np	-	-	-	< 5	< 5	< 5	< 5	121	131	-
BLM (Secondary and VET)	Undergrad	Teacher Education	-	< 5	-	-	< 5	-	-	-	-	-	-	-	5	5	33
BLM (Early Childhood Ed)	Undergrad	Teacher Education: Early Childhood	-	< 5	-	< 5	-	-	-	-	-	-	-	-	< 5	< 5	69
BLM (Primary Education)	Undergrad	Teacher Education: Primary	-	np	< 5	-	-	-	-	-	-	-	-	-	6	6	88
GD Learning and Teaching	Postgrad	Teacher Education	-	95	-	-	-	-	-	-	-	-	-	-	95	95	89
BLM (Japanese)	Undergrad	Teacher Education															<5
B Learning Design	Undergrad	Teacher Education: Vocational Education and Training															16

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Central Queensland University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Total			np	241	146	95	69	< 5	-	< 5	23	25	16	np	499	570	296

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

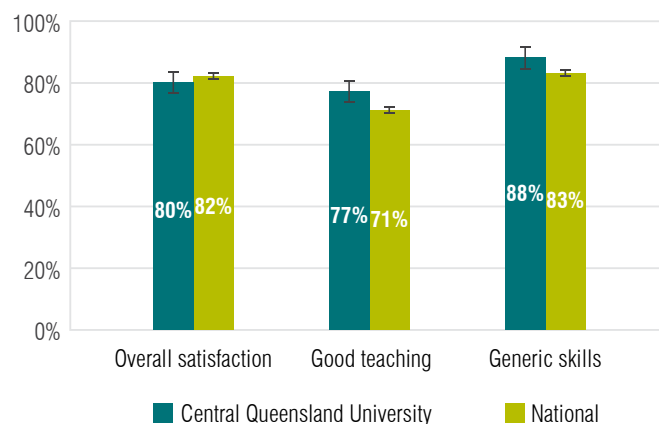
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Initial teacher education – graduate outcomes and student experience

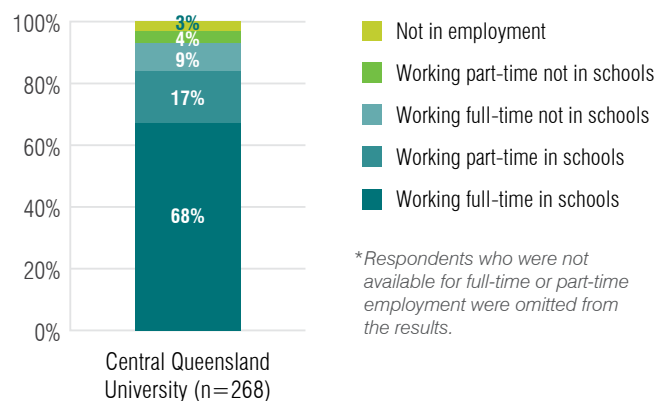
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

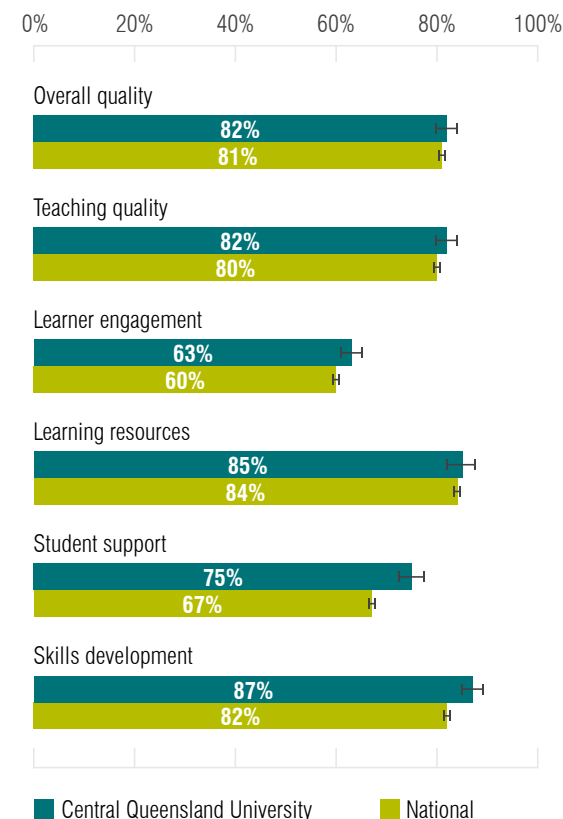


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



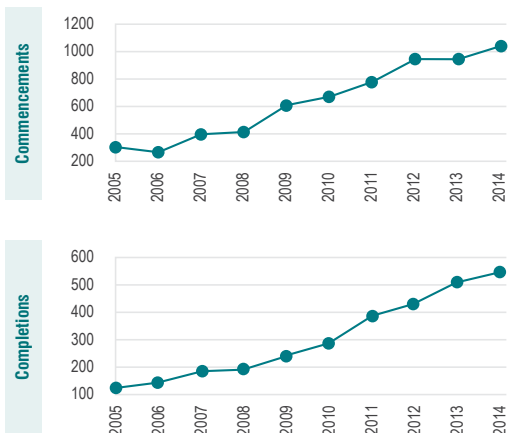
Aggregated data from all ITE programs

2014 Number of programs	12
2014 Commencements	1,047
2014 Enrolments	2,125
2014 Completions	542

2014 Commencement breakdowns

Gender	Females	782
	Males	265
Citizenship	Domestic	1,035
	Overseas	12
Equity group	Indigenous	34
	NESB	24
	Low SES	174
	Regional	414
	Remote	103

Time series



Charles Darwin University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor Of Education (Primary Teaching)	Undergrad	Teacher Education: Primary	17	66	57	27	33	-	21	35	33	19	np	< 5	80	200	-
Bachelor Of Education Secondary Teaching (Health And Physical Education)	Undergrad	Teacher Education: Secondary	-	7	11	< 5	np	-	6	< 5	5	< 5	< 5	-	6	27	-
Bachelor Of Education Secondary Teaching (Humanities And Social Science)	Undergrad	Teacher Education: Secondary	-	5	10	-	5	-	< 5	< 5	< 5	< 5	< 5	< 5	9	20	-
Bachelor Of Education Secondary Teaching (Information Technology)	Undergrad	Teacher Education: Secondary	< 5	-	< 5	-	-	-	< 5	-	-	-	-	-	< 5	< 5	-
Bachelor Of Education Secondary Teaching (Mathematics)	Undergrad	Teacher Education: Secondary	-	7	< 5	< 5	-	-	< 5	< 5	< 5	< 5	< 5	< 5	< 5	11	-
Bachelor Of Education Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	< 5	< 5	-	< 5	< 5	< 5	-
Bachelor Of Education Secondary Teaching (Science)	Undergrad	Teacher Education: Secondary	-	6	< 5	< 5	-	-	-	< 5	< 5	< 5	< 5	-	< 5	10	-
Bachelor Of Education Secondary Teaching (Visual Arts)	Undergrad	Teacher Education: Secondary	-	-	< 5	< 5	-	-	-	-	< 5	-	-	-	< 5	< 5	-
Bachelor Of Early Childhood Learning	Undergrad	Teacher Education: Early Childhood	-	42	-	-	-	-	-	< 5	-	-	< 5	-	38	42	14

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Charles Darwin University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor Of Teaching And Learning Early Childhood	Undergrad	Teacher Education: Early Childhood	< 5	14	18	25	np	-	8	12	5	< 5	< 5	< 5	32	64	17
Bachelor Of Teaching And Learning Inservice (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	40	-	-	-	-	-	< 5	-	< 5	< 5	-	32	40	34
Graduate Diploma In Teaching And Learning	Postgrad	Teacher Education	-	625	-	-	-	-	-	-	-	-	-	-	625	625	402
Bachelor Of Education (Preservice)	Undergrad	Teacher Education															<5
Bachelor Of Teaching And Learning/ Bachelor Of Arts	Undergrad	Teacher Education															6
Bachelor Of Teaching And Learning/ Bachelor Of Applied Science	Undergrad	Teacher Education															<5
Bachelor Of Teaching And Learning/ Bachelor Of Creative Arts And Industri	Undergrad	Teacher Education															<5
Bachelor Of Teaching And Learning (Preservice)	Undergrad	Teacher Education															63
Total			19	814	105	60	49	-	39	60	49	36	22	8	833	1047	542

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

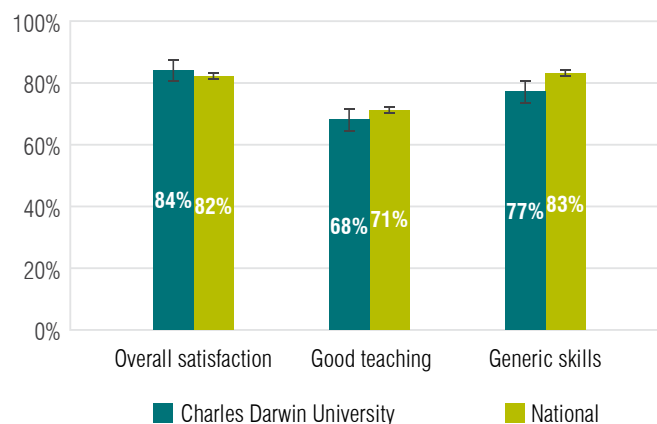
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Initial teacher education – graduate outcomes and student experience

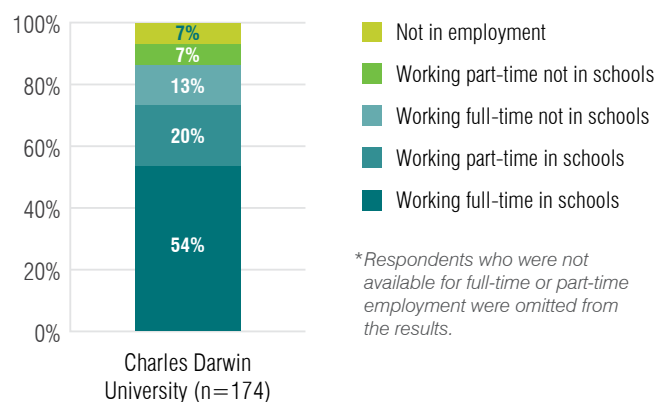
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014



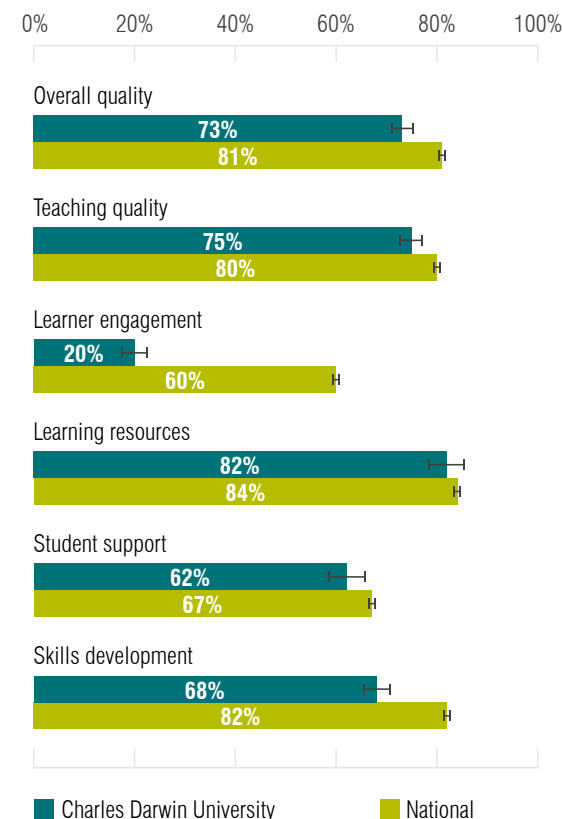
Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



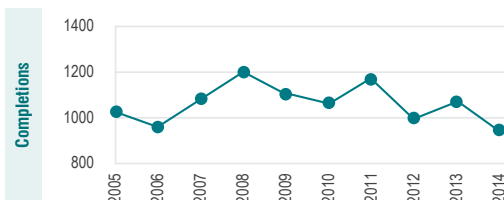
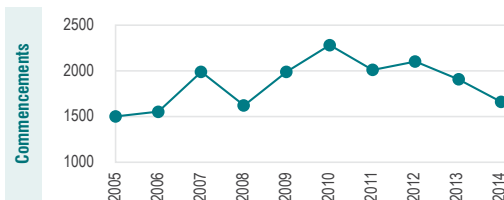
Aggregated data from all ITE programs

2014 Number of programs	12
2014 Commencements	1,643
2014 Enrolments	4,695
2014 Completions	960

2014 Commencement breakdowns

Gender	Females	1,317
	Males	326
Citizenship	Domestic	1,429
	Overseas	214
Equity group	Indigenous	37
	NESB	24
	Low SES	371
	Regional	712
	Remote	22

Time series



Charles Sturt University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education	45	43	18	24	71	-	23	31	31	np	< 5	-	97	201	-
Bachelor of Education (K-12)	Undergrad	Teacher Education	34	48	28	11	58	-	10	19	25	17	14	-	94	179	-
Bachelor of Education (Secondary Mathematics)	Undergrad	Teacher Education: Secondary	-	7	-	-	-	-	-	-	-	-	-	-	7	7	<5
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education	-	6	-	-	-	-	-	-	-	-	-	-	6	6	123
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	16	297	-	-	-	-	-	-	-	-	-	-	313	313	142
Bachelor of Education (Birth to 5 Years)	Undergrad	Teacher Education: Early Childhood	53	np	< 5	409	-	-	-	-	< 5	< 5	-	-	484	486	108
Bachelor of Early Childhood Studies	Undergrad	Teacher Education: Early Childhood	-	np	-	< 5	-	-	-	-	-	-	-	-	8	8	11
Bachelor of Education (Health and Physical Education)	Undergrad	Teacher Education: Secondary	< 5	5	< 5	< 5	7	-	< 5	< 5	< 5	< 5	< 5	-	7	19	17
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary	11	142	-	-	-	-	-	< 5	-	-	< 5	-	151	153	71

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Charles Sturt University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Education (Technology and Applied Studies)	Undergrad	Teacher Education: Secondary	22	np	< 5	28	9	-	< 5	< 5	< 5	< 5	-	-	59	69	31
Bachelor of Primary Education Studies	Undergrad	Teacher Education: Primary	-	198	-	-	-	-	-	-	-	-	-	-	198	198	133
Bachelor of Education (Prmary) (Honours)	Undergrad	Teacher Education: Primary	-	< 5	< 5	-	-	-	-	-	< 5	-	-	-	< 5	< 5	5
Bachelor of Arts/Bachelor of Teaching(Secondary)	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18
Bachelor of Social Science(Psychology)/ Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Teaching (Birth to 5 Years)	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	51
Bachelor of Education (Health and PE)	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	103
Bachelor of Teaching (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	101

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

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Charles Sturt University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Social Science (Psychology)/ Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary														<5
Bachelor of Education (K-12 Middle Schooling)	Undergrad	Teacher Education														33
Bachelor of Education (Health and Physical Education) (Honours)	Undergrad	Teacher Education: Secondary														<5
Bachelor of Science/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary														<5
Bachelor of Science/Bachelor of Teaching Secondary	Undergrad	Teacher Education: Secondary														<5
Total			184	787	52	475	145	-	39	55	64	38	20	-	1427	960

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

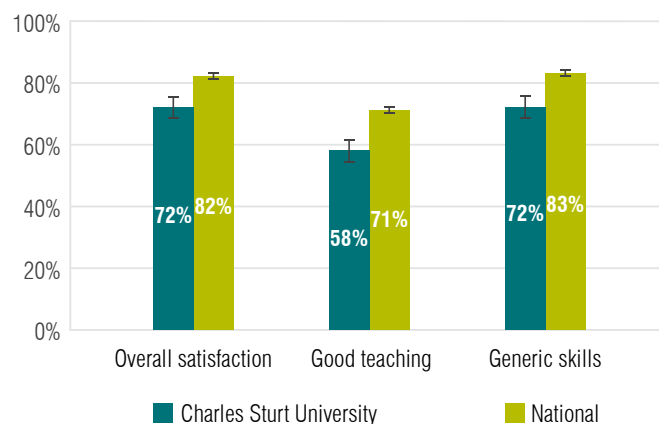
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

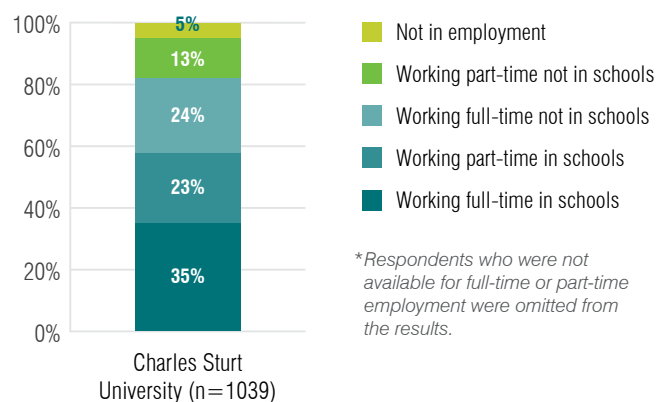
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

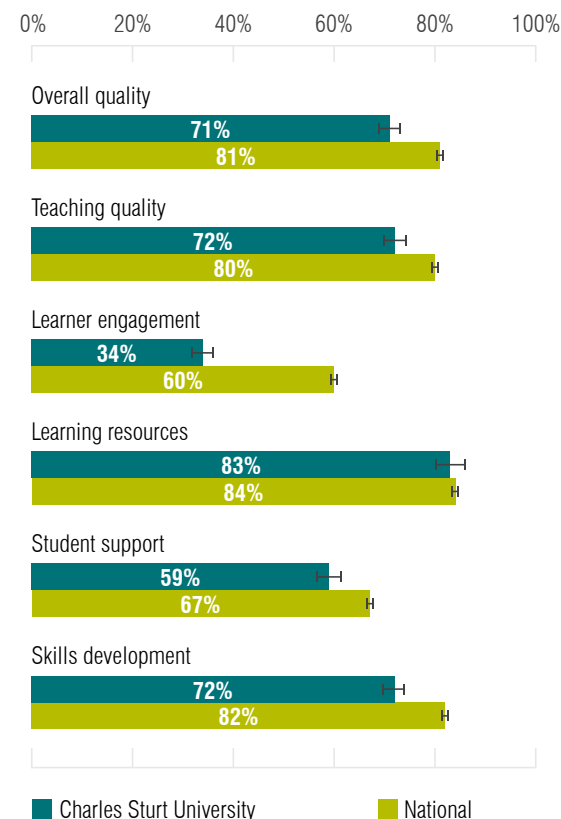


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



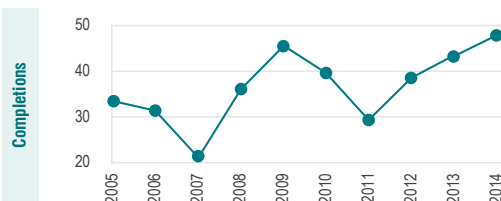
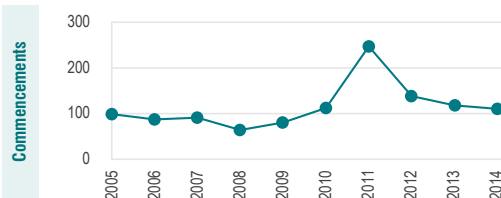
Aggregated data from all ITE programs

2014 Number of programs	5
2014 Commencements	111
2014 Enrolments	269
2014 Completions	47

2014 Commencement breakdowns

Gender	Females	80
	Males	31
Citizenship	Domestic	np
	Overseas	< 5
Equity group	Indigenous	-
	NESB	13
	Low SES	11
	Regional	8
	Remote	-

Time series



Christian Heritage College – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	6	7	< 5	-	-	-	< 5	< 5	< 5	-	-	12	18	-
Bachelor of Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	< 5	9	-	-	-	-	< 5	< 5	-	< 5	< 5	7	14	< 5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	np	7	27	13	< 5	-	-	< 5	8	< 5	-	< 5	37	53	16
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	7	< 5	-	< 5	-	-	-	-	-	-	-	9	9	11
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	< 5	14	-	< 5	-	-	-	-	-	-	-	-	17	17	14
Bachelor of Education (Middle Years)	Undergrad	Teacher Education															< 5
Total			np	38	44	18	< 5	-	-	7	15	< 5	< 5	< 5	82	111	47

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

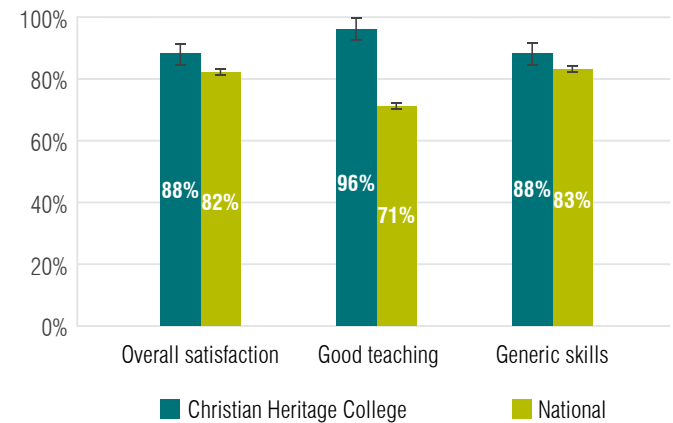
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

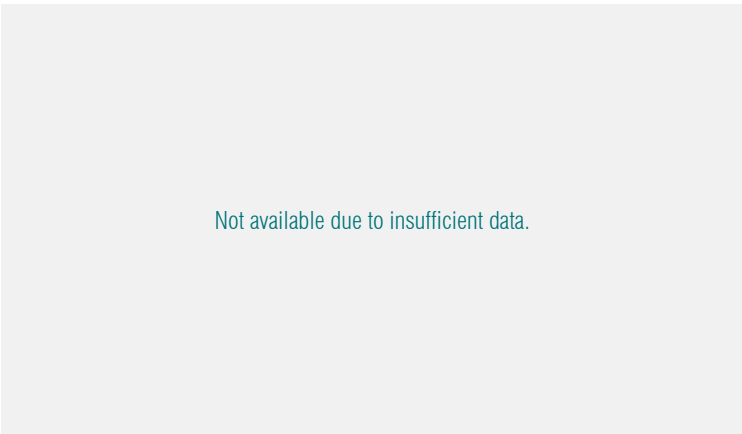
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

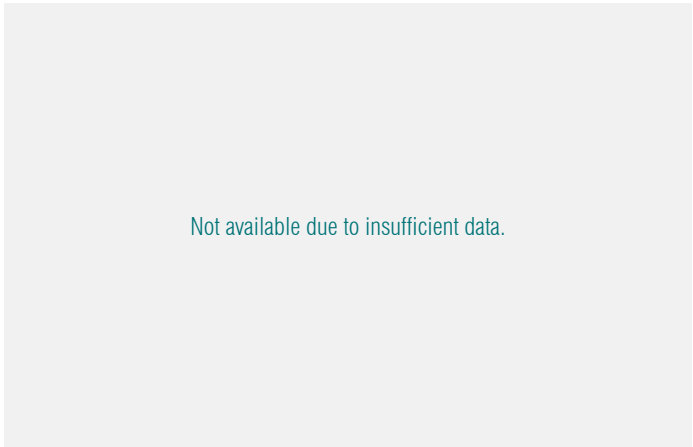


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



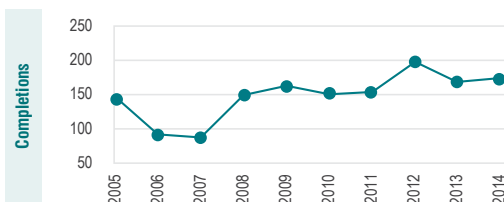
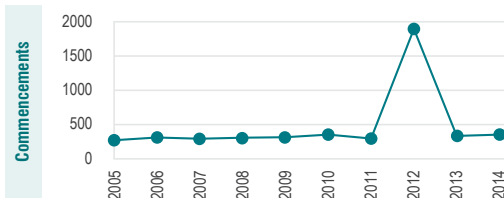
Aggregated data from all ITE programs

2014 Number of programs	3
2014 Commencements	349
2014 Enrolments	1,072
2014 Completions	175

2014 Commencement breakdowns

Gender	Females	274
	Males	75
Citizenship	Domestic	342
	Overseas	7
Equity group	Indigenous	< 5
	NESB	18
	Low SES	52
	Regional	40
	Remote	9

Time series



Curtin University of Technology – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Primary Education)	Undergrad	Teacher Education: Primary	43	36	60	7	11	-	-	np	16	12	8	< 5	112	157	89
Bachelor of Education (Secondary Education)	Undergrad	Teacher Education: Secondary	15	37	42	< 5	< 5	-	-	5	np	8	9	< 5	68	97	20
Bachelor of Education (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	26	np	26	22	< 5	-	-	< 5	5	5	< 5	< 5	76	95	66
Total			84	90	128	30	17	-	-	13	26	25	20	9	256	349	175

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

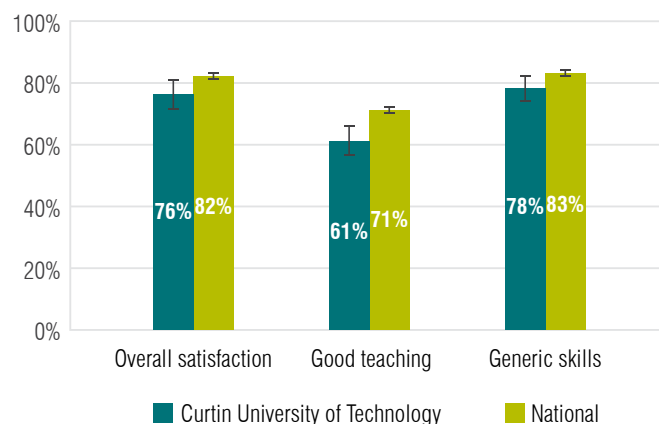
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

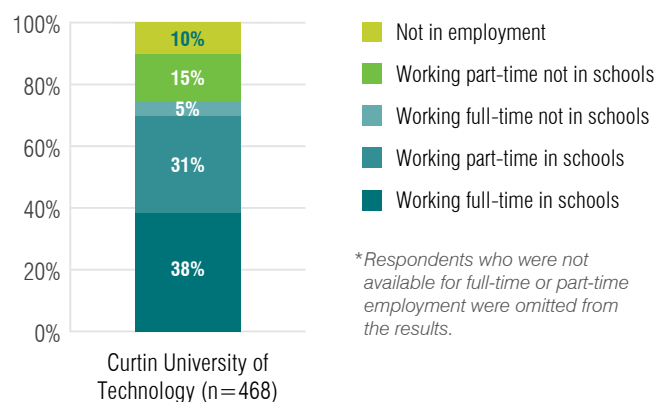
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

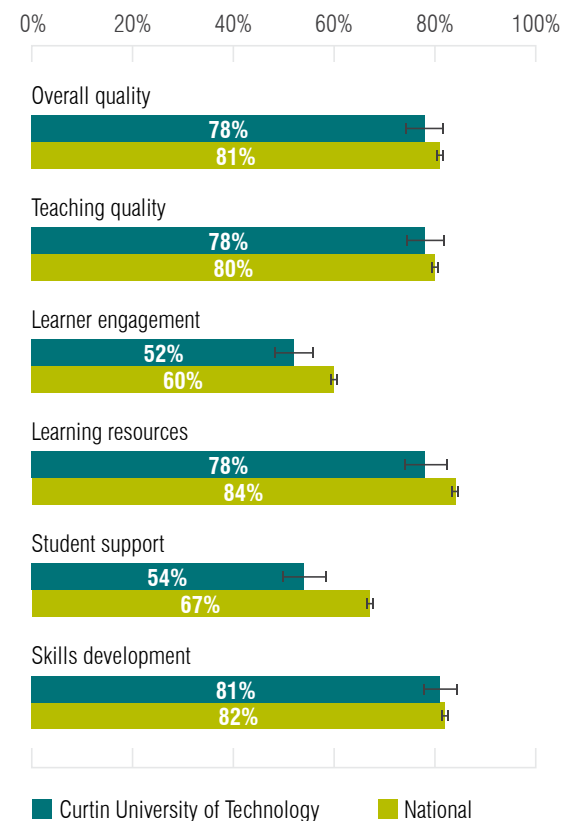


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



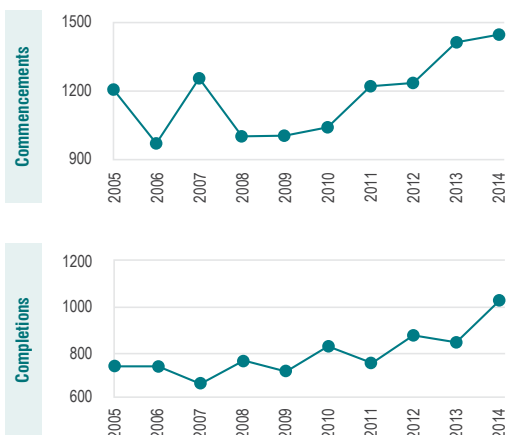
Aggregated data from all ITE programs

2014 Number of programs	11
2014 Commencements	1,463
2014 Enrolments	4,129
2014 Completions	1,002

2014 Commencement breakdowns

Gender	Females	1,123
	Males	340
Citizenship	Domestic	1,421
	Overseas	42
Equity group	Indigenous	39
	NESB	29
	Low SES	197
	Regional	321
	Remote	< 5

Time series



Deakin University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master Of Teaching - Teach For Australia	Postgrad	Teacher Education	-	64	-	-	-	-	-	-	-	-	-	-	64	64	-
Bachelor Of Teaching (Science)/Bachelor Of Science	Undergrad	Teacher Education: Secondary	< 5	np	29	-	-	-	< 5	< 5	14	18	< 5	< 5	< 5	45	11
Bachelor Of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	30	23	59	71	-	-	11	36	21	10	np	< 5	98	183	28
Bachelor Of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	< 5	-	np	-	-	-	-	-	< 5	< 5	-	101	105	11
Bachelor Of Education (Primary)	Undergrad	Teacher Education: Primary	21	133	346	78	-	-	60	138	158	92	44	8	78	578	5
Bachelor Of Health And Physical Education	Undergrad	Teacher Education: Secondary	-	34	47	22	-	-	8	8	18	29	26	5	9	103	55
Graduate Diploma Of Education (Applied Learning)	Postgrad	Teacher Education	< 5	60	-	< 5	-	-	-	-	-	-	-	-	63	63	81
Master Of Teaching	Postgrad	Teacher Education	7	-	-	-	-	-	-	-	-	-	-	-	7	7	15
Master Of Teaching - Early Childhood Education	Postgrad	Teacher Education	-	53	-	-	-	-	-	-	-	-	-	-	53	53	40

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Deakin University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Master Of Teaching - Primary	Postgrad	Teacher Education	-	136	-	-	-	-	-	-	-	-	-	-	136	136	59
Master Of Teaching - Secondary	Postgrad	Teacher Education	-	126	-	-	-	-	-	-	-	-	-	-	126	126	51
Bachelor Of Education (Primary)	Undergrad	Teacher Education: Primary															<5
Bachelor Of Education (Primary)	Undergrad	Teacher Education: Primary															394
Bachelor Of Teaching (Primary And Secondary)	Undergrad	Teacher Education															5
Bachelor Of Physical Education	Undergrad	Teacher Education: Secondary															<5
Bachelor Of Physical Education	Undergrad	Teacher Education: Secondary															12
Bachelor Of Early Childhood Education	Undergrad	Teacher Education: Early Childhood															43
Graduate Diploma Of Teaching	Postgrad	Teacher Education															106

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Deakin University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Graduate Diploma Of Teaching (Primary)	Postgrad	Teacher Education: Primary														59
Bachelor Of Teaching (Primary)/Bachelor Of Arts	Undergrad	Teacher Education: Primary														<5
Bachelor Of Teaching (Secondary)/Bachelor Of Arts	Undergrad	Teacher Education: Secondary														15
Bachelor Of Teaching (Science)/Bachelor Of Science	Undergrad	Teacher Education: Secondary														6
Total			60	645	481	277	-	-	80	185	211	152	81	15	739	1463

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

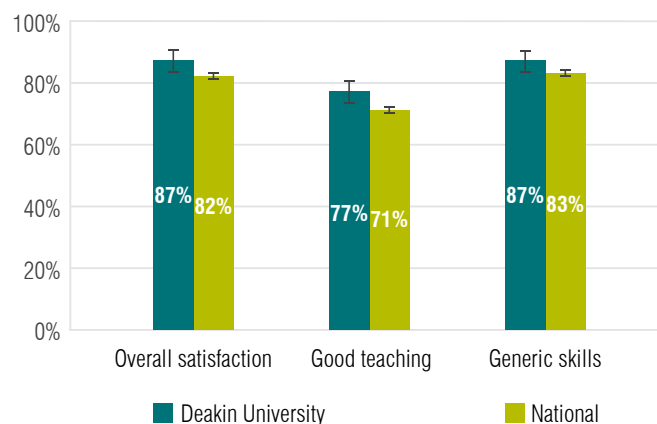
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Initial teacher education – graduate outcomes and student experience

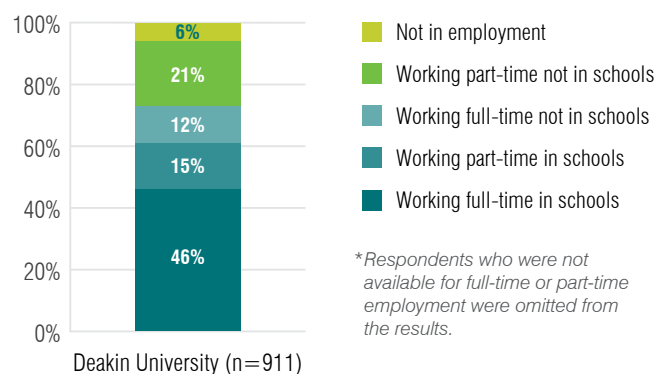
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

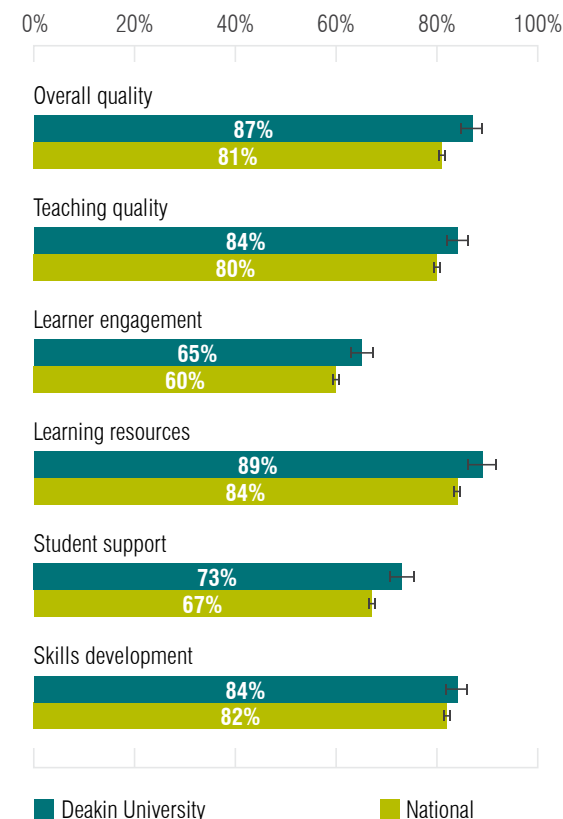


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



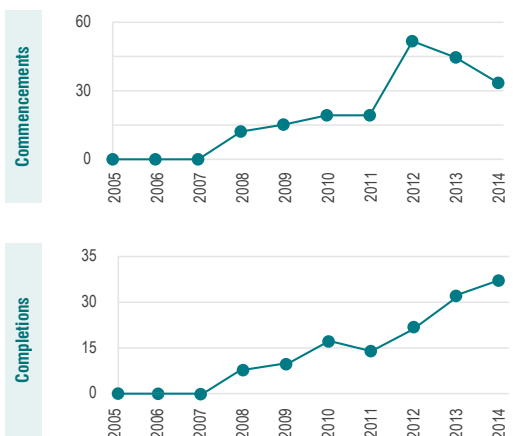
Aggregated data from all ITE programs

2014 Number of programs	1
2014 Commencements	33
2014 Enrolments	62
2014 Completions	33

2014 Commencement breakdowns

Gender	Females	21
	Males	12
Citizenship	Domestic	np
	Overseas	< 5
Equity group	Indigenous	-
	NESB	-
	Low SES	< 5
	Regional	< 5
	Remote	-

Time series



Eastern College Australia – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	np	-	-	< 5	-	-	-	-	-	-	-	33	33	33
Total			-	np	-	-	< 5	-	-	-	-	-	-	-	33	33	33

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

No data available.
Postgraduate students are not included in this survey.

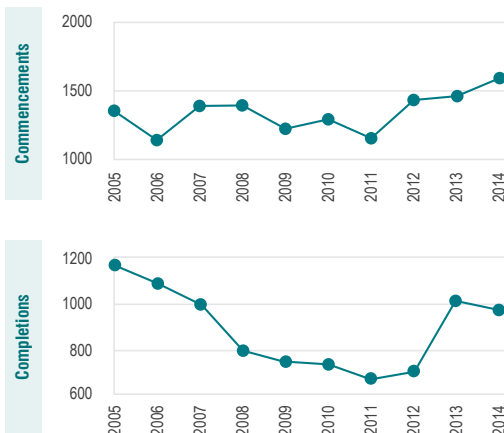
Aggregated data from all ITE programs

2014 Number of programs	14
2014 Commencements	1,584
2014 Enrolments	3,936
2014 Completions	975

2014 Commencement breakdowns

Gender	Females	1,199
	Males	385
Citizenship	Domestic	1,550
	Overseas	34
Equity group	Indigenous	16
	NESB	18
	Low SES	208
	Regional	208
	Remote	23

Time series



Edith Cowan University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	< 5	< 5	-	< 5	-	-	-	-	-	-	-	< 5	8	9	-
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	54	28	46	48	5	-	-	np	17	15	8	< 5	133	181	-
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	9	11	np	32	< 5	-	-	< 5	< 5	< 5	< 5	-	54	59	-
Graduate Diploma of Education (Early Childhood Studies)	Postgrad	Teacher Education: Early Childhood	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	34
Graduate Diploma of Education (Early Childhood Studies)	Postgrad	Teacher Education: Early Childhood	-	91	-	-	-	-	-	-	-	-	-	-	91	91	46
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	6	-	-	-	-	-	-	-	-	-	-	6	6	48
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	293	-	-	-	-	-	-	-	-	-	-	293	293	153
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	258	-	-	-	-	-	-	-	-	-	-	258	258	165
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	< 5	< 5	5	-	-	-	-	< 5	< 5	< 5	-	< 5	< 5	10	82

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Edith Cowan University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	np	-	-	< 5	-	-	-	-	-	-	-	-	12	12	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	72	59	92	62	15	-	< 5	11	40	36	25	< 5	180	300	5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	19	21	25	24	5	-	-	< 5	11	np	7	-	65	94	<5
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	< 5	-	< 5	-	-	-	-	< 5	< 5	< 5	-	-	-	5	84
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	48	66	113	26	12	-	< 5	19	49	34	28	np	122	265	86
Bachelor of Education	Undergrad	Teacher Education															<5
Bachelor of Education (Music Education) - Secondary	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Edith Cowan University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Bachelor of Arts (Education)/Bachelor of Science	Undergrad	Teacher Education: Secondary														20
Bachelor of Arts (Education)/Bachelor of Arts	Undergrad	Teacher Education: Secondary														7
Bachelor of Arts (Education)/Bachelor of Arts (Creative Arts)	Undergrad	Teacher Education: Secondary														5
Bachelor of Education (Primary to Middle Years)	Undergrad	Teacher Education														28
Bachelor of Education (Kindergarten through Primary)	Undergrad	Teacher Education: Primary														157
Bachelor of Arts (Education)/Bachelor of Creative Arts	Undergrad	Teacher Education: Secondary														12
Bachelor of Arts (Education)/Bachelor of Social Science	Undergrad	Teacher Education: Secondary														<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary														<5
Bachelor of Education (Primary to Middle Years)	Undergrad	Teacher Education: Primary														<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Edith Cowan University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary														27
Total			217	841	291	197	38	-	8	43	123	97	70	17	1226	975

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

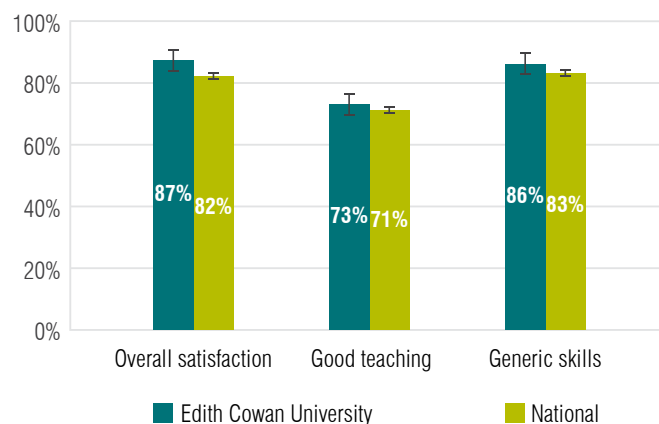
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

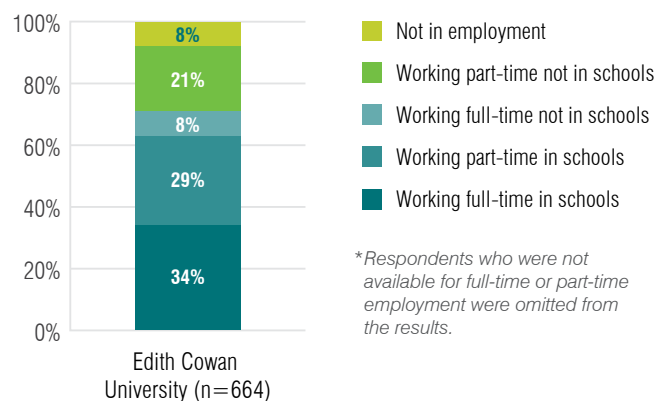
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014



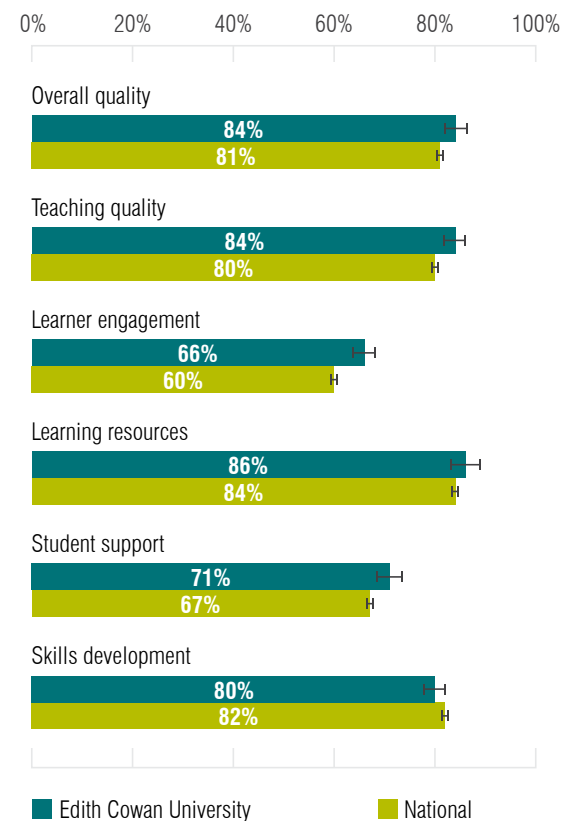
Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



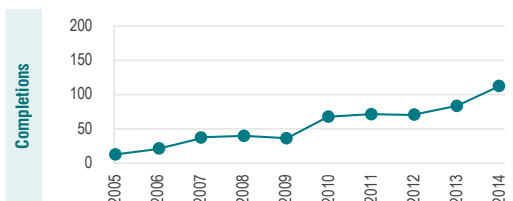
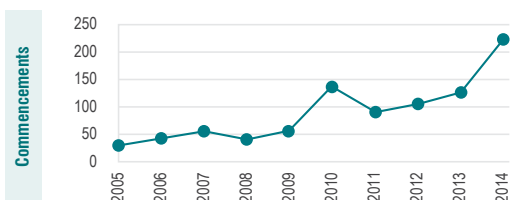
Aggregated data from all ITE programs

2014 Number of programs	2
2014 Commencements	224
2014 Enrolments	341
2014 Completions	115

2014 Commencement breakdowns

Gender	Females	127
	Males	97
Citizenship	Domestic	224
	Overseas	-
Equity group	Indigenous	32
	NESB	-
	Low SES	103
	Regional	28
	Remote	< 5

Time series



Excelsia College – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	213	-	-	-	-	-	-	-	-	-	213	213	102
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	11	-	-	-	-	-	-	-	-	-	11	11	13
Total			-	224	-	-	-	-	-	-	-	-	-	224	224	115

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

No data available.
Postgraduate students are not included in this survey.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

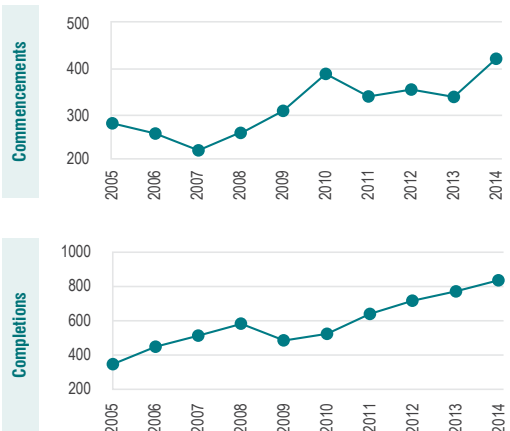
Aggregated data from all ITE programs

2014 Number of programs	15
2014 Commencements	898
2014 Enrolments	2,527
2014 Completions	415

2014 Commencement breakdowns

Gender	Females	618
	Males	280
Citizenship	Domestic	863
	Overseas	35
Equity group	Indigenous	17
	NESB	7
	Low SES	177
	Regional	153
	Remote	17

Time series



Flinders University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Secondary Schooling), Bachelor of Languages	Undergrad	Teacher Education: Secondary	-	< 5	10	< 5	< 5	-	-	-	-	< 5	< 5	< 5	16	19	-
Bachelor of Education (Early Childhood), Bachelor of Arts	Undergrad	Teacher Education: Early Childhood	< 5	16	29	np	18	-	-	-	< 5	9	< 5	< 5	61	76	39
B Education (Early Childhood & Special Ed), B Disability Studies	Undergrad	Teacher Education: Special Education	< 5	6	22	np	12	-	-	-	-	< 5	7	< 5	35	48	11
B Education (Middle & Secondary Schooling), B Arts	Undergrad	Teacher Education: Secondary	8	21	119	9	29	-	-	-	< 5	26	21	np	126	186	105
B Education (Middle & Secondary Schooling), B Health Sciences	Undergrad	Teacher Education: Secondary	< 5	np	61	15	25	-	-	-	-	10	11	11	82	114	34
B Education (Middle & Secondary Schooling), B Science	Undergrad	Teacher Education: Secondary	-	np	33	< 5	10	-	-	-	-	< 5	np	7	39	53	11
B Education (Middle & Secondary/Special Ed), B Disability Studies	Undergrad	Teacher Education: Special Education	-	-	np	< 5	5	-	-	-	-	< 5	< 5	< 5	6	11	<5
Bachelor of Education (Primary R-7), Bachelor of Arts	Undergrad	Teacher Education: Primary	6	29	119	13	44	-	-	-	-	29	27	12	143	211	102
B Education (Primary R-7 & Special Ed), B Disability Studies	Undergrad	Teacher Education: Special Education	< 5	7	30	< 5	13	-	-	-	-	< 5	< 5	8	37	52	16

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Flinders University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Special Education)	Undergrad	Teacher Education: Special Education	-	30	-	-	-	-	-	-	-	-	-	-	30	30	26
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	20	-	-	-	-	-	-	-	-	-	-	20	20	16
Master of Teaching (Primary R-7)	Postgrad	Teacher Education: Primary	-	37	-	-	-	-	-	-	-	-	-	-	37	37	30
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	27	-	-	-	-	-	-	-	-	-	-	27	27	12
Master of Teaching (Special Education) (Primary R-7)	Postgrad	Teacher Education: Special Education	-	11	-	-	-	-	-	-	-	-	-	-	11	11	5
Master of Teaching (Special Education) (Secondary)	Postgrad	Teacher Education: Special Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	<5
Bachelor of Education (Junior Primary/ Primary), Bachelor of Arts	Undergrad	Teacher Education: Primary															<5
Bachelor of Education (Junior Primary/ Primary), Bachelor of Science	Undergrad	Teacher Education: Primary															<5
Bachelor of Education (Secondary), Bachelor of Arts	Undergrad	Teacher Education: Secondary															<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Flinders University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Secondary), Bachelor of Health Sciences	Undergrad	Teacher Education: Secondary															<5
Total			24	229	428	58	159	-	-	-	< 5	84	82	57	673	898	415

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

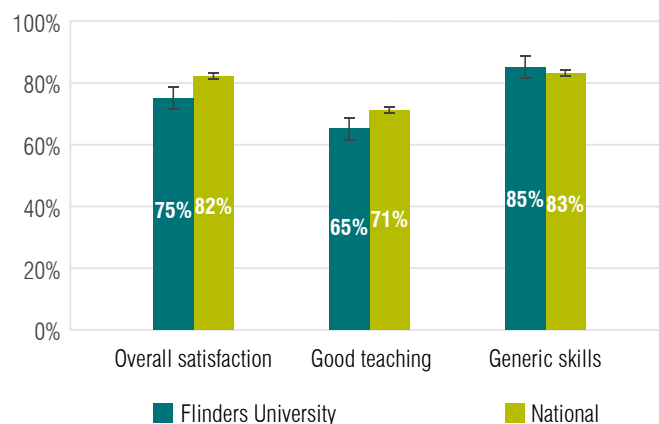
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

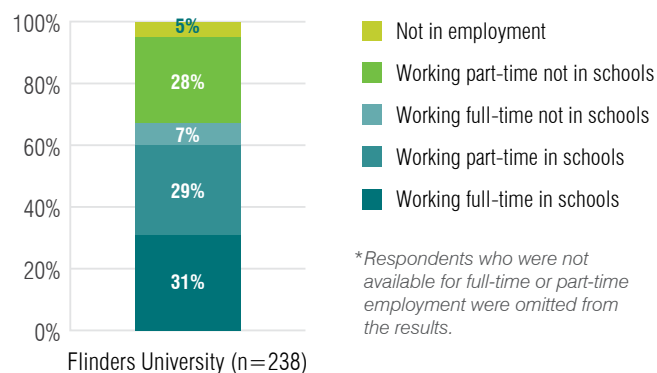
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

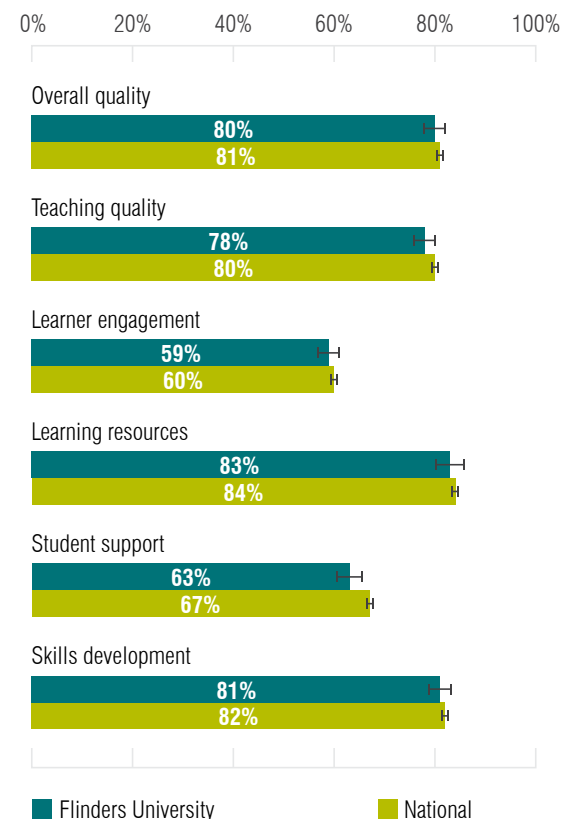


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



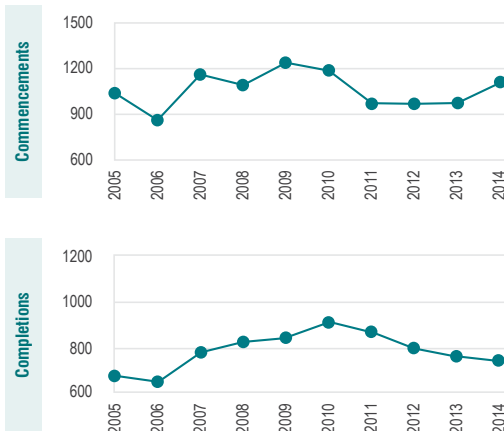
Aggregated data from all ITE programs

2014 Number of programs	14
2014 Commencements	1,106
2014 Enrolments	2,589
2014 Completions	729

2014 Commencement breakdowns

Gender	Females	781
	Males	325
Citizenship	Domestic	1,058
	Overseas	48
Equity group	Indigenous	43
	NESB	10
	Low SES	192
	Regional	98
	Remote	5

Time series



Griffith University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education - Secondary	Undergrad	Teacher Education: Secondary	< 5	14	np	-	-	-	-	-	< 5	< 5	< 5	-	16	24	-
Graduate Diploma of Early Childhood Education	Postgrad	Teacher Education: Early Childhood	-	45	-	-	-	-	-	-	-	-	-	-	45	45	-
Master of Teaching	Postgrad	Teacher Education	-	11	-	-	-	-	-	-	-	-	-	-	11	11	-
Bachelor of Education - Primary	Undergrad	Teacher Education: Primary	29	72	60	43	< 5	< 5	-	-	np	32	14	< 5	154	210	113
Bachelor of Education - Primary	Undergrad	Teacher Education: Primary	20	45	36	np	< 5	-	-	< 5	14	10	< 5	< 5	87	119	71
Bachelor of Education - Secondary	Undergrad	Teacher Education: Secondary	18	59	95	24	< 5	< 5	-	-	24	28	np	< 5	133	200	81
Bachelor of Education - Special Education	Undergrad	Teacher Education: Special Education	< 5	9	12	< 5	< 5	-	-	-	< 5	< 5	< 5	< 5	18	25	23
Bachelor of Education - Primary	Undergrad	Teacher Education: Primary	9	10	9	np	< 5	-	-	-	< 5	5	< 5	-	27	37	37
Bachelor of Adult and Vocational Education	Undergrad	Teacher Education: Vocational Education and Training	< 5	9	< 5	7	-	-	-	-	-	-	-	-	18	18	26

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Griffith University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma of Education - Primary	Postgrad	Teacher Education: Primary	6	64	-	-	-	-	-	-	-	-	-	-	70	70	64
Graduate Diploma of Education - Primary	Postgrad	Teacher Education: Primary	< 5	np	-	-	-	-	-	-	-	-	-	-	51	51	52
Graduate Diploma of Education - Secondary	Postgrad	Teacher Education: Secondary	11	141	-	-	-	-	-	-	-	-	-	-	152	152	146
Graduate Diploma of Education - Secondary	Postgrad	Teacher Education: Secondary	6	81	-	-	-	-	-	-	-	-	-	-	87	87	82
Graduate Diploma of Early Childhood Education	Postgrad	Teacher Education: Early Childhood	< 5	np	-	-	-	-	-	-	-	-	-	-	57	57	20
Master of Teaching - Primary	Postgrad	Teacher Education: Primary														-	7
Master of Teaching - Secondary	Postgrad	Teacher Education: Secondary														-	7
Total			107	663	222	100	9	5	-	< 5	52	83	34	10	926	1106	729

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

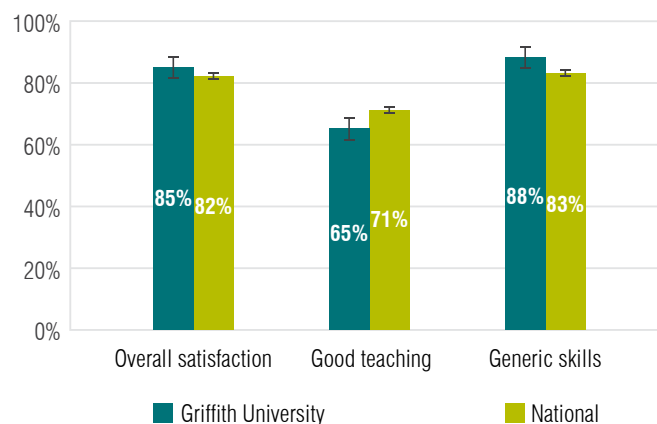
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

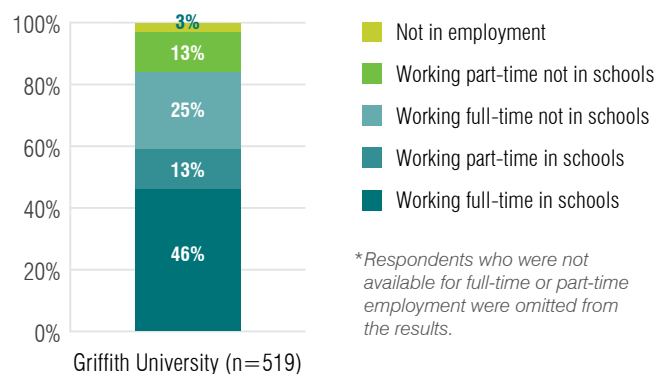
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

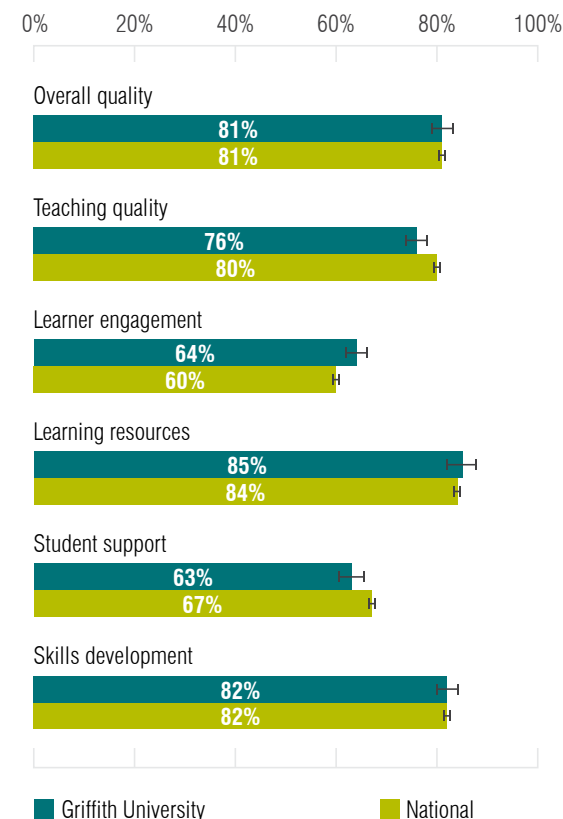


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



Aggregated data from all ITE programs

2014 Number of programs	1
2014 Commencements	45
2014 Enrolments	163
2014 Completions	22

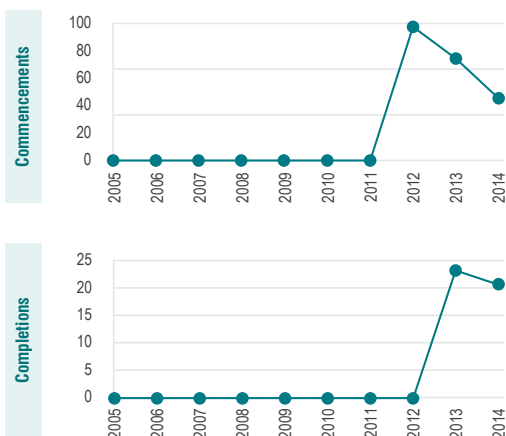
2014 Commencement breakdowns

Gender	Females	np
	Males	< 5
Citizenship	Domestic	37
	Overseas	8
Equity group	Indigenous	-
	NESB	-
	Low SES	< 5
	Regional	< 5
	Remote	-

Holmesglen Institute of TAFE – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	< 5	np	27	-	-	-	-	-	-	-	45	-	45	22
Total			-	< 5	np	27	-	-	-	-	-	-	-	45	-	45	22

Time series



The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

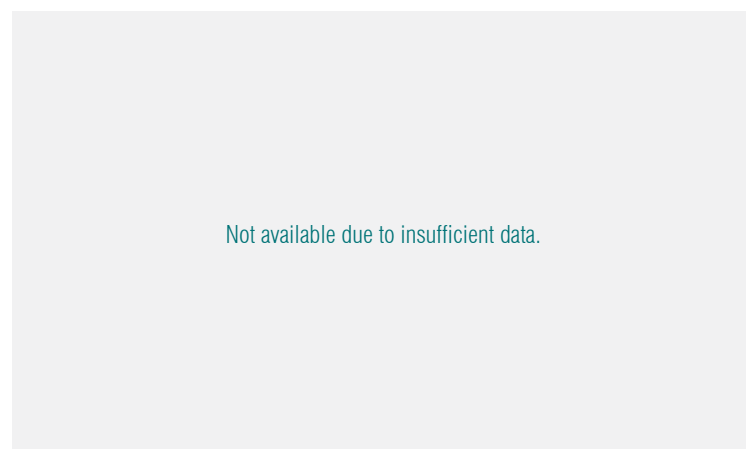
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

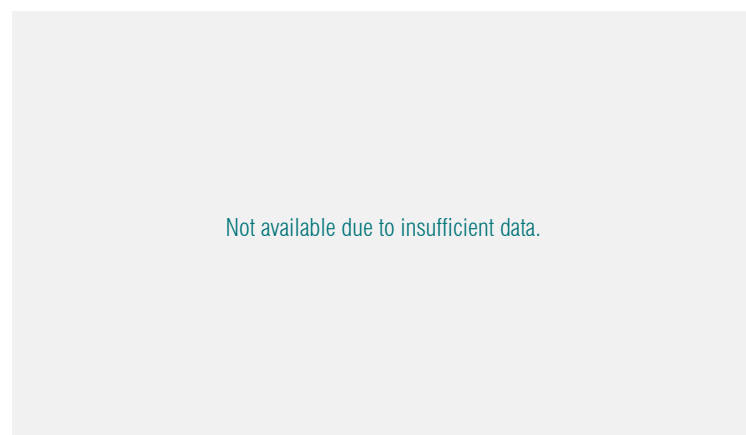
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

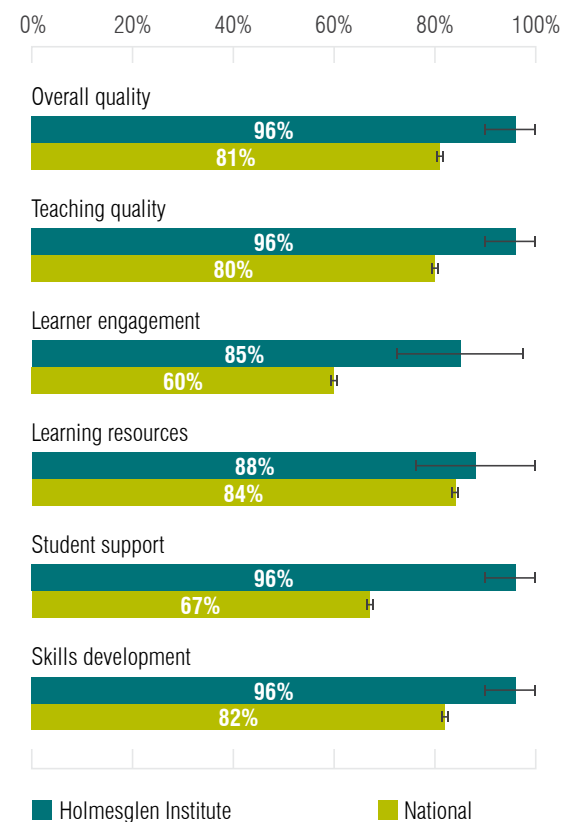


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



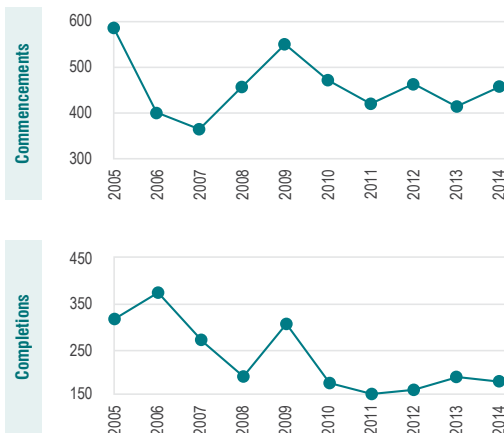
Aggregated data from all ITE programs

2014 Number of programs	8
2014 Commencements	460
2014 Enrolments	1,351
2014 Completions	175

2014 Commencement breakdowns

Gender	Females	350
	Males	110
Citizenship	Domestic	445
	Overseas	15
Equity group	Indigenous	37
	NESB	8
	Low SES	131
	Regional	405
	Remote	27

Time series



James Cook University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education-Bachelor of Science	Undergrad	Teacher Education	-	np	< 5	-	-	-	-	-	-	< 5	-	-	np	6	-
Bachelor of Education-Bachelor of Arts	Undergrad	Teacher Education	< 5	< 5	< 5	-	-	-	-	-	-	< 5	-	-	< 5	< 5	-
Bachelor of Sport and Exercise Science-Bachelor of Education	Undergrad	Teacher Education	-	< 5	np	-	-	-	-	-	< 5	< 5	< 5	-	< 5	8	-
Bachelor of Education (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	np	22	40	48	-	< 5	-	< 5	9	6	< 5	< 5	103	125	-
Bachelor of Education (Primary Education)	Undergrad	Teacher Education: Primary	< 5	43	87	46	< 5	< 5	-	< 5	34	16	11	< 5	114	181	-
Bachelor of Education (Secondary Education)	Undergrad	Teacher Education: Secondary	np	34	75	10	< 5	-	-	< 5	15	16	10	np	80	128	-
Bachelor of Education Professional Development	Undergrad	Teacher Education	-	7	-	-	-	-	-	-	-	-	-	-	7	7	< 5
Bachelor of Sport and Exercise Science-Bachelor of Education	Undergrad	Teacher Education	-	-	-	< 5	-	-	-	-	< 5	-	-	-	-	< 5	6
Bachelor of Education	Undergrad	Teacher Education															144

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

James Cook University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Education	Undergrad	Teacher Education														7
Bachelor of Education with Honours	Undergrad	Teacher Education														<5
Bachelor of Education with Honours	Undergrad	Teacher Education														<5
Bachelor of Educational Services	Undergrad	Teacher Education														9
Bachelor of Education-Bachelor of Arts	Undergrad	Teacher Education														<5
Bachelor of Education-Bachelor of Languages	Undergrad	Teacher Education														<5
Total			26	114	211	105	< 5	< 5	-	5	60	41	27	11	316	175

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

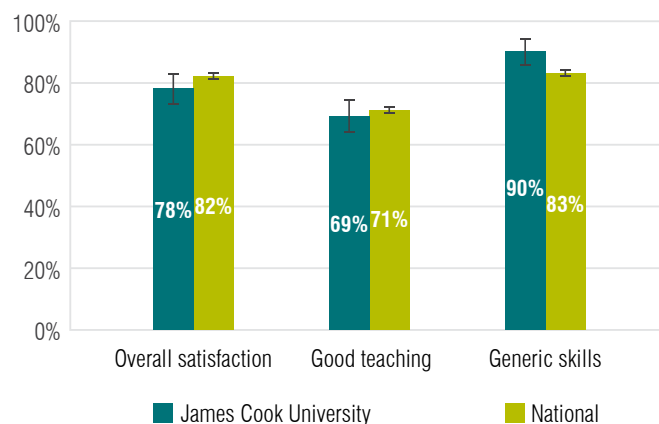
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

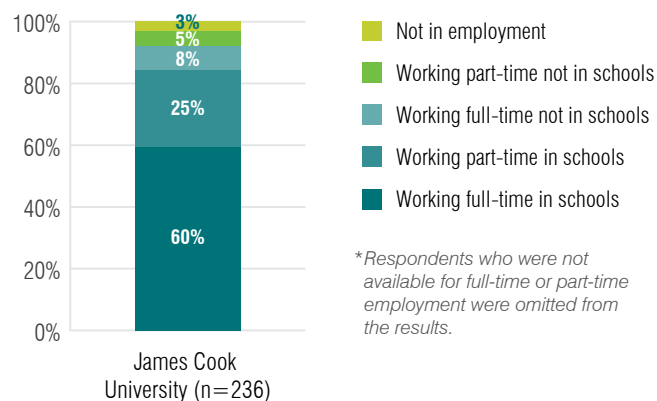
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014



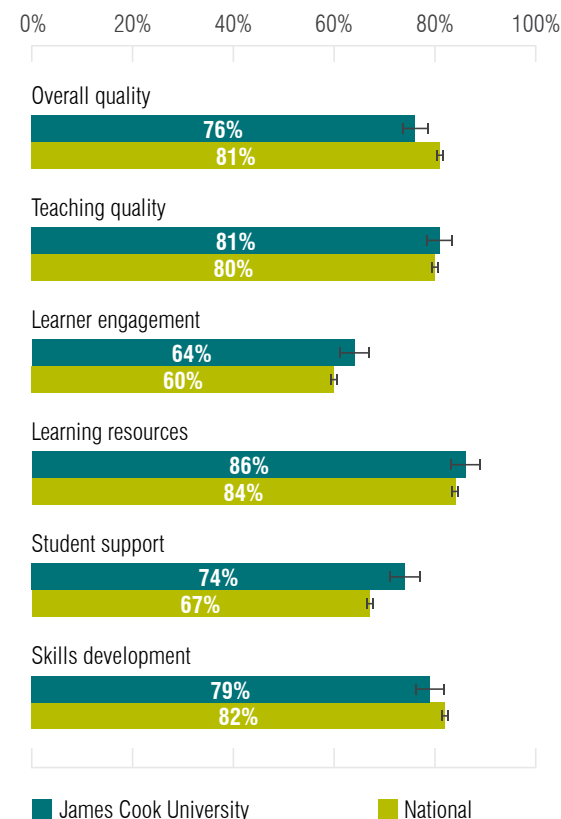
Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



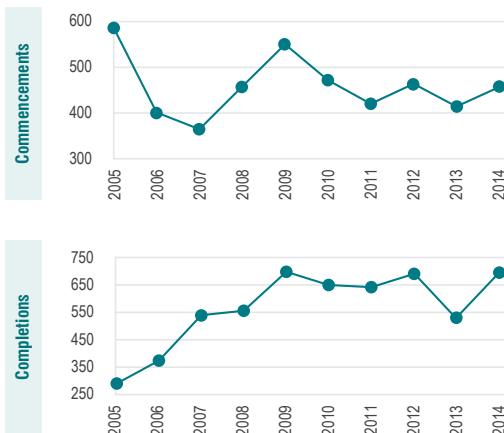
Aggregated data from all ITE programs

2014 Number of programs	12
2014 Commencements	995
2014 Enrolments	2,415
2014 Completions	708

2014 Commencement breakdowns

Gender	Females	683
	Males	312
Citizenship	Domestic	987
	Overseas	8
Equity group	Indigenous	5
	NESB	12
	Low SES	215
	Regional	478
	Remote	< 5

Time series



La Trobe University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	< 5	10	31	np	-	-	8	6	< 5	< 5	-	-	31	51	16
Bachelor of Physical and Health Education	Undergrad	Teacher Education	< 5	np	20	15	-	-	-	< 5	< 5	< 5	< 5	-	33	43	36
Bachelor of Physical and Outdoor Education	Undergrad	Teacher Education	-	< 5	11	< 5	-	-	-	< 5	< 5	< 5	-	-	12	18	17
Bachelor of Teaching (Outreach and Community Education)	Undergrad	Teacher Education	-	np	22	< 5	-	-	-	< 5	< 5	5	< 5	< 5	19	34	6
Bachelor of Teaching (Primary)	Undergrad	Teacher Education	-	42	54	23	-	-	< 5	< 5	11	9	9	-	87	119	69
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education	< 5	33	49	np	-	-	-	< 5	14	5	5	< 5	65	91	24
Graduate Diploma in Technology Education	Postgrad	Teacher Education	19	np	-	< 5	-	-	-	-	-	-	-	-	38	38	25
Graduate Diploma in Education (Middle Years)	Postgrad	Teacher Education	-	106	-	-	-	-	-	-	-	-	-	-	106	106	96
Master of Teaching (P-12)	Postgrad	Teacher Education	-	74	-	-	-	-	-	-	-	-	-	-	74	74	30

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

La Trobe University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education	Undergrad	Teacher Education	np	51	99	28	-	< 5	< 5	17	18	11	< 5	< 5	134	188	17
Bachelor of Education	Undergrad	Teacher Education	< 5	8	33	np	-	-	< 5	9	< 5	< 5	< 5	-	30	50	32
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	183	-	-	-	-	-	-	-	-	-	-	183	183	195
Bachelor of Outreach and Community Education	Undergrad	Teacher Education															<5
Graduate Diploma in Technology Education	Postgrad	Teacher Education															<5
Graduate Diploma in Teaching (P-12)	Postgrad	Teacher Education															24
Bachelor of Education	Undergrad	Teacher Education															115
Postgrad in Outdoor & Environmental Education	Postgrad	Teacher Education															<5
Total			35	540	319	100	-	< 5	17	43	57	39	24	< 5	812	995	708

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

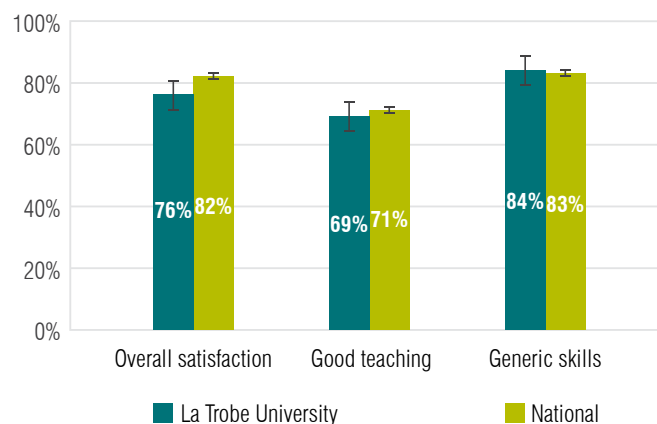
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

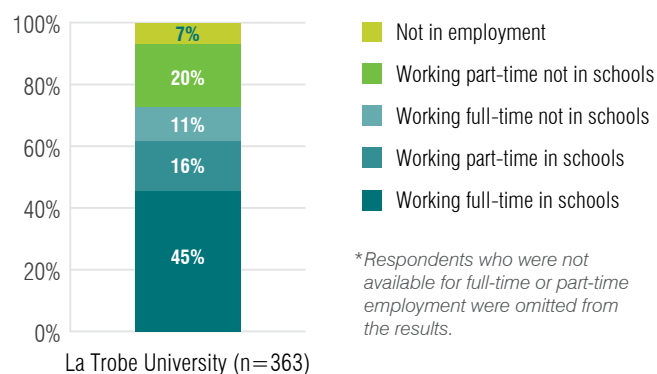
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

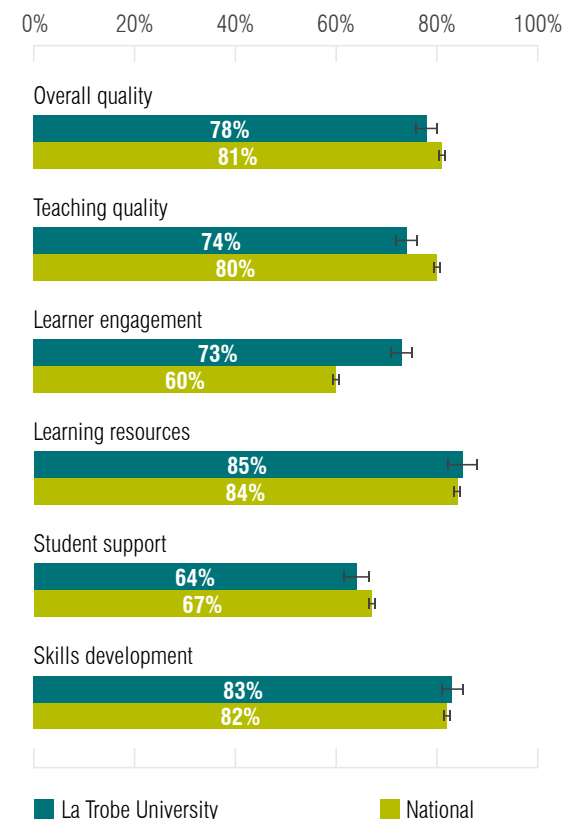


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



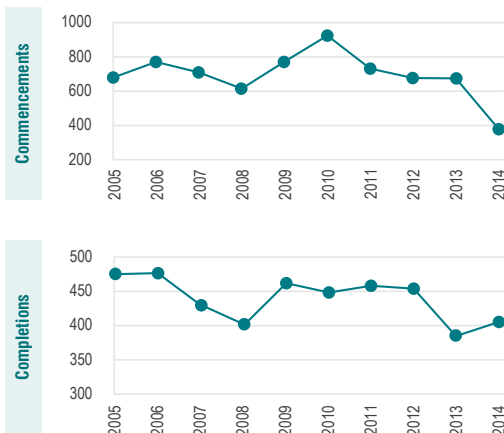
Aggregated data from all ITE programs

2014 Number of programs	
2014 Commencements	389
2014 Enrolments	1,991
2014 Completions	405

2014 Commencement breakdowns

Gender	Females	357
	Males	32
Citizenship	Domestic	378
	Overseas	11
Equity group	Indigenous	8
	NESB	23
	Low SES	32
	Regional	19
	Remote	< 5

Time series



Macquarie University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Teaching (Early Childhood Services)	Undergrad	Teacher Education: Early Childhood	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	28	8	-	-	-	-	-	-	-	-	-	36	36	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	43	12	-	-	-	-	-	-	-	-	-	55	55	20
Bachelor of Teaching (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood	np	55	11	20	< 5	-	-	-	-	5	-	-	90	95	32
Bachelor of Education (Early Childhood Education) (Birth to 12)	Undergrad	Teacher Education: Early Childhood	41	44	69	48	-	-	-	-	-	np	26	< 5	158	202	130
Bachelor of Arts-Psychology with the Diploma of Education	Undergrad	Teacher Education															<5
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Teacher Education															69
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Teacher Education															29
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Teacher Education															14

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

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Macquarie University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100
Bachelor of Teaching (Early Childhood Services)	Undergrad	Teacher Education: Early Childhood														< 5
Total			np	171	100	68	< 5	-	-	-	-	np	26	< 5	340	405

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

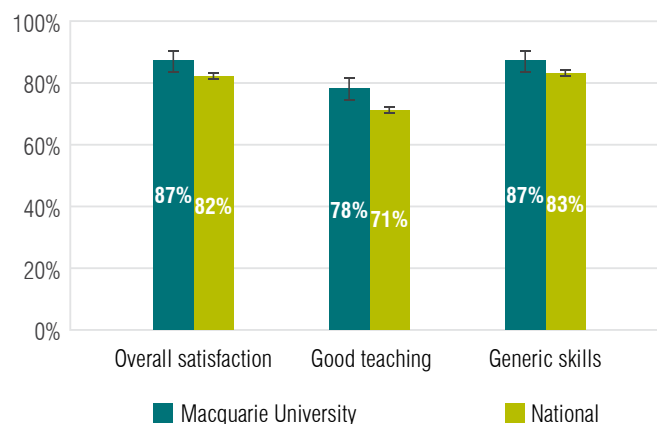
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

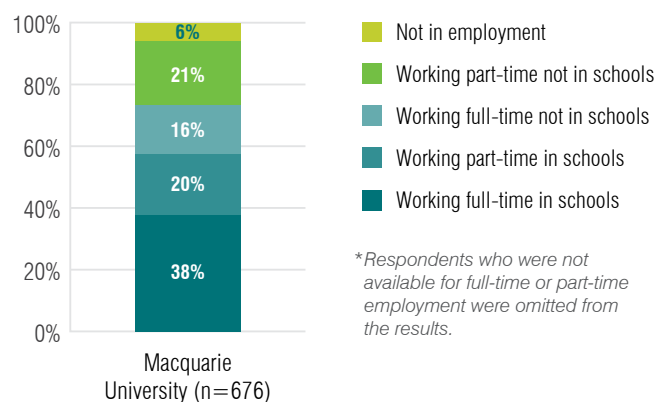
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

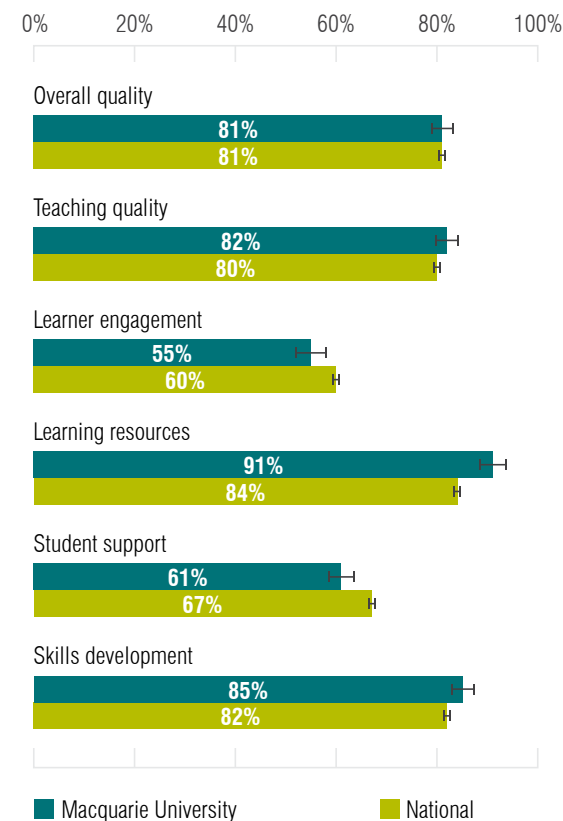


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



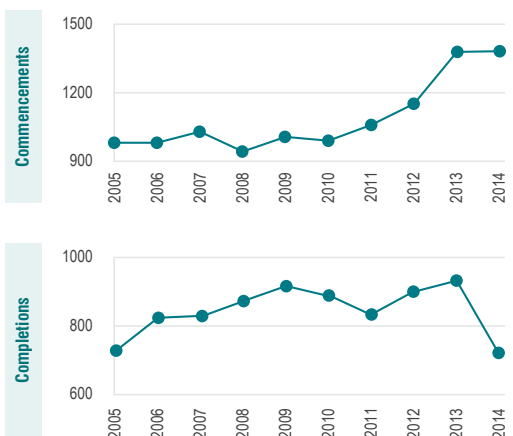
Aggregated data from all ITE programs

2014 Number of programs	29
2014 Commencements	1,389
2014 Enrolments	3,036
2014 Completions	717

2014 Commencement breakdowns

Gender	Females	1,038
	Males	351
Citizenship	Domestic	1,227
	Overseas	162
Equity group	Indigenous	7
	NESB	51
	Low SES	180
	Regional	151
	Remote	< 5

Time series



Monash University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	< 5	-	-	-	-	-	-	-	< 5	-	-	-	< 5	-
Bachelor of Arts and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	< 5	11	< 5	-	-	< 5	-	-	-	9	< 5	< 5	16	-
Bachelor of Science and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	-	-	-	< 5	< 5	< 5	-
Bachelor of Science and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	13	42	< 5	-	-	-	-	< 5	10	31	12	< 5	58	-
Bachelor of Arts and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	< 5	-	< 5	< 5	-
Bachelor of Arts and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	15	73	< 5	-	-	-	< 5	< 5	11	52	20	5	90	-
Bachelor of Music and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	< 5	9	< 5	-	-	-	-	< 5	< 5	7	< 5	< 5	12	-
Bachelor of Commerce and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	< 5	10	< 5	-	-	-	-	-	< 5	6	np	-	12	-
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Prim	Undergrad	Teacher Education: Primary	-	7	9	5	-	-	< 5	-	< 5	6	7	< 5	< 5	21	-

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Monash University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Science and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	< 5	-	-	-	-	-	-	-	< 5	< 5	-	< 5	-	
Bachelor of Science and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	< 5	-	-	-	-	-	-	< 5	-	-	< 5	-	
Bachelor of Visual Arts and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	< 5	< 5	-	-	< 5	-	-	< 5	-	-	< 5	-	
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Seco	Undergrad	Teacher Education: Secondary	-	11	39	16	-	-	np	7	9	24	17	-	< 5	66	-
Bachelor of Visual Arts and Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	< 5	< 5	< 5	-	-	< 5	-	< 5	< 5	< 5	< 5	-	7	-
Bachelor of Education (Special Education)	Undergrad	Teacher Education: Special Education	-	9	np	< 5	-	-	-	< 5	< 5	7	< 5	< 5	< 5	18	-
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	5	8	7	66	-	-	7	< 5	6	8	< 5	< 5	54	86	-
Bachelor of Education (Early Childhood/ Primary)	Undergrad	Teacher Education	< 5	25	np	34	-	-	16	np	8	17	12	< 5	22	82	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	< 5	14	23	np	-	-	7	< 5	6	21	10	-	< 5	51	-

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

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Monash University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	< 5	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	7
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	np	-	< 5	-	-	< 5	21	9	-	-	-	< 5	34	119
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	< 5	-	-	-	-	-	< 5	< 5	-	-	-	-	< 5	42
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	109
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Prim	Undergrad	Teacher Education: Primary	-	-	-	< 5	-	-	-	< 5	-	< 5	-	-	-	< 5	<5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Seco	Undergrad	Teacher Education: Secondary	-	-	< 5	np	-	-	< 5	< 5	< 5	< 5	< 5	-	< 5	9	<5
Bachelor of Education (P-10)	Undergrad	Teacher Education	< 5	46	52	np	-	-	12	20	21	38	22	< 5	np	123	5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	390	-	-	-	-	-	-	-	-	-	-	390	390	78

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Monash University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	208	-	-	-	-	-	-	-	-	-	-	208	208	58
Master of Teaching (Early Years)	Postgrad	Teacher Education: Early Childhood	-	78	-	-	-	-	-	-	-	-	-	-	78	78	11
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Primary															16
Bachelor of Arts and Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															<5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary															<5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary															<5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary															23
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary															<5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary															47

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Monash University – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary														<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary														15
Bachelor of Commerce and Bachelor of Education	Undergrad	Teacher Education: Secondary														<5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Primary														20
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Primary														<5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary														12
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary														26
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary														7
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood														<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Monash University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood															24
Graduate Diploma of Teaching (Secondary)	Postgrad	Teacher Education: Secondary															78
Graduate Diploma of Teaching (Early Childhood)	Postgrad	Teacher Education: Secondary															<5
Total			15	878	315	181	-	-	57	66	72	149	190	56	799	1389	717

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

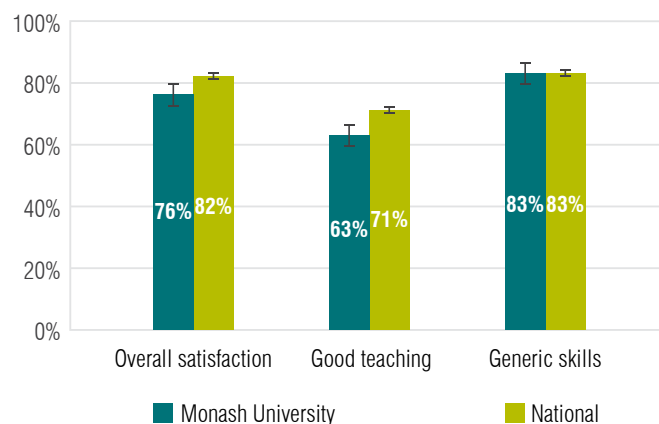
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

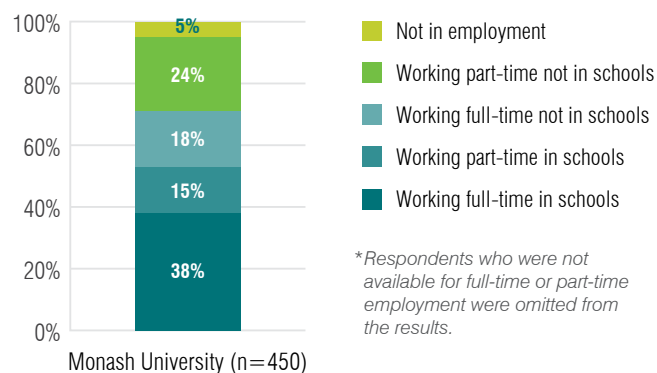
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

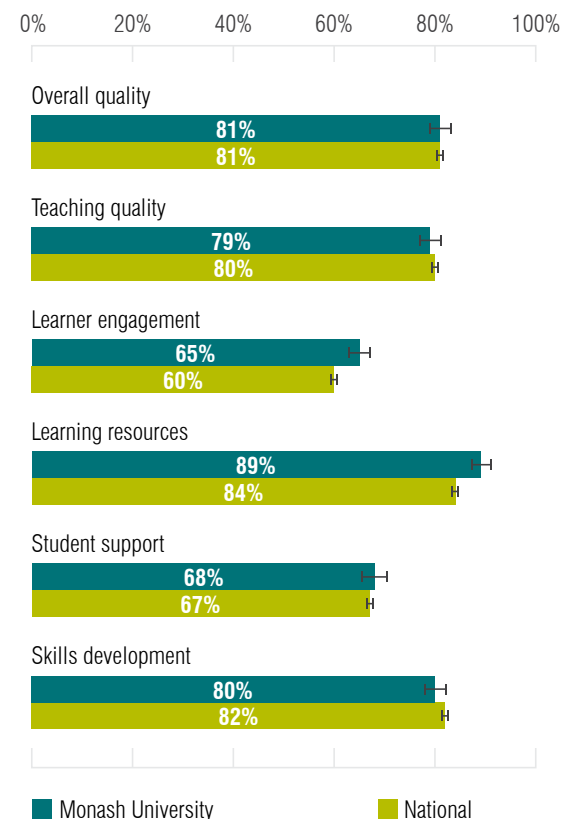


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



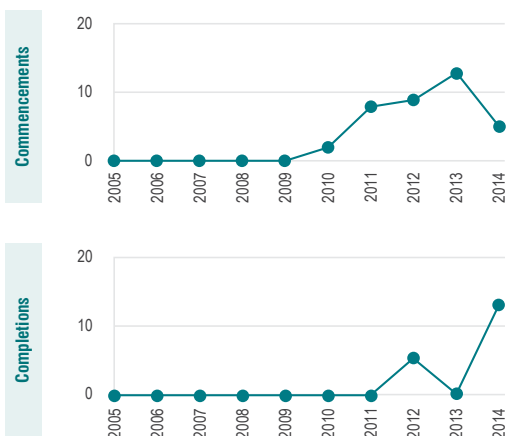
Aggregated data from all ITE programs

2014 Number of programs	1
2014 Commencements	5
2014 Enrolments	14
2014 Completions	12

2014 Commencement breakdowns

Gender	Females	< 5
	Males	< 5
Citizenship	Domestic	5
	Overseas	
Equity group	Indigenous	-
	NESB	-
	Low SES	< 5
	Regional	< 5
	Remote	-

Time series



Morling College – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching (Secondary)	Postgrad	Teacher Education	-	5	-	-	-	-	-	-	-	-	-	-	5	5	<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education															11
Total			-	5	-	-	-	-	-	-	-	-	-	-	5	5	12

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

No data available.
Postgraduate students are not included in this survey.

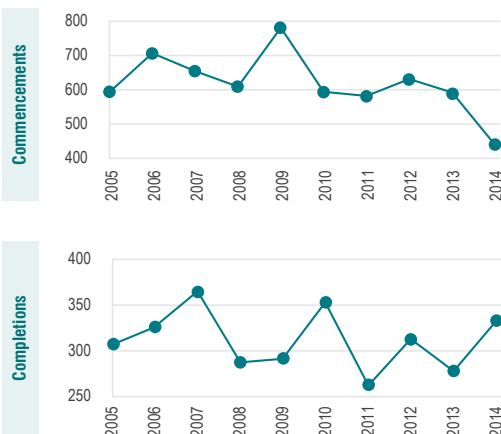
Aggregated data from all ITE programs

2014 Number of programs	12
2014 Commencements	443
2014 Enrolments	1,735
2014 Completions	332

2014 Commencement breakdowns

Gender	Females	325
	Males	118
Citizenship	Domestic	430
	Overseas	13
Equity group	Indigenous	11
	NESB	7
	Low SES	93
	Regional	45
	Remote	13

Time series



Murdoch University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor Of Education (Primary Teaching) (Combination)	Undergrad	Teacher Education: Primary	-	-	-	-	7	-	-	-	-	-	-	-	7	7	-
Bachelor Of Education (Early Childhood 0-8)	Undergrad	Teacher Education: Early Childhood	-	-	-	< 5	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor Of Education	Undergrad	Teacher Education	26	45	67	59	24	-	< 5	14	28	24	7	< 5	142	221	-
Bachelor Of Education In Early Childhood 0-8	Undergrad	Teacher Education: Early Childhood	-	< 5	-	np	-	-	-	-	-	-	-	-	15	15	-
Bachelor Of Education/Bachelor Of Arts	Undergrad	Teacher Education	< 5	9	10	6	< 5	-	-	< 5	5	< 5	< 5	< 5	17	31	-
Bachelor Of Education/Bachelor Of Science	Undergrad	Teacher Education	< 5	7	10	np	-	-	-	< 5	< 5	< 5	5	-	17	30	-
Bachelor Of Education - Primary	Undergrad	Teacher Education: Primary	< 5	< 5	< 5	< 5	-	-	-	-	< 5	-	< 5	-	< 5	6	21
Bachelor Of Education (Secondary)/ Bachelor Of Arts	Undergrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	< 5	-	< 5	< 5	< 5
Bachelor Of Education (Early Childhood And Primary)	Undergrad	Teacher Education: Early Childhood	< 5	< 5	< 5	< 5	-	-	-	< 5	-	-	-	-	< 5	5	43

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Murdoch University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor Of Education (Secondary)/ Bachelor Of Sports Science	Undergrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	7
Graduate Diploma In Education - Primary	Postgrad	Teacher Education: Primary	-	60	-	-	-	-	-	-	-	-	-	-	60	60	76
Graduate Diploma In Education - Secondary	Postgrad	Teacher Education: Secondary	-	63	-	-	-	-	-	-	-	-	-	-	63	63	72
Bachelor Of Education - Primary	Undergrad	Teacher Education: Primary															31
Bachelor Of Education (Secondary)/ Bachelor Of Arts	Undergrad	Teacher Education: Secondary															5
Bachelor Of Education (Secondary)/ Bachelor Of Science	Undergrad	Teacher Education: Secondary															<5
Bachelor Of Education - Secondary (Graduate)	Undergrad	Teacher Education: Secondary															<5
Bachelor Of Education (Secondary)/ Bachelor Of Media	Undergrad	Teacher Education: Secondary															<5
Bachelor Of Education (Secondary)/ Bachelor Of Media	Undergrad	Teacher Education: Secondary															<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Murdoch University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor Of Education (Primary)/Bachelor Of Arts (Australian Indigenous)	Undergrad	Teacher Education: Primary															<5
Bachelor Of Education (Primary)/Bachelor Of Arts (Australian Indigenous)	Undergrad	Teacher Education: Primary															<5
Bachelor Of Education - Primary (Graduate)	Undergrad	Teacher Education: Primary															<5
Bachelor Of Education (Early Childhood And Primary)	Undergrad	Teacher Education: Early Childhood															38
Bachelor Of Education (Secondary)/Bachelor Of Digital Media	Undergrad	Teacher Education: Secondary															<5
Bachelor Of Education (Secondary)/Bachelor Of Sports Science	Undergrad	Teacher Education: Secondary															8
Bachelor Of Education (Primary, 1-10 Health And Physical Education)	Undergrad	Teacher Education															8
Bachelor Of Education (Primary, 1-10 Health And Physical Education)	Undergrad	Teacher Education															9
Total			34	193	89	92	35	-	< 5	18	38	29	18	< 5	333	443	332

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

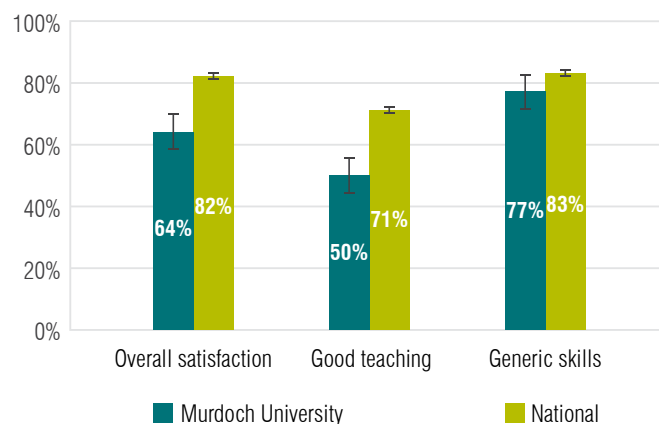
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

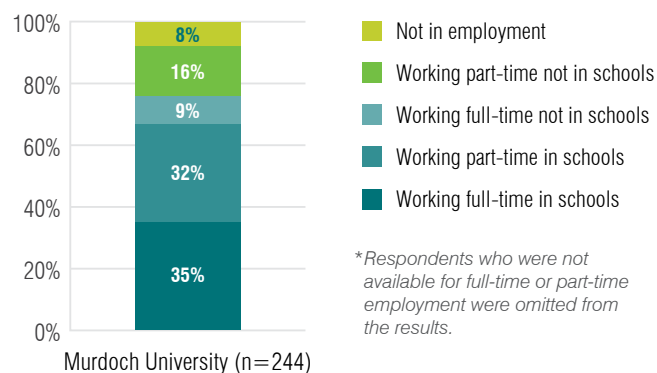
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

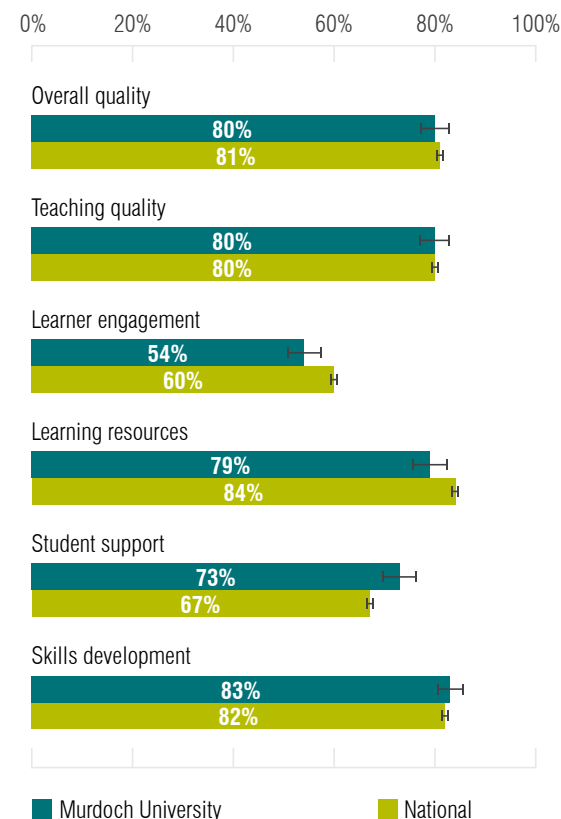


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



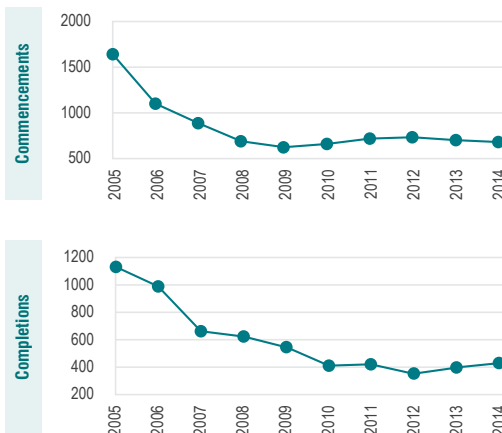
Aggregated data from all ITE programs

2014 Number of programs	4
2014 Commencements	718
2014 Enrolments	2,303
2014 Completions	412

2014 Commencement breakdowns

Gender	Females	492
	Males	226
Citizenship	Domestic	699
	Overseas	19
Equity group	Indigenous	21
	NESB	< 5
	Low SES	123
	Regional	67
	Remote	< 5

Time series



Queensland University of Technology – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	24	27	44	37	-	13	-	-	< 5	8	6	< 5	124	145	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	24	45	134	24	-	24	< 5	< 5	23	26	15	8	177	251	-
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	16	78	183	23	-	20	-	< 5	29	44	33	np	208	320	-
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	155
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															148
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood															68
Bachelor of Education (Preservice Early Childhood)	Undergrad	Teacher Education: Early Childhood															18
Bachelor of Applied Science / Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary															<5
B Applied Science (Human Movement Studies) / B Education (Secondary)	Undergrad	Teacher Education: Secondary															<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Queensland University of Technology – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Arts / Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary														<5
B Exercise and Movement Science / B Education (Secondary)	Undergrad	Teacher Education: Secondary														18
Total			65	151	361	84	-	57	< 5	< 5	56	78	54	16	511	412

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

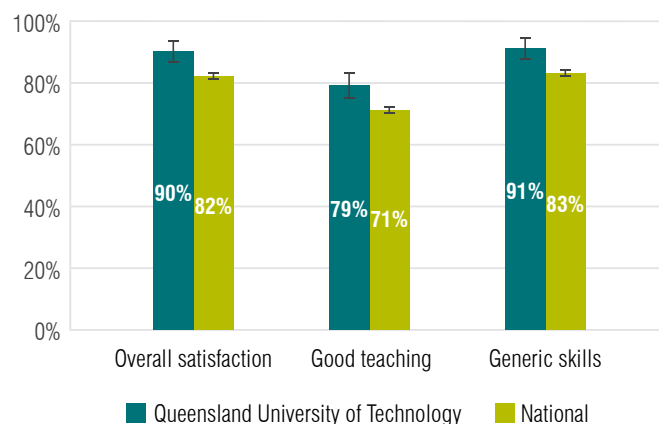
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

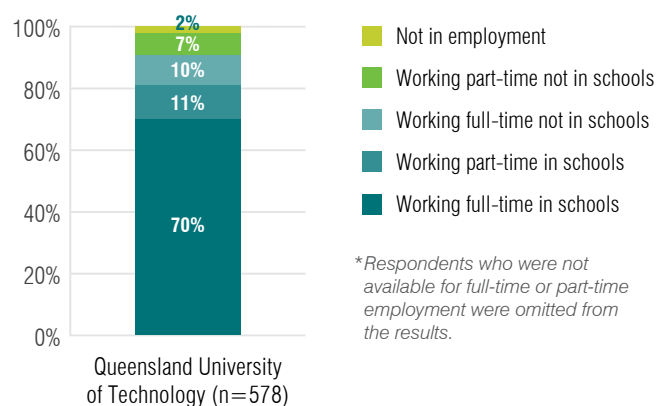
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

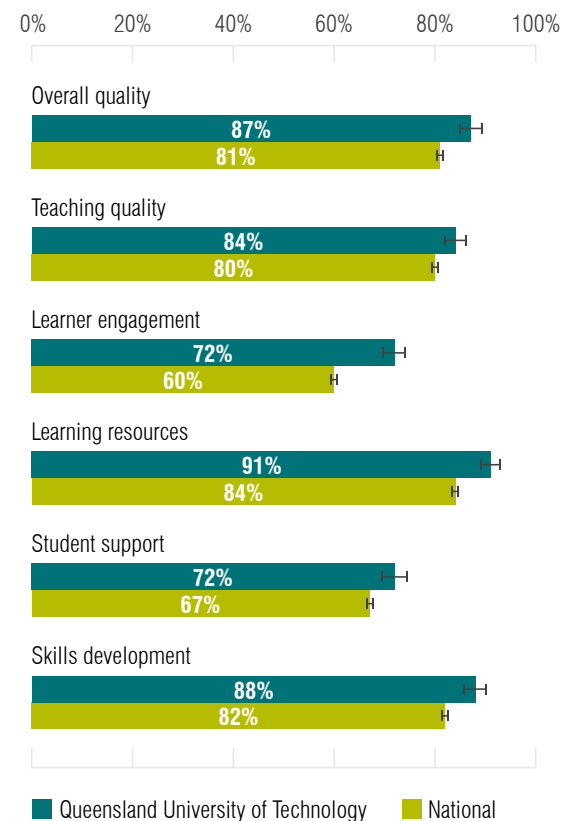


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



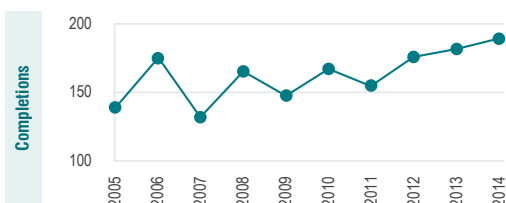
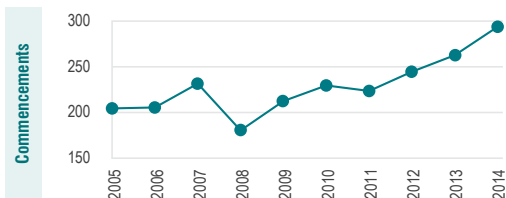
Aggregated data from all ITE programs

2014 Number of programs	3
2014 Commencements	295
2014 Enrolments	918
2014 Completions	187

2014 Commencement breakdowns

Gender	Females	216
	Males	79
Citizenship	Domestic	287
	Overseas	8
Equity group	Indigenous	< 5
	NESB	< 5
	Low SES	37
	Regional	24
	Remote	< 5

Time series



RMIT University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
B App Sci (Physical Education)	Undergrad	Teacher Education: Secondary	-	26	35	11	-	-	< 5	16	14	24	10	-	< 5	72	54
Bachelor of Education	Undergrad	Teacher Education	< 5	np	98	71	-	-	48	42	48	31	np	< 5	28	218	91
B Education (Brunswick)	Undergrad	Teacher Education	-	< 5	< 5	< 5	< 5	-	-	< 5	< 5	-	< 5	-	< 5	5	42
Total			< 5	76	134	83	< 5	-	52	59	63	55	np	< 5	34	295	187

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

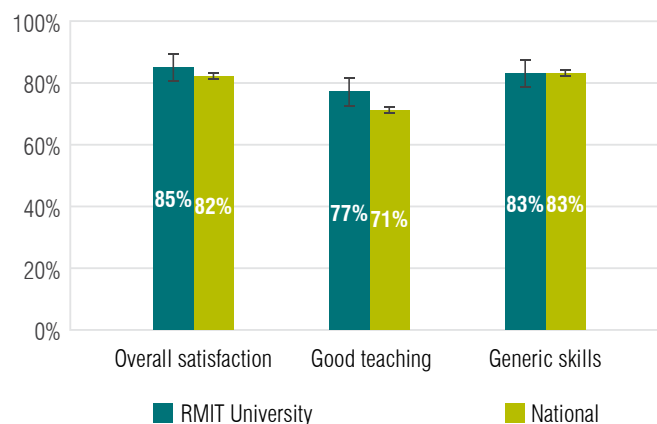
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

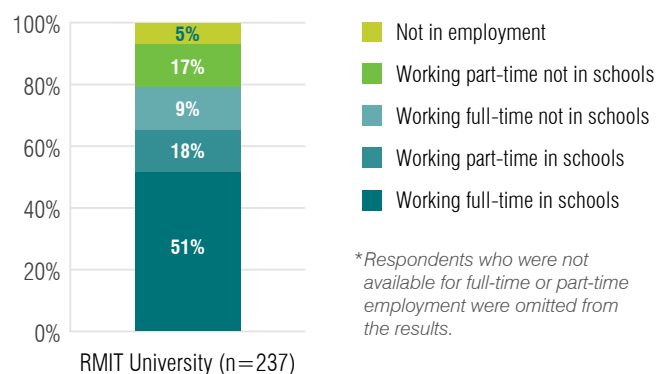
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

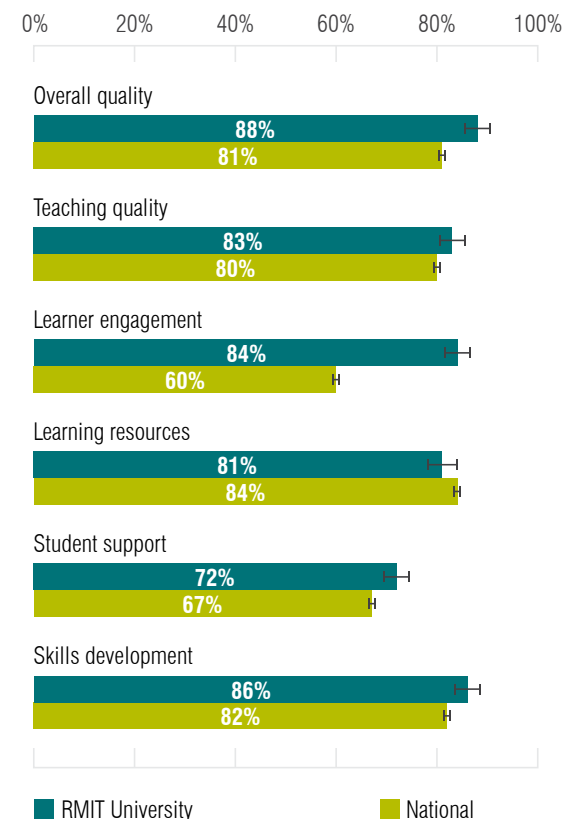


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



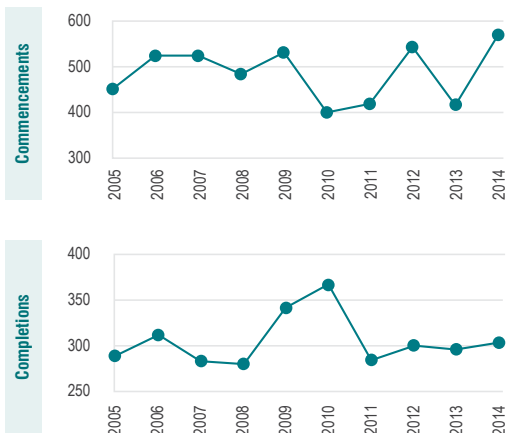
Aggregated data from all ITE programs

2014 Number of programs	8
2014 Commencements	572
2014 Enrolments	1,407
2014 Completions	305

2014 Commencement breakdowns

Gender	Females	379
	Males	193
Citizenship	Domestic	np
	Overseas	< 5
Equity group	Indigenous	26
	NESB	< 5
	Low SES	167
	Regional	357
	Remote	< 5

Time series



Southern Cross University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma of Education	Postgrad	Teacher Education: Secondary	8	68	-	11	-	-	-	-	-	-	-	-	87	87	112
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	np	57	68	28	140	< 5	43	20	23	np	11	< 5	197	302	139
Bachelor of Technology Education	Undergrad	Teacher Education: Secondary	< 5	19	11	17	np	-	< 5	< 5	< 5	-	-	-	54	61	11
Bachelor of Sport and Exercise Science/ Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	< 5	5	< 5	14	-	6	5	< 5	< 5	< 5	-	6	22	19
Bachelor of Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	12	np	< 5	20	-	< 5	< 5	< 5	< 5	< 5	-	31	45	14
Bachelor of Visual Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	< 5	< 5	-	8	-	< 5	< 5	< 5	< 5	-	-	11	16	< 5
Bachelor of Contemporary Music/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	8	< 5	< 5	5	-	< 5	< 5	-	< 5	-	-	14	19	< 5
Bachelor of Science/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	6	np	-	7	-	< 5	-	-	< 5	-	-	15	20	< 5
Total			26	173	107	61	204	< 5	58	35	32	18	13	< 5	415	572	305

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

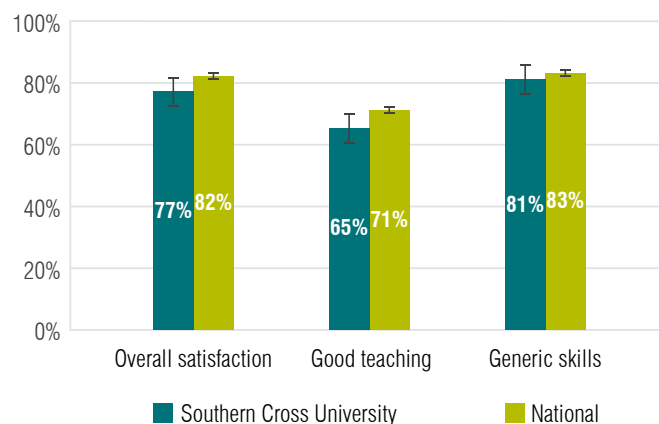
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

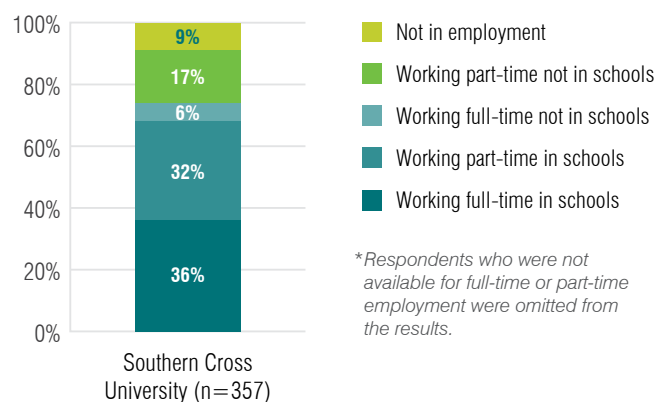
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014



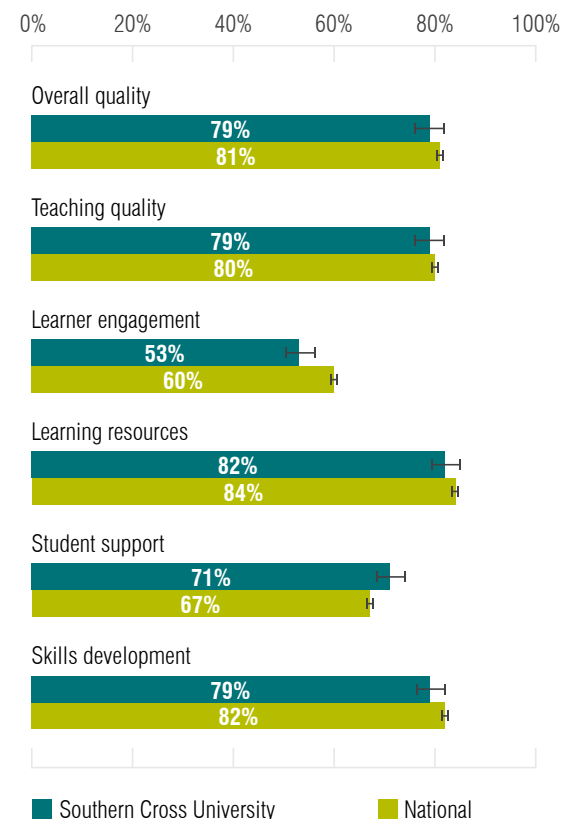
Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



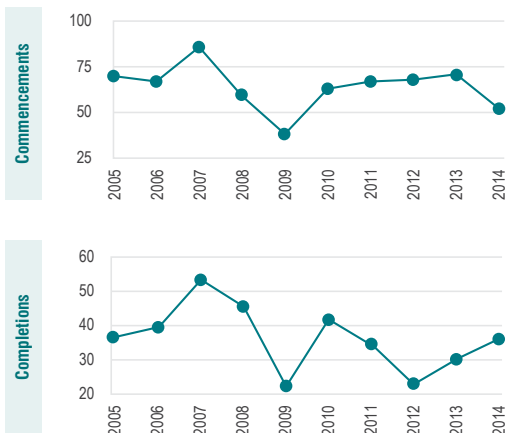
Aggregated data from all ITE programs

2014 Number of programs	7
2014 Commencements	52
2014 Enrolments	191
2014 Completions	38

2014 Commencement breakdowns

Gender	Females	35
	Males	17
Citizenship	Domestic	52
	Overseas	
Equity group	Indigenous	< 5
	NESB	-
	Low SES	10
	Regional	18
	Remote	< 5

Time series



Tabor Adelaide – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Middle School) - ED13M	Undergrad	Teacher Education	-	< 5	np	-	-	-	-	-	< 5	< 5	-	-	< 5	7	-
Bachelor of Education (Secondary) - ED23S	Undergrad	Teacher Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Arts / Bachelor of Education (Secondary)- ED13AS	Undergrad	Teacher Education	-	< 5	< 5	-	-	-	-	-	< 5	-	-	-	< 5	< 5	<5
Bachelor of Education (Primary) - ED13P	Undergrad	Teacher Education	-	< 5	19	-	< 5	-	-	< 5	-	< 5	-	< 5	21	24	<5
Bachelor of Education (Middle Years)	Undergrad	Teacher Education: Secondary	-	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	6
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	< 5	5	-	< 5	-	-	-	< 5	< 5	-	-	6	9	15
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	< 5	< 5	< 5	-	< 5	-	-	-	-	-	-	< 5	< 5	5	<5
Bachelor of Education (Primary) [Graduate Entry]	Undergrad	Teacher Education: Primary															<5
Bachelor of Education (Secondary) [Graduate Entry]	Undergrad	Teacher Education: Secondary															8

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Tabor Adelaide – individual program data for ITE programs (special course 22) 2014															
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown
Total			< 5	13	35	-	< 5	-	-	< 5	5	< 5	-	< 5	40
Total Commencements 2014															52
Total Completions 2014															38

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

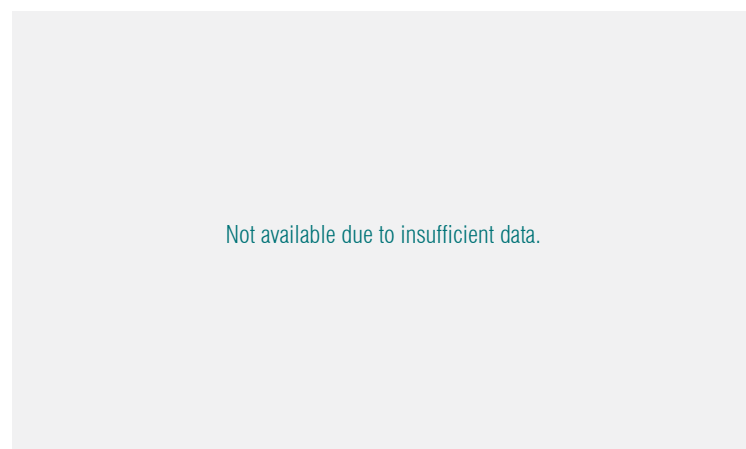
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Initial teacher education – graduate outcomes and student experience

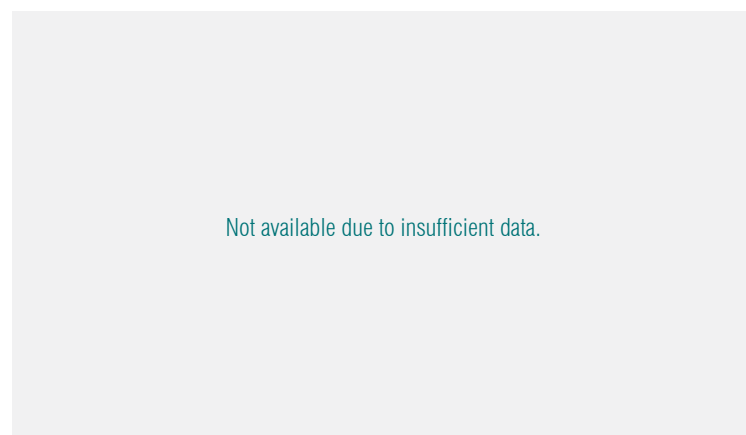
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

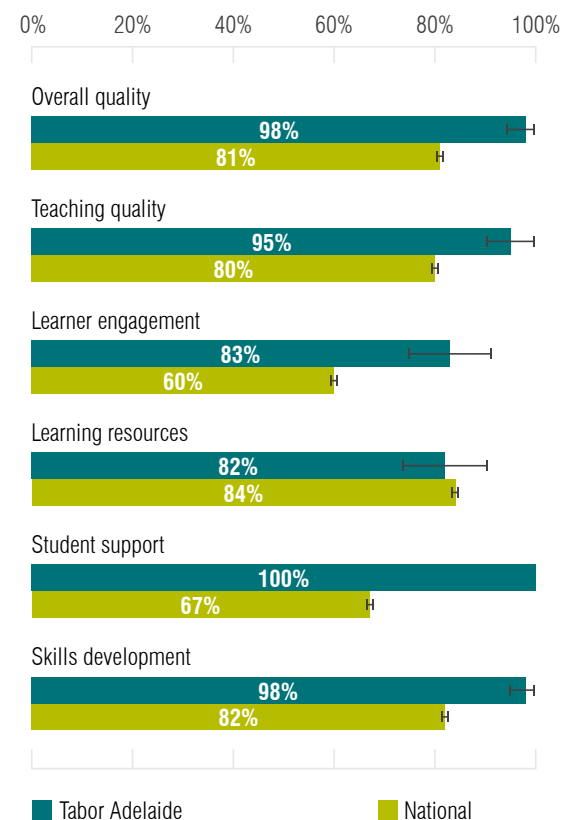


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



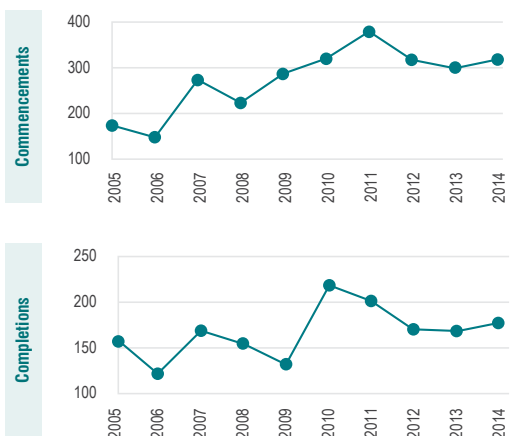
Aggregated data from all ITE programs

2014 Number of programs	5
2014 Commencements	322
2014 Enrolments	775
2014 Completions	181

2014 Commencement breakdowns

Gender	Females	173
	Males	149
Citizenship	Domestic	310
	Overseas	12
Equity group	Indigenous	< 5
	NESB	7
	Low SES	63
	Regional	34
	Remote	< 5

Time series



The University of Adelaide – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
B.Teaching/B.Arts	Undergrad	Teacher Education: Secondary	-	14	99	-	29	-	5	5	21	30	31	22	28	142	66
B.Teaching/B.Economics	Undergrad	Teacher Education	-	-	np	-	< 5	-	-	< 5	< 5	< 5	< 5	< 5	< 5	13	<5
B.Teaching/B.MathCompSc	Undergrad	Teacher Education	-	< 5	np	-	-	-	-	-	< 5	< 5	< 5	5	< 5	15	<5
B.Teaching/B.Science	Undergrad	Teacher Education	-	< 5	38	-	np	-	< 5	< 5	< 5	7	15	14	6	45	12
GDip.Education	Postgrad	Teacher Education: Secondary	99	8	-	-	-	-	-	-	-	-	-	-	107	107	98
B.Teaching	Undergrad	Teacher Education															<5
Total			99	26	161	-	36	-	6	7	27	43	51	42	146	322	181

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

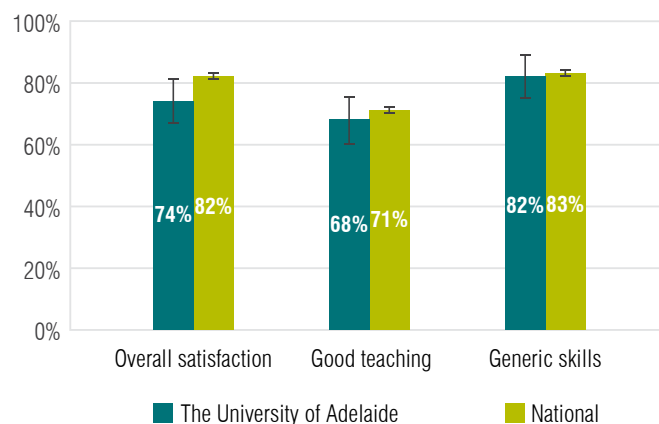
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Initial teacher education – graduate outcomes and student experience

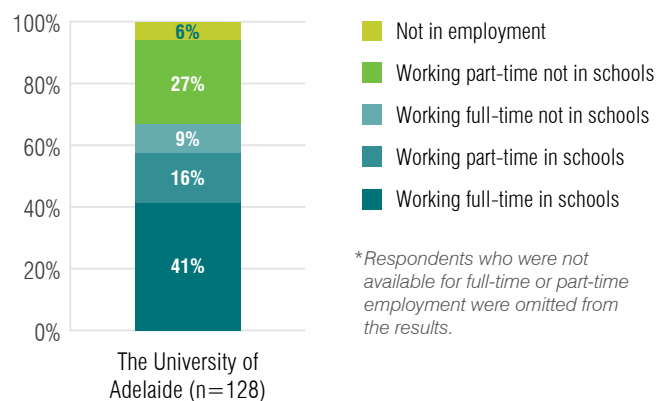
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

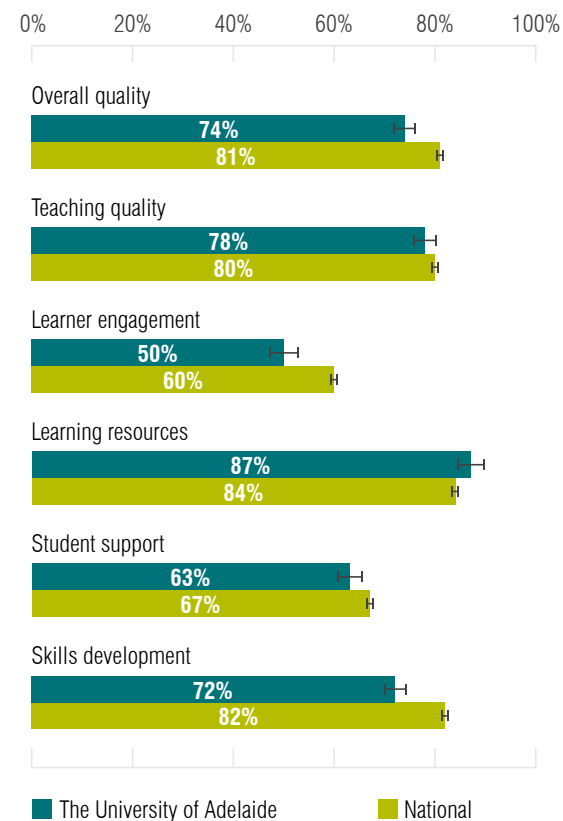


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



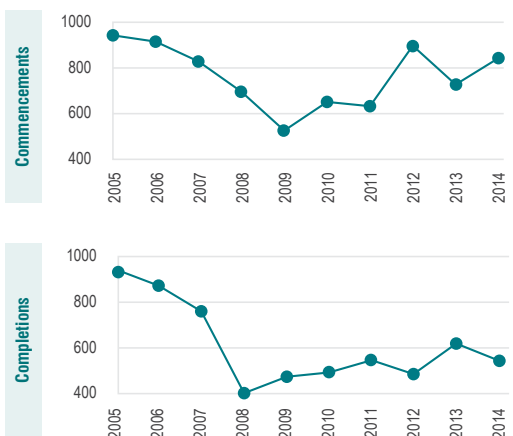
Aggregated data from all ITE programs

2014 Number of programs	5
2014 Commencements	845
2014 Enrolments	1,594
2014 Completions	530

2014 Commencement breakdowns

Gender	Females	586
	Males	259
Citizenship	Domestic	732
	Overseas	113
Equity group	Indigenous	< 5
	NESB	11
	Low SES	41
	Regional	60
	Remote	< 5

Time series



The University of Melbourne – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Postgrad in Tertiary Teaching	Postgrad	Teacher Education: Other	-	8	-	-	-	-	-	-	-	-	-	-	8	8	10
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	95	-	-	-	-	-	-	-	-	-	-	95	95	34
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	195	-	-	-	-	-	-	-	-	-	-	195	195	138
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	545	-	-	-	-	-	-	-	-	-	-	545	545	253
Master of Teaching (Early Years)	Postgrad	Teacher Education: Primary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	36
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-														<5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-														<5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-														14
Postgraduate Diploma in Teaching (Teach for Australia)	Postgrad	Teacher Education: Secondary	-														43

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

The University of Melbourne – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Total			-	845	-	-	-	-	-	-	-	-	-	-	845	845	530

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

No data available.
Postgraduate students are not included in this survey.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

No data available.
Postgraduate students are not included in this survey.

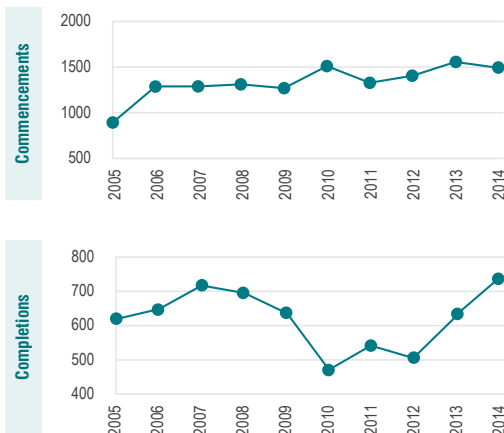
Aggregated data from all ITE programs

2014 Number of programs	23
2014 Commencements	1,499
2014 Enrolments	4,173
2014 Completions	739

2014 Commencement breakdowns

Gender	Females	1,244
	Males	255
Citizenship	Domestic	1,492
	Overseas	7
Equity group	Indigenous	44
	NESB	10
	Low SES	359
	Regional	621
	Remote	21

Time series



The University of New England – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	< 5	-	-	-	-	-	-	-	-	< 5	-	-	-	< 5	-
Bachelor of Business/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	< 5	-	< 5	-	< 5	-	< 5	-	5	9	-
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education: Primary	6	89	77	9	28	-	24	23	10	18	np	< 5	125	209	-
Bachelor of Education (K-12 Teaching)	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	< 5	-	< 5	-	< 5	-	-	-	< 5	7	-
Bachelor of Education (K-12 Teaching)	Undergrad	Teacher Education: Secondary	5	52	28	5	13	-	< 5	10	8	12	9	< 5	59	103	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	< 5	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Information Technology/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	-	-	-	-	5	5	-
Bachelor of Music/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	< 5	np	7	-	-	< 5	< 5	< 5	< 5	-	< 5	-	6	14	-
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	9	np	-	< 5	-	-	< 5	< 5	< 5	< 5	-	11	18	-

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The University of New England – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Special Education (Primary)/ Bachelor of Disability Studies	Undergrad	Teacher Education: Primary	< 5	16	13	< 5	-	-	< 5	< 5	< 5	< 5	-	< 5	19	32	-
Master of Teaching (Primary)	Postgrad	Teacher Education	-	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	< 5	37	22	< 5	21	-	5	< 5	6	< 5	10	5	50	84	< 5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	148
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	15	99	53	5	36	-	23	18	14	17	np	< 5	126	208	< 5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	< 5	< 5	-	-	-	-	< 5	-	< 5	-	-	< 5	6	< 5
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	< 5	np	11	-	9	-	< 5	-	6	< 5	< 5	< 5	14	28	< 5

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The University of New England – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	12	85	44	9	-	92	27	14	14	7	-	-	180	242	130
Graduate Diploma in Education	Postgrad	Teacher Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	152
Master of Teaching (Primary)	Postgrad	Teacher Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	103
Master of Teaching (Primary)	Postgrad	Teacher Education	23	196	19	-	-	-	-	-	-	-	-	-	238	238	35
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	np	< 5	-	-	-	-	-	-	-	-	-	285	285	20
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary															8
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary															10
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary															18
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary															< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

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The University of New England – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary														< 5	
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary														< 5	
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary														6	
Bachelor of Special Education (Primary)/ Bachelor of Disability Studies	Undergrad	Teacher Education: Primary														< 5	
Bachelor of Special Education (Primary)/ Bachelor of Disability Studies	Undergrad	Teacher Education: Primary														10	
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood														< 5	
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood														< 5	
Graduate Diploma in Education	Postgrad	Teacher Education														22	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary														< 5	

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The University of New England – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary														< 5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary														24
Total			70	894	297	30	115	93	90	76	69	70	45	11	1138	739

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

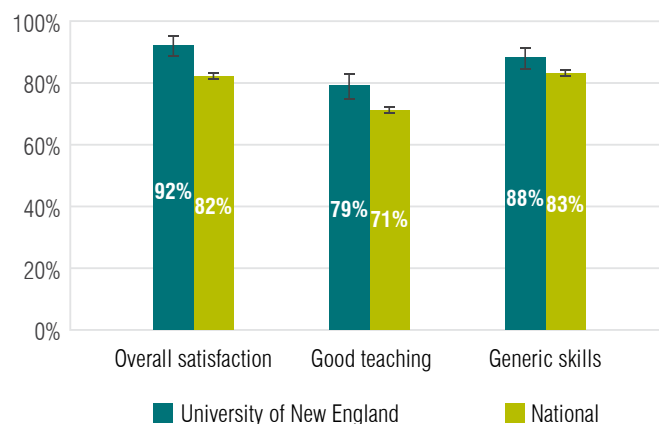
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Initial teacher education – graduate outcomes and student experience

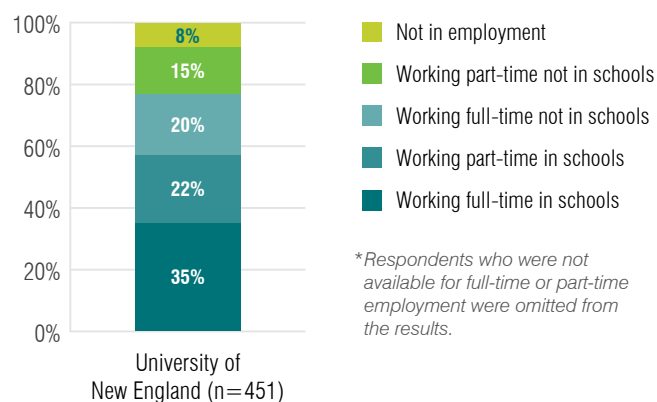
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

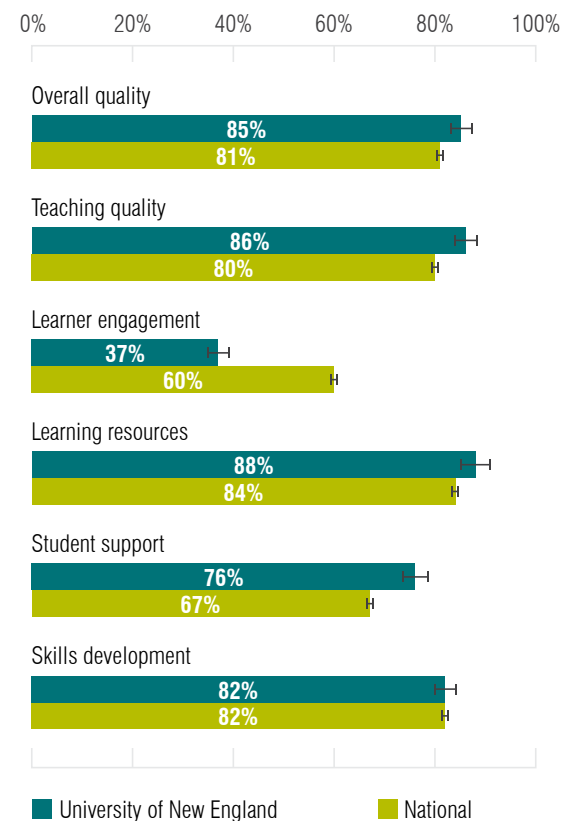


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



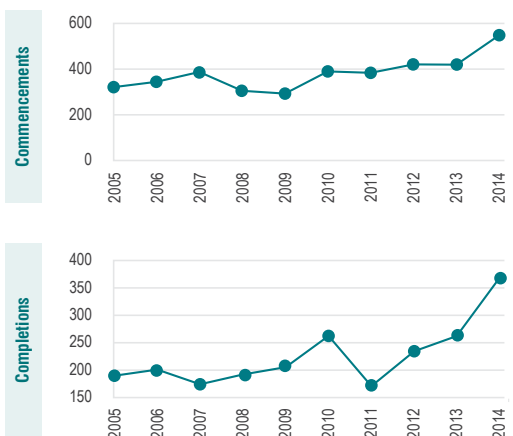
Aggregated data from all ITE programs

2014 Number of programs	13
2014 Commencements	505
2014 Enrolments	1,527
2014 Completions	353

2014 Commencement breakdowns

Gender	Females	333
	Males	172
Citizenship	Domestic	477
	Overseas	28
Equity group	Indigenous	8
	NESB	16
	Low SES	51
	Regional	25
	Remote	-

Time series



The University of New South Wales – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Music / Education	Undergrad	Teacher Education: Secondary	-	np	27	< 5	-	-	-	-	< 5	< 5	8	6	20	39	-
Bachelor of Commerce/Education (Secondary)	Undergrad	Teacher Education: Secondary	-	-	np	-	< 5	-	-	-	-	< 5	< 5	< 5	< 5	10	-
Bachelor Degree (Pass) of Fine Arts / Education (Sec)	Undergrad	Teacher Education: Secondary	14	np	20	< 5	-	-	< 5	< 5	< 5	6	7	< 5	33	51	-
Bachelor Degree (Pass) of Design (Hons)/ Education (Sec)	Undergrad	Teacher Education: Secondary	8	5	9	-	-	-	-	-	< 5	< 5	5	< 5	12	22	-
Bachelor Degree (Pass) of Media Arts (Hons) / Ed (Sec)	Undergrad	Teacher Education: Secondary	-	-	< 5	< 5	-	-	-	-	-	< 5	-	< 5	< 5	< 5	-
Bachelor Degree (Pass) of Arts / Education (Secondary)	Undergrad	Teacher Education	15	53	71	< 5	< 5	-	-	-	< 5	14	15	np	106	141	8
Bachelor of Economics/Education	Undergrad	Teacher Education	-	< 5	< 5	-	-	-	-	-	-	< 5	< 5	< 5	< 5	7	< 5
Bachelor of Science/Education	Undergrad	Teacher Education	< 5	13	33	< 5	< 5	-	-	-	-	np	10	< 5	30	49	< 5
Bachelor Degree (Honours) of Education (Secondary) (Hons)	Undergrad	Teacher Education: Secondary	< 5	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

The University of New South Wales – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Art Education	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	-	< 5	-	< 5	< 5	< 5	50
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	< 5	87	-	< 5	-	-	-	-	-	-	-	-	89	89	69
Postgrad of Education	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	78	-	5	-	-	-	-	-	-	-	-	83	83	51
Bachelor of Arts (Dance) Education	Undergrad	Teacher Education: Secondary															19
Bachelor of Music/Education	Undergrad	Teacher Education															24
Bachelor of Arts/Education (Secondary)	Undergrad	Teacher Education															79
Bachelor of Science/Education	Undergrad	Teacher Education															22
Bachelor of Art Education/Design	Undergrad	Teacher Education: Secondary															24

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

The University of New South Wales – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Total			42	269	176	15	< 5	-	< 5	< 5	< 5	32	50	26	391	505	353

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

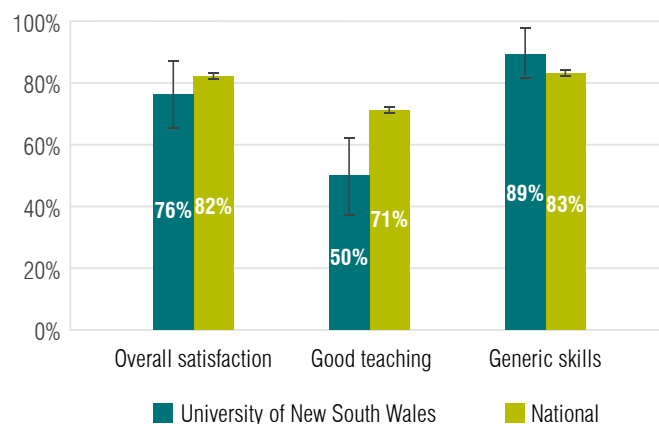
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Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

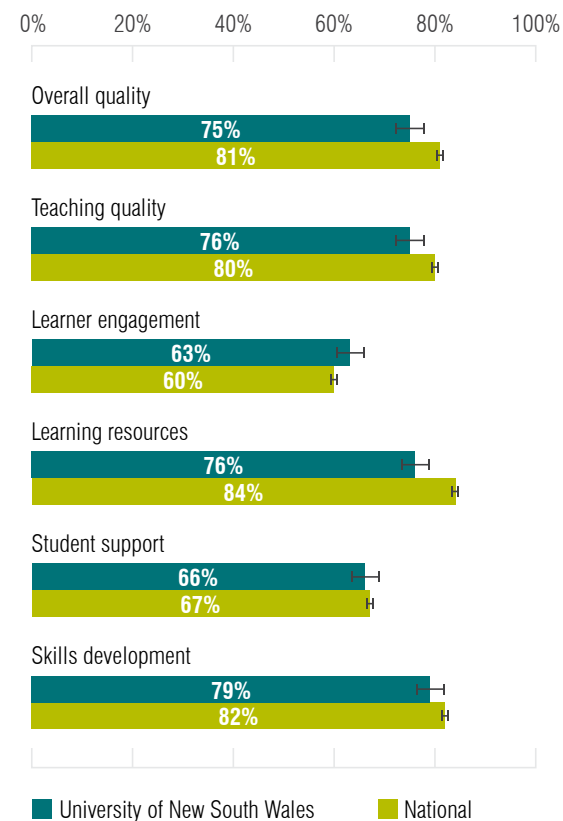


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

Not available due to insufficient data.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



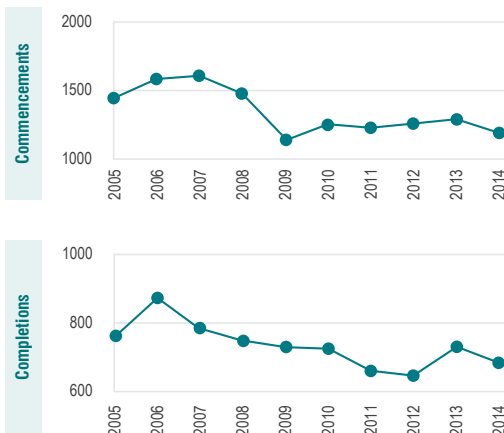
Aggregated data from all ITE programs

2014 Number of programs	10
2014 Commencements	1,200
2014 Enrolments	4,015
2014 Completions	688

2014 Commencement breakdowns

Gender	Females	823
	Males	377
Citizenship	Domestic	1,189
	Overseas	11
Equity group	Indigenous	40
	NESB	6
	Low SES	378
	Regional	274
	Remote	< 5

Time series



The University of Newcastle – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	< 5	np	-	-	-	-	-	-	-	-	-	-	35	35	42
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	np	-	< 5	-	-	-	-	-	-	-	-	75	75	42
Bachelor of Teaching (Secondary) / Bachelor of Arts	Undergrad	Teacher Education: Secondary	< 5	42	112	np	40	-	-	-	5	< 5	5	< 5	194	210	78
Bachelor of Teaching (Primary) / Bachelor of Arts	Undergrad	Teacher Education: Primary	10	74	187	58	109	-	-	< 5	13	6	8	< 5	405	438	337
Bachelor of Teaching (Primary) / Bachelor of Early Childhood Studies	Undergrad	Teacher Education: Early Childhood	7	38	70	34	42	-	-	< 5	< 5	< 5	< 5	-	184	191	105
Bachelor of Teaching (Secondary) / Bachelor of Fine Art	Undergrad	Teacher Education: Secondary	< 5	< 5	14	< 5	5	-	-	-	< 5	< 5	-	-	23	26	10
Bachelor of Teaching (Second) / Bachelor of Health & Physical Education	Undergrad	Teacher Education: Secondary	< 5	13	48	np	8	-	-	-	< 5	< 5	< 5	-	75	80	51
Bachelor of Teaching (Secondary) / Bachelor of Science	Undergrad	Teacher Education: Secondary	-	16	33	< 5	np	-	-	-	< 5	< 5	-	< 5	54	59	10
Bachelor of Teaching (Secondary) / Bachelor of Technology	Undergrad	Teacher Education: Secondary	< 5	13	16	8	np	-	-	-	-	-	-	-	44	44	< 5

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The University of Newcastle – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Teaching (Secondary) / Bachelor of Mathematics	Undergrad	Teacher Education: Secondary	-	12	17	-	13	-	-	-	-	< 5	5	< 5	35	42	11
Bachelor of Teaching / Bachelor of Design and Technology	Undergrad	Teacher Education: Secondary															< 5
Total			28	317	497	126	232	-	-	5	28	16	21	6	1124	1200	688

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

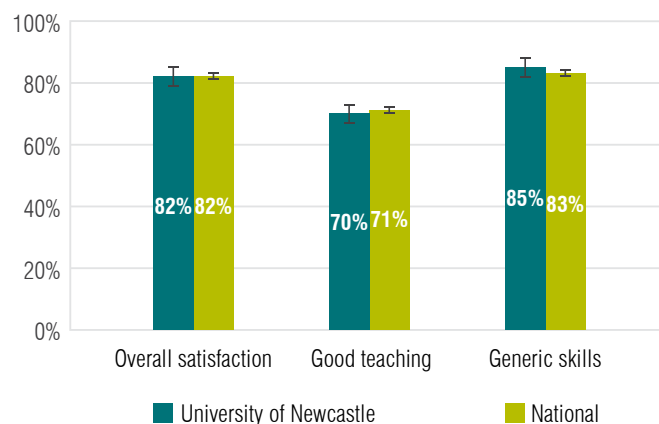
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Initial teacher education – graduate outcomes and student experience

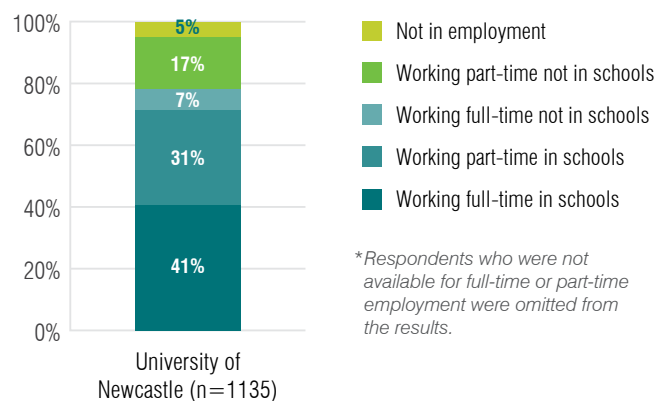
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

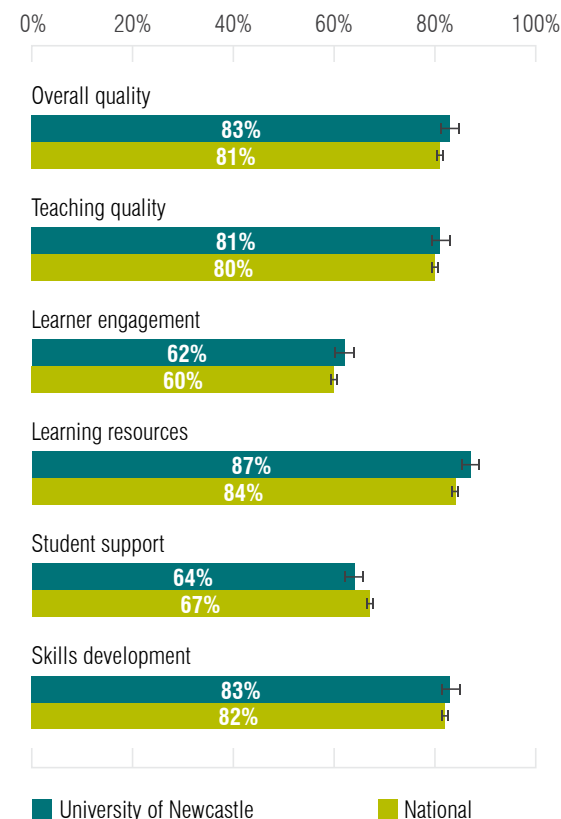


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



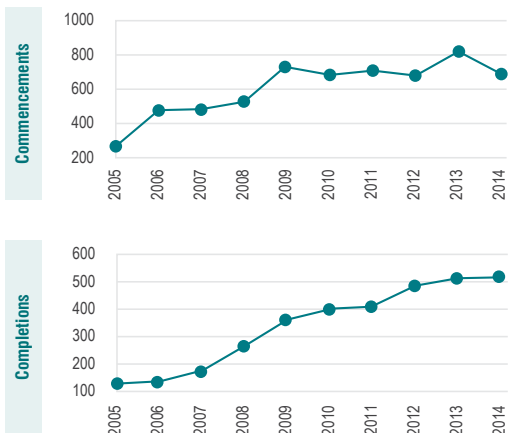
Aggregated data from all ITE programs

2014 Number of programs	18
2014 Commencements	688
2014 Enrolments	2,596
2014 Completions	513

2014 Commencement breakdowns

Gender	Females	516
	Males	172
Citizenship	Domestic	681
	Overseas	7
Equity group	Indigenous	< 5
	NESB	< 5
	Low SES	55
	Regional	31
	Remote	7

Time series



The University of Notre Dame Australia – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Primary) / Bachelor of Arts	Undergrad	Teacher Education: Primary	< 5	-	< 5	-	< 5	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Education (Primary) / Bachelor of Science	Undergrad	Teacher Education: Primary	-	-	-	-	< 5	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Education (Secondary) / Bachelor of Arts	Undergrad	Teacher Education: Secondary	< 5	-	< 5	-	-	-	-	-	-	-	-	-	5	5	-
Bachelor of Education (Secondary) / Bachelor of Science	Undergrad	Teacher Education: Secondary	-	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Education (Secondary) and Arts	Undergrad	Teacher Education: Secondary	np	< 5	18	-	23	-	-	-	-	-	-	-	49	49	-
Bachelor of Education (Secondary) and Business Studies	Undergrad	Teacher Education: Secondary	-	-	< 5	-	< 5	-	-	-	-	-	-	-	< 5	< 5	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	12	7	45	< 5	36	< 5	-	-	-	-	-	-	102	102	59
Bachelor of Education (Primary) / Bachelor of Behavioural Science	Undergrad	Teacher Education: Primary	-	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	6	< 5	< 5	< 5	5	-	-	-	-	-	-	-	17	17	13

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

The University of Notre Dame Australia – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Health and Physical Education (Primary)	Undergrad	Teacher Education: Primary	< 5	-	< 5	< 5	5	-	-	-	-	-	-	-	9	9	<5
Bachelor of Health and Physical Education (Secondary)	Undergrad	Teacher Education: Secondary	6	< 5	28	< 5	23	-	-	-	-	-	-	-	62	62	11
Bachelor of Education (Early Childhood & Care: 0-8 years)	Undergrad	Teacher Education: Early Childhood	< 5	< 5	23	< 5	17	-	-	-	-	-	-	-	52	52	33
Bachelor of Education (Birth to Twelve Years)	Undergrad	Teacher Education: Early Childhood	np	-	38	< 5	22	-	-	-	-	-	-	-	71	71	64
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	np	-	34	< 5	24	-	-	-	-	-	-	-	69	69	58
Bachelor of Primary Education (Religious Education)	Undergrad	Teacher Education	22	-	67	-	31	-	-	-	-	-	-	-	120	120	85
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	< 5	77	10	< 5	6	< 5	-	-	-	-	-	-	100	100	68
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	13	< 5	-	< 5	-	-	-	-	-	-	-	16	16	11
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	-	-	-	-	7	7	<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

The University of Notre Dame Australia – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood														15
Bachelor of Education (Kindergarten-Yr 7)	Undergrad	Teacher Education: Primary														8
Bachelor of Arts / Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary														38
Bachelor of Education (Birth to Twelve Years)	Undergrad	Teacher Education: Early Childhood														<5
Bachelor of Arts / Graduate Diploma of Education (Secondary)	Undergrad	Teacher Education: Secondary														<5
Bachelor of Health and Physical Education (Primary) (Honours)	Undergrad	Teacher Education: Primary														<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary														30
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary														<5
Master of Teaching (K-7)	Postgrad	Teacher Education: Primary														<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

The University of Notre Dame Australia – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Total			83	111	280	np	197	< 5	-	-	-	-	-	-	688	688	513

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

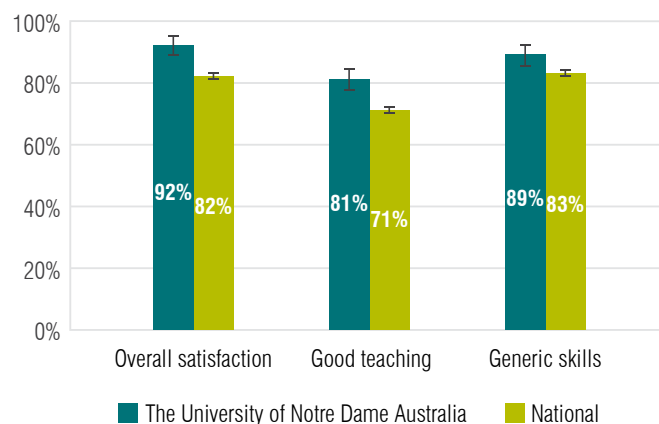
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

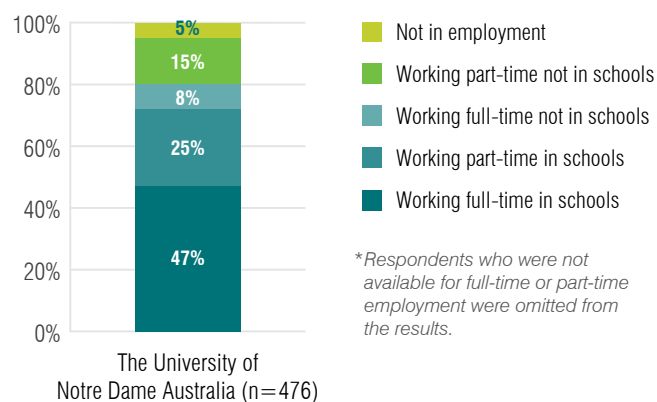
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

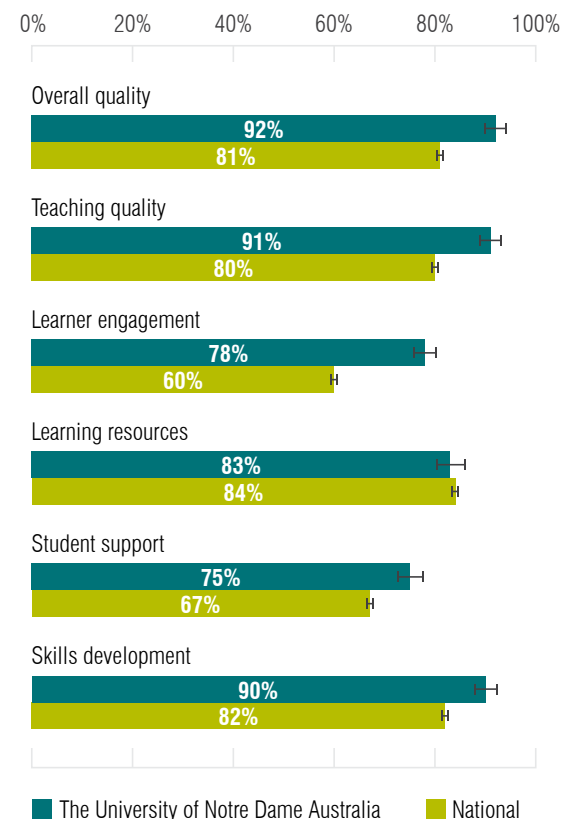


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



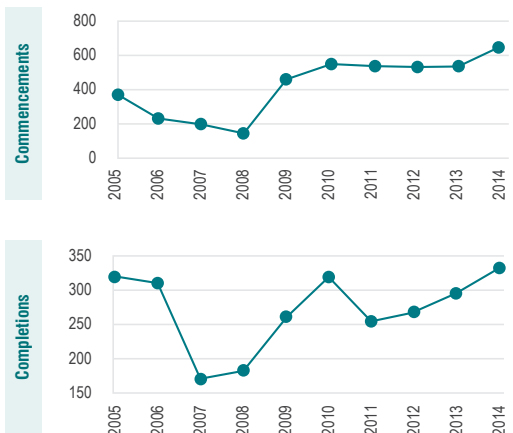
Aggregated data from all ITE programs

2014 Number of programs	10
2014 Commencements	652
2014 Enrolments	1,523
2014 Completions	338

2014 Commencement breakdowns

Gender	Females	443
	Males	209
Citizenship	Domestic	629
	Overseas	23
Equity group	Indigenous	10
	NESB	12
	Low SES	79
	Regional	96
	Remote	8

Time series



The University of Queensland – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
B Education(Hons)	Undergrad	Teacher Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Grad Dip Education	Postgrad	Teacher Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Master Teaching (Primary)	Postgrad	Teacher Education: Primary	< 5	np	-	-	-	-	-	-	-	-	-	-	9	9	-
B Arts/BEducation(Sec)	Undergrad	Teacher Education	8	65	164	9	-	6	-	-	< 5	np	47	26	154	252	72
B Music/BEducation(Sec)	Undergrad	Teacher Education	6	-	-	-	-	-	-	-	-	-	-	-	6	6	6
B Science/BEducation(Sec)	Undergrad	Teacher Education	-	7	23	-	-	-	-	-	-	-	5	9	16	30	15
B BusMan/BEducation(Sec)	Undergrad	Teacher Education	-	< 5	< 5	-	-	-	-	-	-	-	< 5	< 5	< 5	5	<5
B Education (Primary)	Undergrad	Teacher Education: Primary	8	55	54	< 5	-	< 5	-	-	-	np	25	< 5	88	124	35
B Ed (Middle Yrs School) UG	Undergrad	Teacher Education: Secondary	-	np	12	-	-	< 5	-	-	-	< 5	8	< 5	7	19	7

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

The University of Queensland – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Grad Dip Education (Secondary)	Postgrad	Teacher Education: Secondary	< 5	202	-	< 5	-	-	-	-	-	-	-	-	205	205	168
B Music/BEducation(Sec)(Hons)	Undergrad	Teacher Education															<5
B BehaviouralSt/BEducationMYS	Undergrad	Teacher Education															<5
B Arts/Educ (MYS)	Undergrad	Teacher Education															9
B Education (Primary) (Honours)	Undergrad	Teacher Education: Primary															10
B Ed (Middle Yrs School) UG (Honours)	Undergrad	Teacher Education: Secondary															<5
B CreativeArts/BEducation(Sec)	Undergrad	Teacher Education															7
B Applied Science(HmnMovSt) (Education)	Undergrad	Teacher Education															<5
Total			25	345	257	14	-	11	-	-	< 5	31	87	43	489	652	338

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

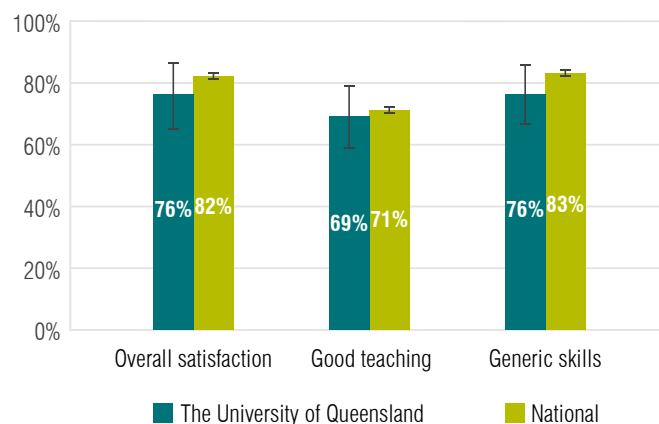
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

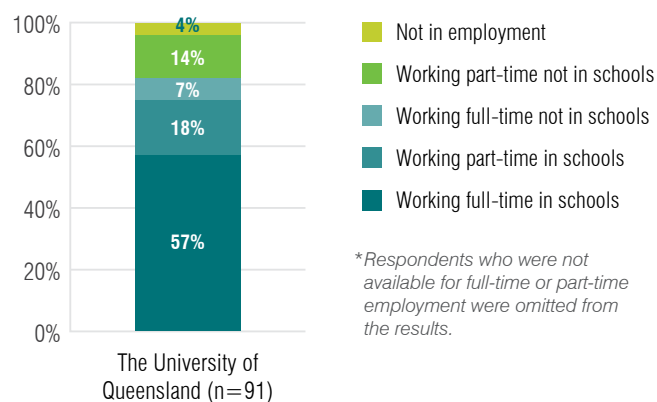
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

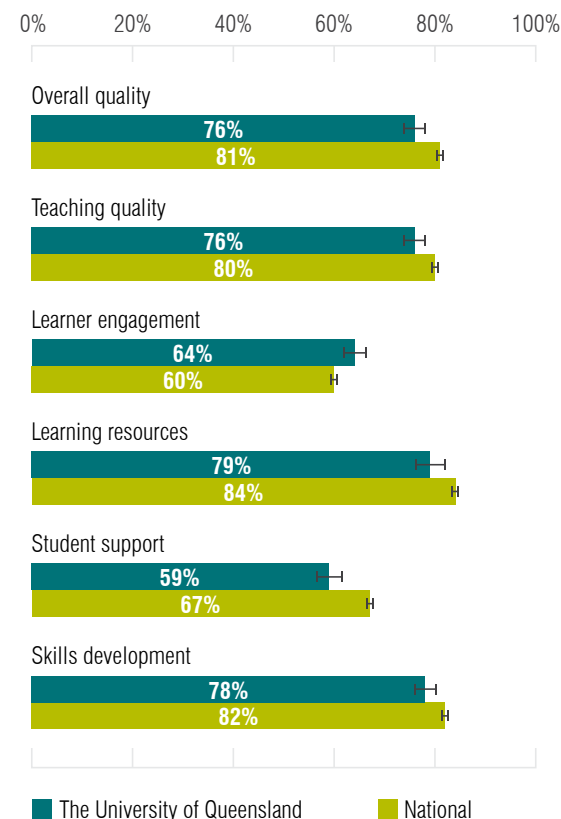


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



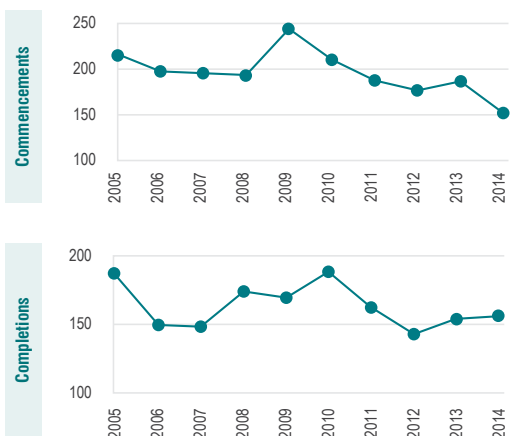
Aggregated data from all ITE programs

2014 Number of programs	4
2014 Commencements	152
2014 Enrolments	290
2014 Completions	159

2014 Commencement breakdowns

Gender	Females	101
	Males	51
Citizenship	Domestic	141
	Overseas	11
Equity group	Indigenous	< 5
	NESB	-
	Low SES	14
	Regional	18
	Remote	< 5

Time series



The University of Western Australia – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Postgrad in Tertiary Teaching	Postgrad	Teacher Education: Other	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary	-	106	-	-	-	-	-	-	-	-	-	-	106	106	89
Master of Teaching – Coursework	Postgrad	Teacher Education	-	43	-	-	-	-	-	-	-	-	-	-	43	43	32
Master of Science Communication and Education – Coursework	Postgrad	Teacher Education	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education															17
Bachelor of Music Education	Undergrad	Teacher Education															5
Bachelor of Music Education (Honours)	Undergrad	Teacher Education															< 5
Master of Teaching (Primary) – Coursework	Postgrad	Teacher Education: Primary															< 5
Master of Teaching (Secondary) – Coursework	Postgrad	Teacher Education: Secondary															< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

The University of Western Australia – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Master of Teaching (Early Childhood) - Coursework	Postgrad	Teacher Education: Early Childhood														< 5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education														< 5
Total			-	152	-	-	-	-	-	-	-	-	-	-	152	159

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

Not available due to insufficient data.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*

Not available due to insufficient data.

Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

Not available due to insufficient data.

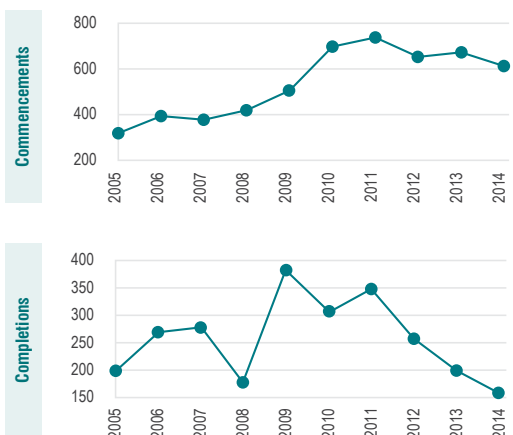
Aggregated data from all ITE programs

2014 Number of programs	14
2014 Commencements	615
2014 Enrolments	1,684
2014 Completions	156

2014 Commencement breakdowns

Gender	Females	446
	Males	169
Citizenship	Domestic	600
	Overseas	15
Equity group	Indigenous	6
	NESB	5
	Low SES	152
	Regional	467
	Remote	< 5

Time series



University of Ballarat/Federation University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Arts/Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	< 5	5	< 5	-	-	-	-	-	-	-	-	7	7	-
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	< 5	16	44	np	-	-	< 5	-	-	-	-	-	76	77	-
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	< 5	np	-	-	-	-	-	-	-	-	-	-	52	52	-
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	12	-	-	-	-	-	-	-	-	-	-	12	12	-
Bachelor of Health & Physical Education	Undergrad	Teacher Education: Secondary	< 5	14	56	8	< 5	-	9	5	< 5	np	-	-	61	82	-
Bachelor of Education (Physical Education)	Undergrad	Teacher Education: Secondary	< 5	< 5	< 5	-	-	-	-	-	-	-	-	< 5	np	6	-
Bachelor of Education (Birth - Year 6)	Undergrad	Teacher Education: Early Childhood	< 5	15	42	< 5	-	-	-	-	-	-	-	-	60	60	-
Bachelor of Science/Bachelor of Education	Undergrad	Teacher Education: Secondary	-	< 5	< 5	-	-	-	-	-	-	-	-	-	5	5	< 5
Bachelor of Visual Arts/Bachelor of Education	Undergrad	Teacher Education: Secondary	< 5	-	np	-	-	-	-	-	-	-	-	-	9	9	< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

University of Ballarat/Federation University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education	Undergrad	Teacher Education: Primary	< 5	46	127	19	np	-	26	np	-	< 5	-	-	173	210	107
Bachelor of Mathematical Sciences/ Bachelor of Education	Undergrad	Teacher Education: Secondary	-	< 5	< 5	< 5	-	-	-	-	-	-	< 5	-	np	6	< 5
Bachelor of Arts/Bachelor of Education	Undergrad	Teacher Education: Secondary	-	9	11	< 5	< 5	-	< 5	< 5	-	-	< 5	-	20	24	6
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	< 5	7	28	13	< 5	-	< 5	-	-	-	-	-	np	50	17
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	-	np	< 5	-	-	-	-	-	-	-	-	-	15	15	20
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary															< 5
Total			14	190	331	62	18	-	40	15	< 5	7	< 5	< 5	548	615	156

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

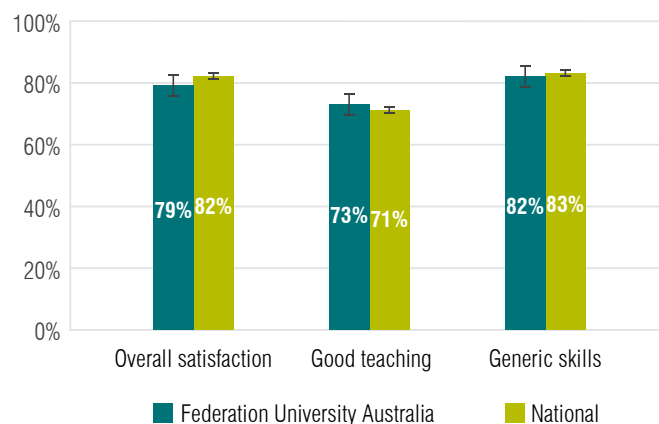
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Initial teacher education – graduate outcomes and student experience

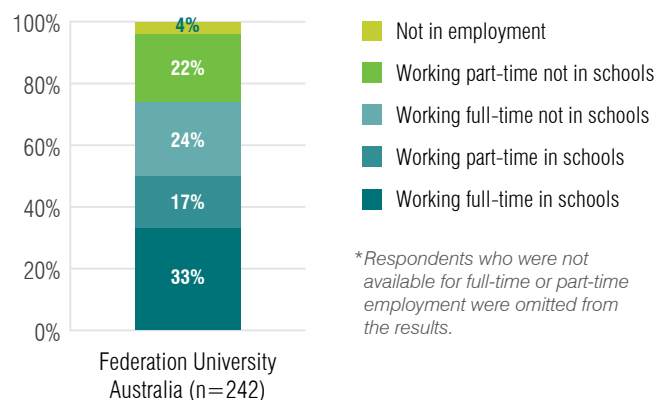
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

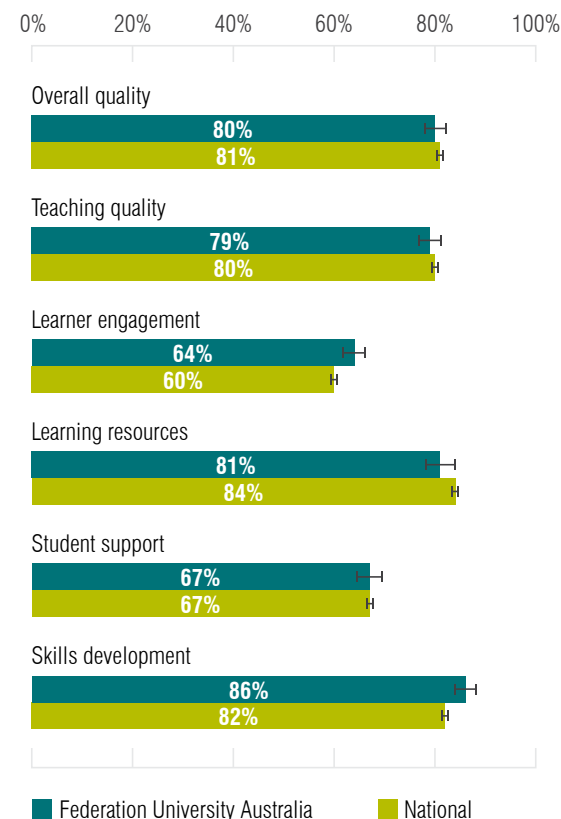


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



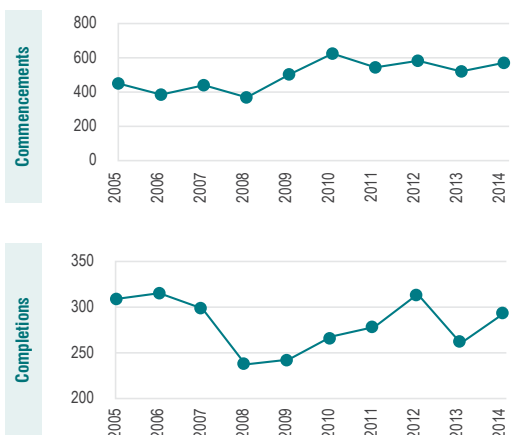
Aggregated data from all ITE programs

2014 Number of programs	7
2014 Commencements	571
2014 Enrolments	1,420
2014 Completions	291

2014 Commencement breakdowns

Gender	Females	373
	Males	198
Citizenship	Domestic	559
	Overseas	12
Equity group	Indigenous	10
	NESB	7
	Low SES	49
	Regional	131
	Remote	< 5

Time series



University of Canberra – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education	11	14	33	5	18	-	6	12	16	10	11	5	21	81	< 5
Bachelor of Education/Bachelor of Science	Undergrad	Teacher Education	< 5	9	28	< 5	18	-	< 5	7	12	12	np	8	14	62	< 5
Bachelor of Education	Undergrad	Teacher Education: Primary	28	45	73	37	94	-	29	51	49	28	np	< 5	102	277	9
Bachelor of Education (Graduate Entry)	Undergrad	Teacher Education: Primary	-	np	-	-	< 5	-	-	-	< 5	< 5	5	< 5	22	33	14
Bachelor of Teaching (Graduate Entry)	Undergrad	Teacher Education: Secondary	-	np	-	-	< 5	-	-	-	< 5	< 5	< 5	< 5	11	19	5
Master of Teaching	Postgrad	Teacher Education: Secondary	-	20	-	-	-	-	-	-	-	-	-	-	20	20	< 5
Master of Teaching	Postgrad	Teacher Education: Secondary	-	79	-	-	-	-	-	-	-	-	-	-	79	79	< 5
Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU)	Undergrad	Teacher Education															< 5
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education															10

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

University of Canberra – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Bachelor of Education/Bachelor of Commerce	Undergrad	Teacher Education														< 5
Bachelor of Education/Bachelor of Social Science in Justice Studies	Undergrad	Teacher Education														< 5
Bachelor of Education/Bachelor of Science	Undergrad	Teacher Education														< 5
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary														< 5
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary														75
Bachelor of Education in Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary														< 5
Bachelor of Education in Secondary Teaching (Design and Technology)	Undergrad	Teacher Education: Secondary														< 5
Bachelor of Education in Secondary Teaching (Design and Technology)	Undergrad	Teacher Education: Secondary														5
Bachelor of Education in Secondary Teaching (Design and Technology)	Undergrad	Teacher Education: Secondary														< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

University of Canberra – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma in Education in Secondary Teaching	Postgrad	Teacher Education: Secondary															17
Bachelor of Education in Early Childhood Teaching (3-8 Years)	Undergrad	Teacher Education: Early Childhood															13
Bachelor of Education in Middle School Teaching (K-10)	Undergrad	Teacher Education															7
Total			43	217	134	45	132	-	38	70	80	54	40	20	269	571	291

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

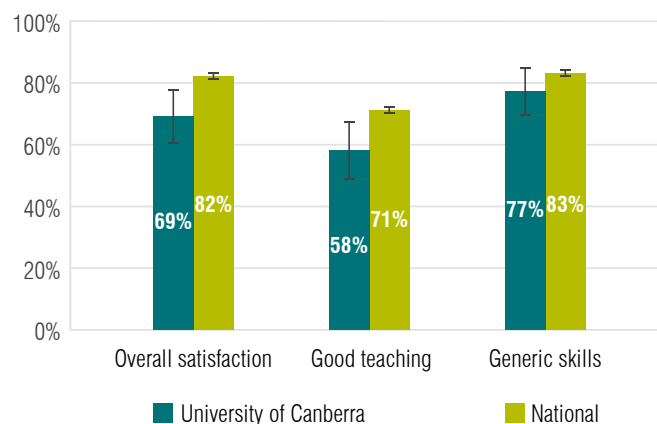
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

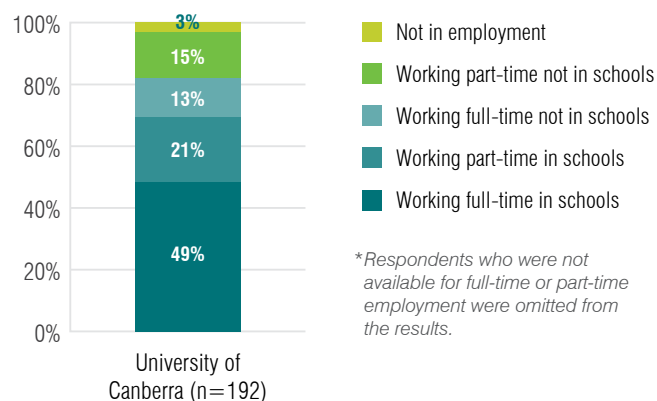
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

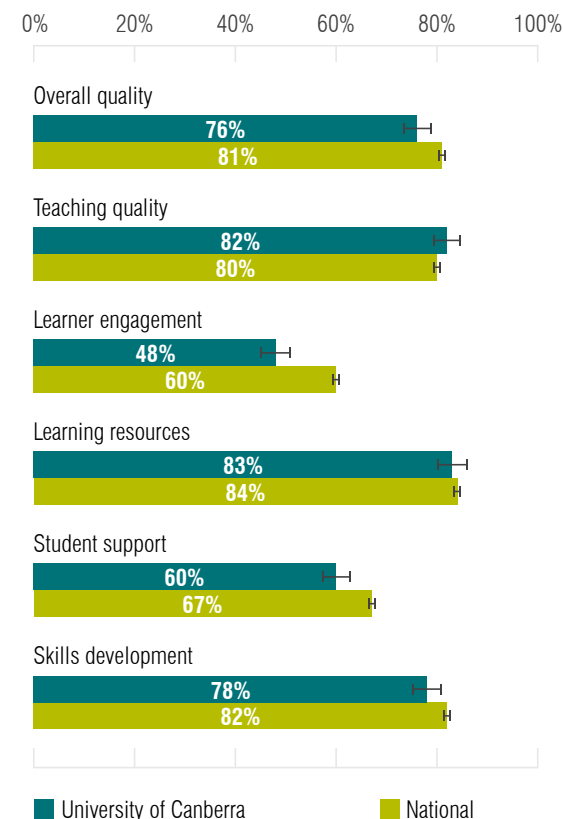


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



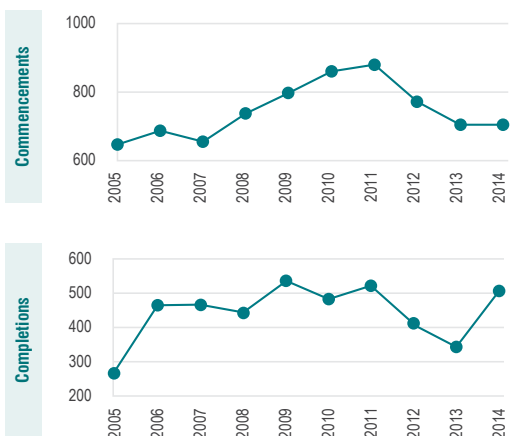
Aggregated data from all ITE programs

2014 Number of programs	11
2014 Commencements	710
2014 Enrolments	2,182
2014 Completions	505

2014 Commencement breakdowns

Gender	Females	539
	Males	171
Citizenship	Domestic	669
	Overseas	41
Equity group	Indigenous	15
	NESB	29
	Low SES	66
	Regional	31
	Remote	< 5

Time series



University of Sydney – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	21	-	-	-	-	-	-	-	-	-	-	21	21	15
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	95	-	-	-	-	-	-	-	-	-	-	95	95	92
Master of Teaching (School Counselling)	Postgrad	Teacher Education: Secondary	-	19	-	-	-	-	-	-	-	-	-	-	19	19	16
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	93	-	-	-	-	-	-	-	-	-	-	93	93	90
Bachelor of Education (Secondary:Aboriginal Studies)	Undergrad	Teacher Education: Secondary	< 5	< 5	-	-	-	-	-	-	-	-	-	-	6	6	8
Bachelor of Education(Secondary: Humanities & Soc Sc)& Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	34	137	np	< 5	-	-	-	-	14	61	27	77	179	67
Bachelor of Education(Secondary: Science) & Bachelor of Science	Undergrad	Teacher Education: Secondary	-	np	21	< 5	-	-	-	-	-	< 5	8	np	15	32	<5
Bachelor of Education(Secondary: Maths) & Bachelor of Science	Undergrad	Teacher Education: Secondary	-	< 5	np	-	-	-	-	-	-	< 5	11	np	8	26	13
Bachelor of Education (Secondary: Human Movement and Health Education)	Undergrad	Teacher Education: Secondary	-	11	39	< 5	< 5	-	-	-	-	np	19	< 5	24	53	51

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

University of Sydney – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	Total Commencements 2014
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	20	21	np	< 5	-	-	-	-	11	6	-	32	49
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	< 5	30	93	9	< 5	-	-	-	< 5	-	31	np	78	137
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary														10
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary														<5
Bachelor of Education Human Movement and Health Education	Undergrad	Teacher Education: Secondary														<5
Bachelor of Education(Sec:Humanities & SocSc) & Bachelor of Arts (Hons)	Undergrad	Teacher Education: Secondary														14
Bachelor of Education(Secondary: Maths) & Bachelor of Science (Honours)	Undergrad	Teacher Education: Secondary														5
Bachelor of Education (Sec: Human Movement and Health Education) (Hons)	Undergrad	Teacher Education: Secondary														10
Bachelor of Education (Early Childhood) (Honours)	Undergrad	Teacher Education: Early Childhood														<5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

University of Sydney – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary															18
Total			5	338	335	25	7	-	-	-	< 5	np	136	69	468	710	505

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

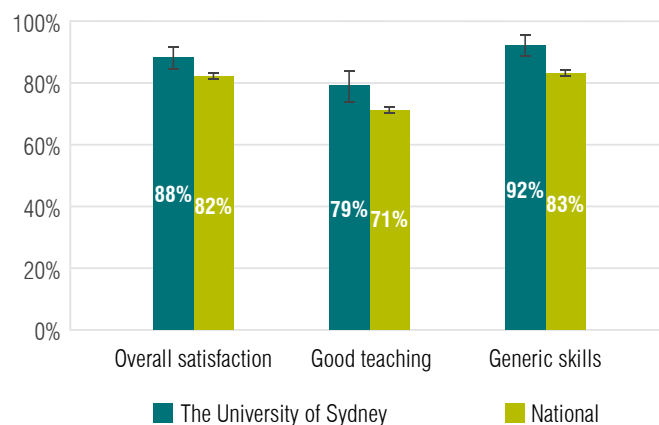
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Initial teacher education – graduate outcomes and student experience

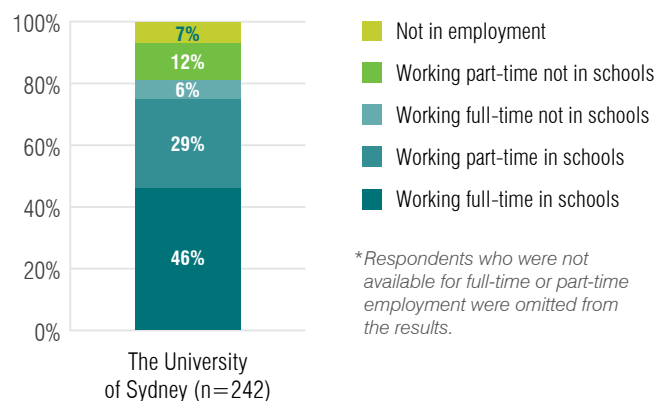
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

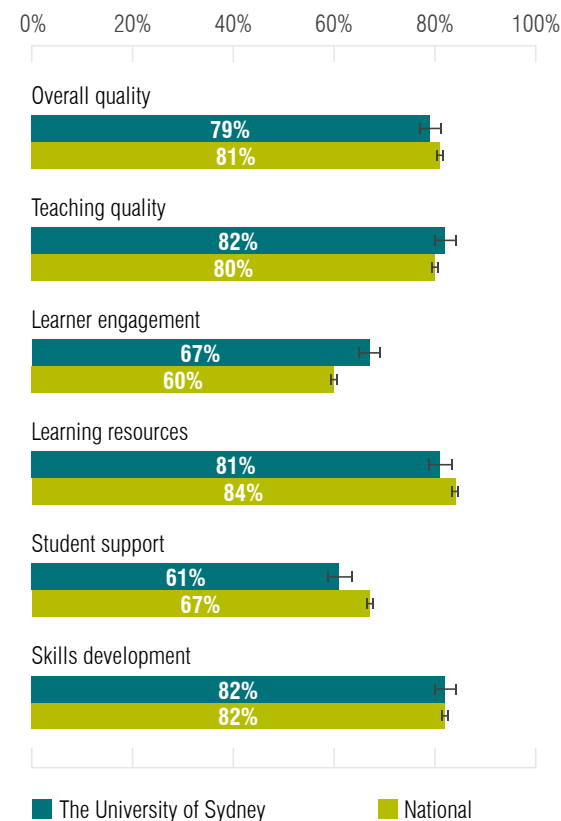


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



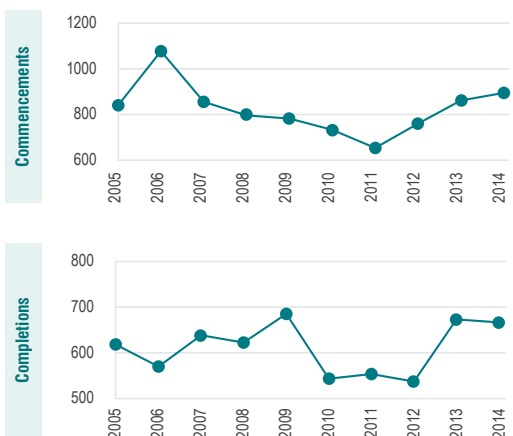
Aggregated data from all ITE programs

2014 Number of programs	17
2014 Commencements	898
2014 Enrolments	2,769
2014 Completions	670

2014 Commencement breakdowns

Gender	Females	692
	Males	206
Citizenship	Domestic	846
	Overseas	52
Equity group	Indigenous	13
	NESB	21
	Low SES	225
	Regional	155
	Remote	15

Time series



University of South Australia – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	-
Master of Teaching (Secondary (Arts Education))	Postgrad	Teacher Education: Secondary	-	24	-	-	-	-	-	-	-	-	-	-	24	24	27
Master of Teaching (Secondary (Design and Technology Education))	Postgrad	Teacher Education: Secondary	-	10	-	-	-	-	-	-	-	-	-	-	10	10	6
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	8	11	81	92	-	-	-	6	-	10	21	12	143	192	117
Master of Teaching (Early Childhood))	Postgrad	Teacher Education: Early Childhood	-	46	-	-	-	-	-	-	-	-	-	-	46	46	19
Master of Teaching (Secondary (English Education))	Postgrad	Teacher Education: Secondary	-	8	-	-	-	-	-	-	-	-	-	-	8	8	9
Bachelor of Education (Design and Technology Education) (Home Economics)	Undergrad	Teacher Education: Secondary	-	-	< 5	-	-	-	-	-	-	-	-	-	< 5	< 5	18
Master of Teaching (Secondary (Health and Physical Education))	Postgrad	Teacher Education: Secondary	-	34	-	-	-	-	-	-	-	-	-	-	34	34	13
Master of Teaching (Secondary (Humanities and Social Sciences))	Postgrad	Teacher Education: Secondary	-	14	-	-	-	-	-	-	-	-	-	-	14	14	6

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*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

University of South Australia – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching (Secondary (Languages Education))	Postgrad	Teacher Education: Secondary	-	10	-	-	-	-	-	-	-	-	-	-	10	10	7
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	35	-	-	-	-	-	-	-	-	-	-	35	35	30
Master of Teaching (Secondary (Mathematics Education))	Postgrad	Teacher Education: Secondary	-	5	-	-	-	-	-	-	-	-	-	-	5	5	6
Master of Teaching (Primary and Middle)	Postgrad	Teacher Education	-	15	-	-	-	-	-	-	-	-	-	-	15	15	14
Bachelor of Education (Primary and Middle)	Undergrad	Teacher Education	np	12	227	16	< 5	-	-	-	< 5	34	58	np	137	264	160
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	23	16	100	np	< 5	-	-	-	-	< 5	np	34	104	157	105
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	62	-	-	-	-	-	-	-	-	-	-	62	62	45
Master of Teaching (Secondary (Science Education))	Postgrad	Teacher Education: Secondary	-	19	-	-	-	-	-	-	-	-	-	-	19	19	18
B.Arts (Aboriginal Studies), B.Education (Middle and Secondary) (BA(AS))	Undergrad	Teacher Education															< 5

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University of South Australia – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
B.Arts (Australian Studies),B.Education (Middle and Secondary)(BA(AustSt	Undergrad	Teacher Education															15
B.Arts (Aboriginal Studies), B.Education (Middle and Secondary)(BEd(M,S)	Undergrad	Teacher Education															< 5
B.Arts (Australian Studies),B.Education (Middle and Secondary)(BEd(MidSe	Undergrad	Teacher Education															15
Bachelor of Science, Bachelor of Education (BEducation)	Undergrad	Teacher Education: Secondary															10
Bachelor of Education (Primary and Middle) (Honours)	Undergrad	Teacher Education															< 5
Bachelor of Education (Junior Primary and Primary) (Honours)	Undergrad	Teacher Education: Primary															< 5
Bachelor of Education (Design and Technology Education)	Undergrad	Teacher Education: Secondary															15
Bachelor of Science, Bachelor of Education (BScience)	Undergrad	Teacher Education															10
Total			36	323	409	124	6	-	-	6	< 5	46	96	80	669	898	670

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

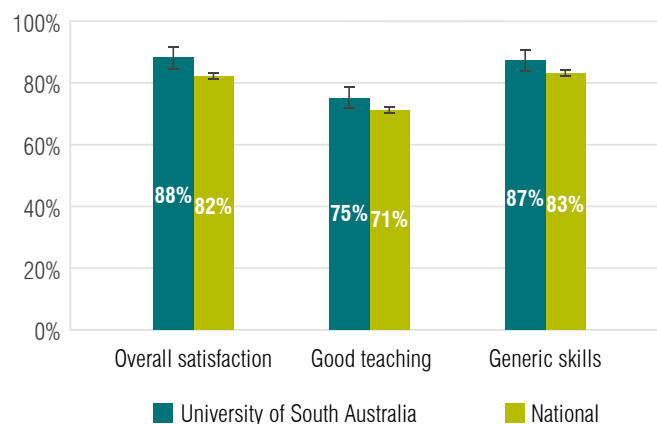
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

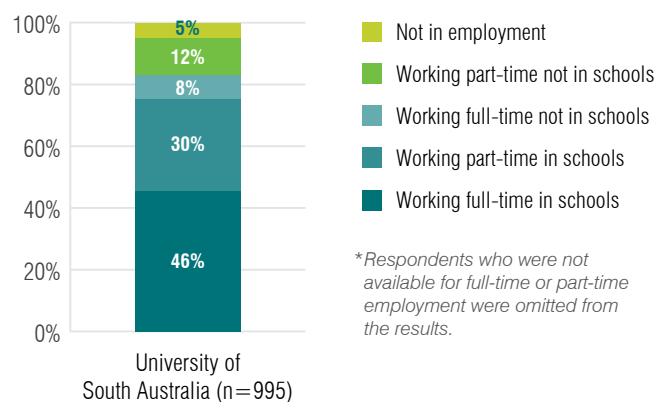
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

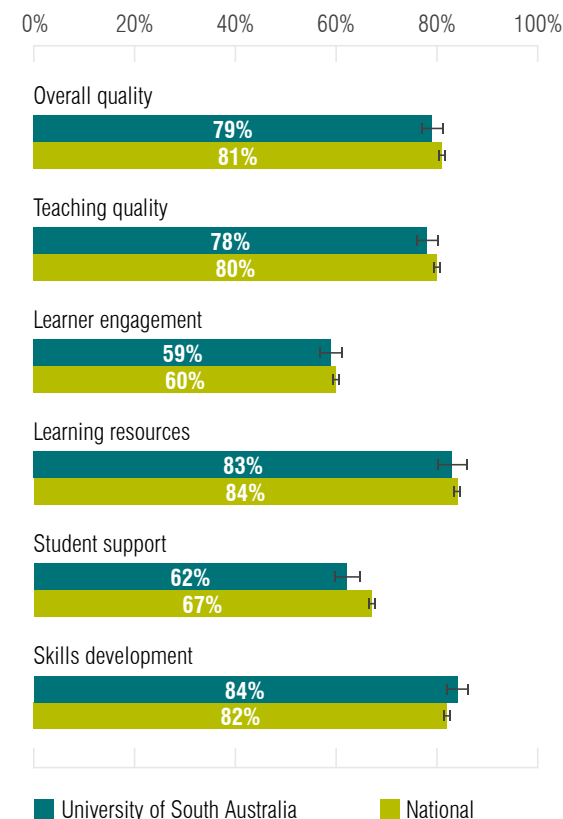


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



Aggregated data from all ITE programs

2014 Number of programs	1
2014 Commencements	495
2014 Enrolments	919
2014 Completions	333

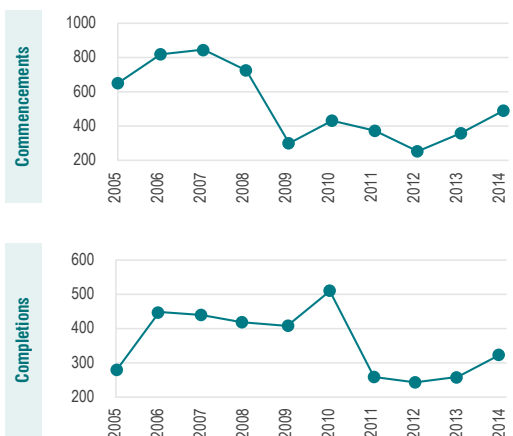
2014 Commencement breakdowns

Gender	Females	355
	Males	140
Citizenship	Domestic	489
	Overseas	6
Equity group	Indigenous	5
	NESB	13
	Low SES	101
	Regional	208
	Remote	8

University of Southern Queensland – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma of Learning and Teaching	Postgrad	Teacher Education	7	488	-	-	-	-	-	-	-	-	-	-	495	495	329
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood															< 5
Total			7	488	-	-	-	-	-	-	-	-	-	-	495	495	333

Time series



The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

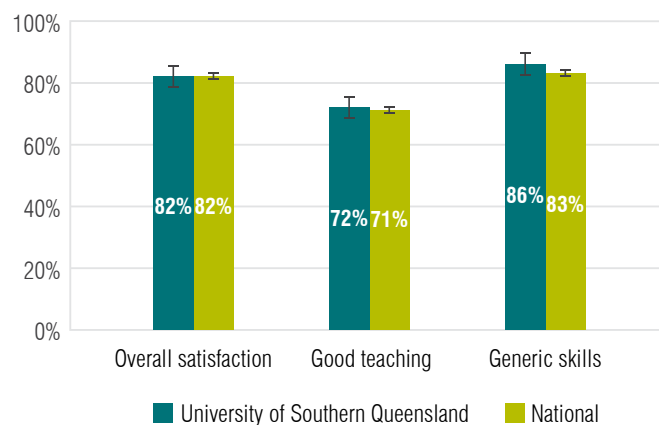
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Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

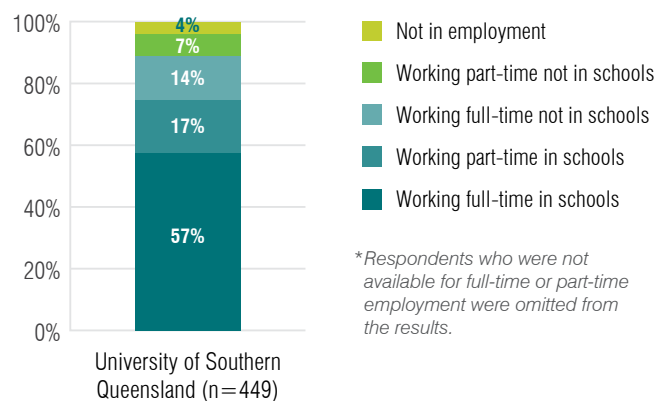


Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

Not available due to insufficient data.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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

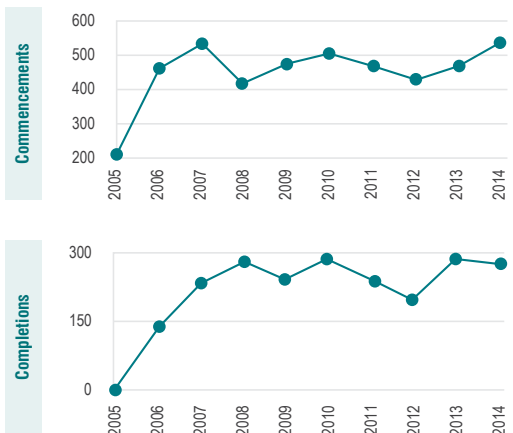
Aggregated data from all ITE programs

2014 Number of programs	9
2014 Commencements	537
2014 Enrolments	1,248
2014 Completions	283

2014 Commencement breakdowns

Gender	Females	377
	Males	160
Citizenship	Domestic	467
	Overseas	70
Equity group	Indigenous	10
	NESB	-
	Low SES	89
	Regional	103
	Remote	< 5

Time series



University of the Sunshine Coast – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education(Secondary)/ Bachelor of Arts	Undergrad	Teacher Education: Secondary	< 5	< 5	5	-	-	-	-	-	5	< 5	< 5	-	-	10	-
Bachelor of Education (Sec)/ Bachelor of Science	Undergrad	Teacher Education: Secondary	< 5	< 5	< 5	< 5	-	-	< 5	-	< 5	< 5	< 5	-	< 5	6	-
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education: Secondary	< 5	np	25	7	-	-	-	-	13	12	11	< 5	< 5	42	16
Bachelor of Education/Bachelor of Business	Undergrad	Teacher Education: Secondary	-	< 5	< 5	< 5	-	-	-	-	< 5	< 5	-	-	< 5	5	< 5
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	5	6	13	22	-	-	-	-	22	13	6	< 5	< 5	46	18
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	np	37	62	36	-	< 5	-	-	51	64	33	6	12	166	50
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	< 5	np	-	-	-	-	-	-	-	-	-	-	97	97	72
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	10	106	-	-	-	-	-	-	-	-	-	-	116	116	87
Bachelor of Education/Bachelor of Science	Undergrad	Teacher Education: Secondary	< 5	8	34	< 5	-	-	-	-	10	17	14	np	< 5	49	28

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

University of the Sunshine Coast – individual program data for ITE programs (special course 22) 2014																
Course Name	Course Level	Detailed Field of Education	Basis of Admission					ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Education (Early Childhood)/ Bachelor of Human Services	Undergrad	Teacher Education: Early Childhood														7
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary														< 5
Graduate Diploma in Education (Prep to Year 3)	Postgrad	Teacher Education: Early Childhood														< 5
Total			58	263	144	71	-	< 5	< 5	-	104	114	66	18	234	537

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

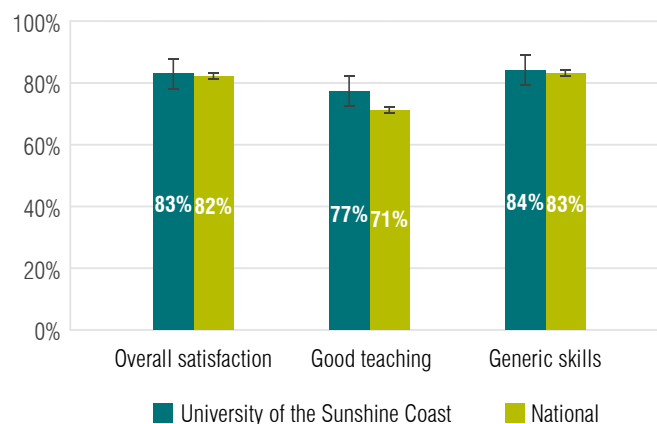
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

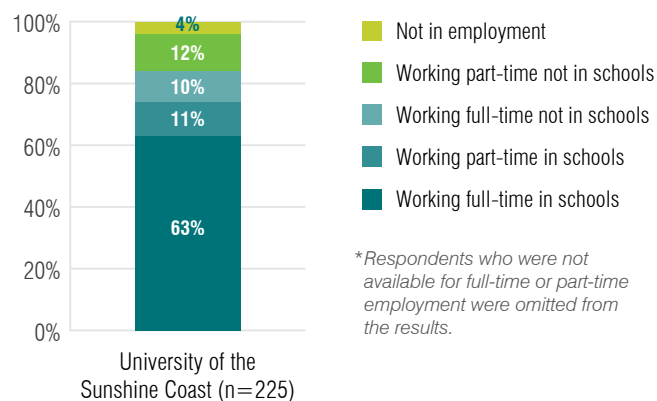
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

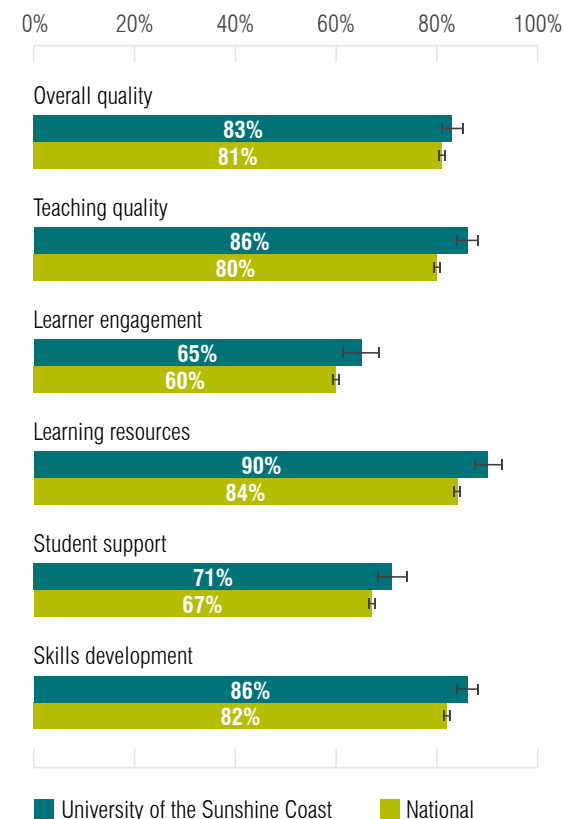


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



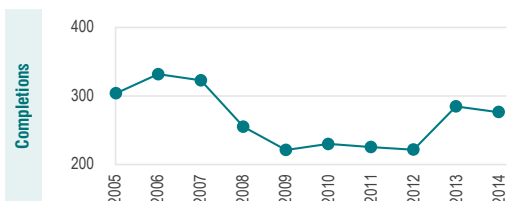
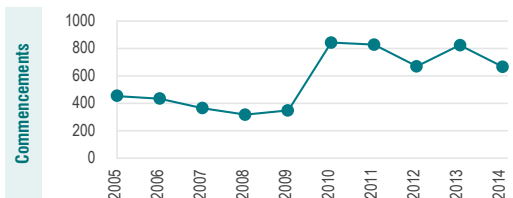
Aggregated data from all ITE programs

2014 Number of programs	3
2014 Commencements	670
2014 Enrolments	1,941
2014 Completions	278

2014 Commencement breakdowns

Gender	Females	525
	Males	145
Citizenship	Domestic	654
	Overseas	16
Equity group	Indigenous	21
	NESB	< 5
	Low SES	210
	Regional	510
	Remote	15

Time series



University of Tasmania – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Education (Early Childhood) (43A)	Undergrad	Teacher Education: Primary	< 5	54	30	38	< 5	-	< 5	< 5	< 5	< 5	< 5	< 5	108	127	21
Bachelor of Education (Primary) (43B)	Undergrad	Teacher Education: Primary	7	112	86	63	14	-	< 5	< 5	5	13	9	< 5	246	282	110
Master of Teaching (E7G)	Postgrad	Teacher Education	176	71	np	-	< 5	-	-	-	-	-	-	-	261	261	134
Bachelor of Education (43D)	Undergrad	Teacher Education															8
Bachelor of Education (E3A)	Undergrad	Teacher Education															5
Total			186	237	129	101	17	-	7	7	9	17	11	< 5	615	670	278

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

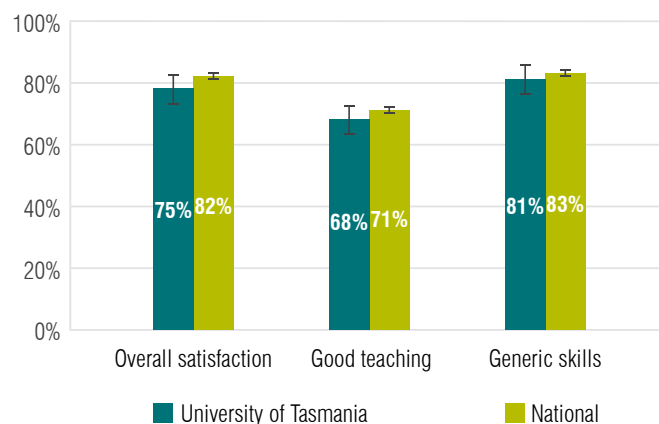
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

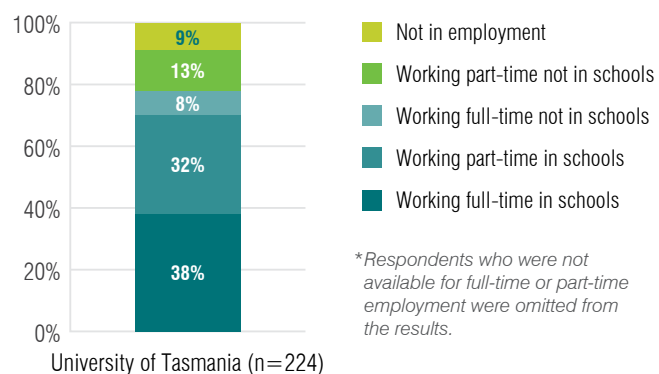


Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

Not available due to insufficient data.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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

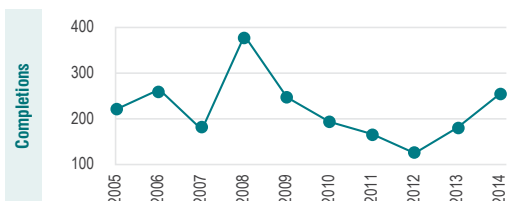
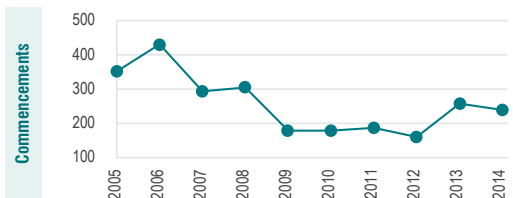
Aggregated data from all ITE programs

2014 Number of programs	3
2014 Commencements	245
2014 Enrolments	639
2014 Completions	257

2014 Commencement breakdowns

Gender	Females	168
	Males	77
Citizenship	Domestic	243
	Overseas	< 5
Equity group	Indigenous	5
	NESB	7
	Low SES	23
	Regional	6
	Remote	< 5

Time series



University of Technology Sydney – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Teaching in Secondary Education	Undergrad	Teacher Education: Secondary	-	125	-	-	-	-	-	-	-	-	-	-	125	125	124
Bachelor of Education in Primary Education	Undergrad	Teacher Education: Primary	7	8	60	16	-	-	< 5	< 5	5	24	5	-	55	91	123
Bachelor of Education Bachelor of Arts in International Studies	Undergrad	Teacher Education: Primary	< 5	< 5	22	< 5	< 5	-	-	-	< 5	6	< 5	< 5	15	29	10
Total			np	134	82	19	< 5	-	< 5	< 5	8	30	8	< 5	195	245	257

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

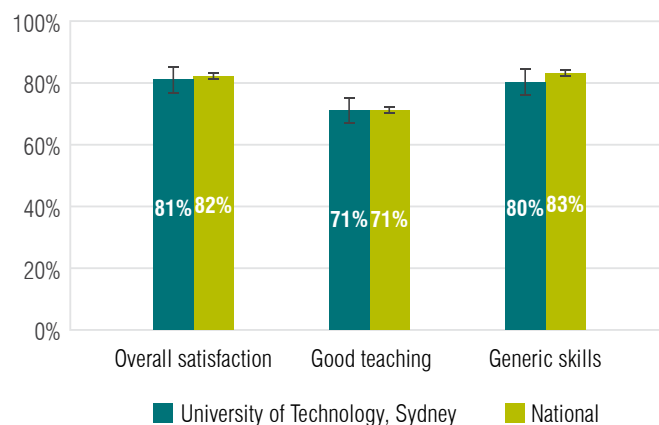
*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Initial teacher education – graduate outcomes and student experience

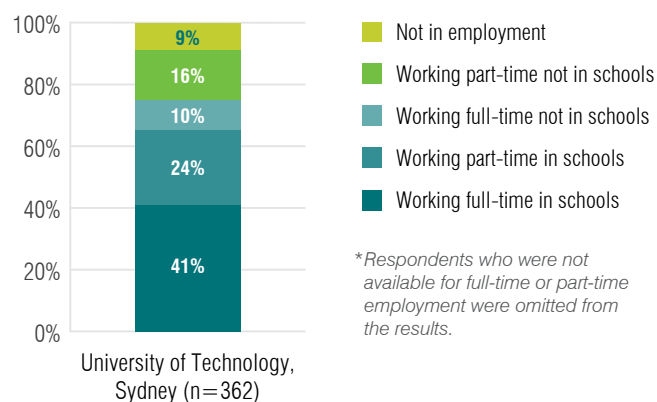
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

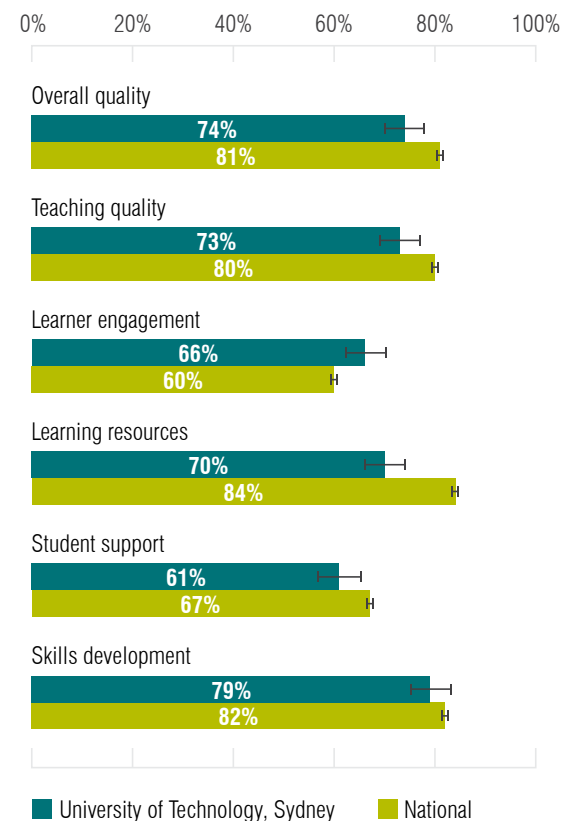


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



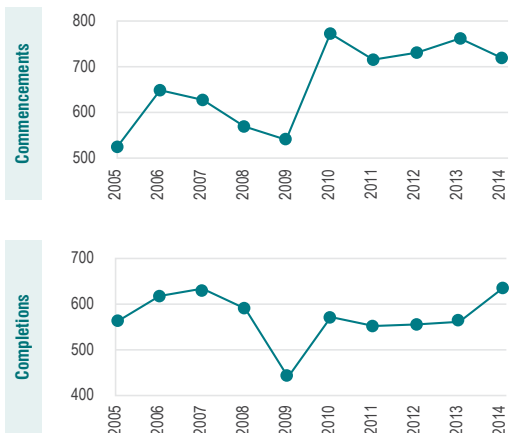
Aggregated data from all ITE programs

2014 Number of programs	25
2014 Commencements	722
2014 Enrolments	1,797
2014 Completions	619

2014 Commencement breakdowns

Gender	Females	508
	Males	214
Citizenship	Domestic	699
	Overseas	23
Equity group	Indigenous	24
	NESB	< 5
	Low SES	141
	Regional	213
	Remote	-

Time series



University of Wollongong – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Graduate Diploma in Vocational Education and Training	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	
Bachelor of Education - The Early Years (Dean's Scholar)	Undergrad	Teacher Education: Early Childhood	-	-	< 5	-	-	-	-	-	-	-	-	< 5	-	< 5	
Bachelor of Mathematics Education (Dean's Scholar)	Undergrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	
Bachelor of Physical and Health Education	Undergrad	Teacher Education: Secondary	5	9	37	< 5	< 5	-	-	-	11	15	5	-	25	56	54
Bachelor of Education - The Early Years	Undergrad	Teacher Education: Early Childhood	11	8	20	np	< 5	-	-	< 5	9	< 5	-	-	34	48	23
Bachelor of Physical and Health Education (Dean's Scholar)	Undergrad	Teacher Education: Other	-	< 5	< 5	-	-	-	-	-	-	-	-	< 5	< 5	< 5	< 5
Bachelor of Primary Education (Dean's Scholar)	Undergrad	Teacher Education: Primary	-	-	5	-	-	-	-	-	-	-	-	< 5	< 5	5	7
Graduate Diploma in TESOL	Postgrad	Teacher education: Other	-	10	-	-	-	-	-	-	-	-	-	-	10	10	< 5
Graduate Diploma in Adult Education	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

University of Wollongong – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma in Education Primary	Postgrad	Teacher Education: Primary	-	82	-	-	-	-	-	-	-	-	-	-	82	82	80
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	110	-	-	-	-	-	-	-	-	-	-	110	110	110
Graduate Diploma in Education Conversion Primary	Postgrad	Teacher Education: Primary	-	8	-	-	-	-	-	-	-	-	-	-	8	8	8
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	37	30	135	29	5	-	-	-	np	60	26	< 5	135	236	181
Bachelor of Mathematics Education	Undergrad	Teacher Education: Secondary	< 5	-	10	< 5	-	-	-	-	5	< 5	< 5	-	< 5	12	< 5
Bachelor of Science Education	Undergrad	Teacher Education: Secondary	-	< 5	14	-	< 5	-	-	-	< 5	< 5	5	-	8	19	7
Graduate Diploma in Education Primary	Postgrad	Teacher Education: Primary	-	11	-	-	-	-	-	-	-	-	-	-	11	11	12
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	8	-	-	-	-	-	-	-	-	-	-	8	8	12
Graduate Diploma in Education Primary	Postgrad	Teacher Education: Primary	-	5	-	-	-	-	-	-	-	-	-	-	5	5	9

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

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University of Wollongong – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	10	-	-	-	-	-	-	-	-	-	-	10	10	13
Graduate Diploma in Education Primary	Postgrad	Teacher Education: Primary	-	13	-	-	-	-	-	-	-	-	-	-	13	13	11
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	< 5	-	-	-	-	-	-	-	-	-	-	< 5	< 5	< 5
Graduate Diploma in TESOL	Postgrad	Teacher education: Other	-	14	-	-	-	-	-	-	-	-	-	-	14	14	9
Graduate Diploma in Adult Education	Postgrad	Teacher Education: Secondary	-	< 5	-	< 5	-	-	-	-	-	-	-	-	< 5	< 5	< 5
Graduate Diploma in Education Primary	Postgrad	Teacher Education: Primary	-	33	-	-	-	-	-	-	-	-	-	-	33	33	36
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	27	-	-	-	-	-	-	-	-	-	-	27	27	29
Graduate Diploma in Education Conversion Secondary	Postgrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	< 5
Total			54	393	223	44	8	-	-	< 5	42	83	38	7	551	722	619

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

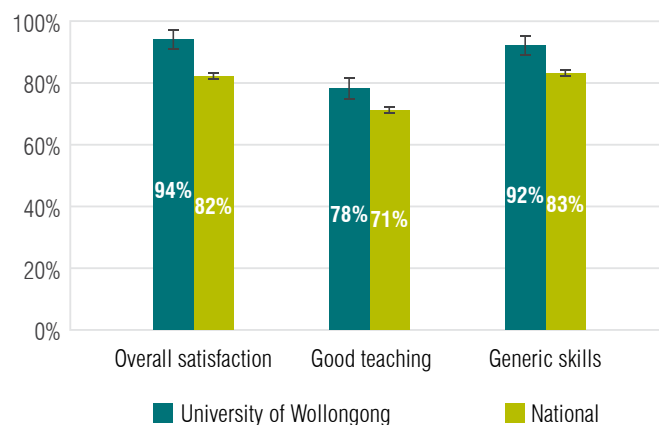
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

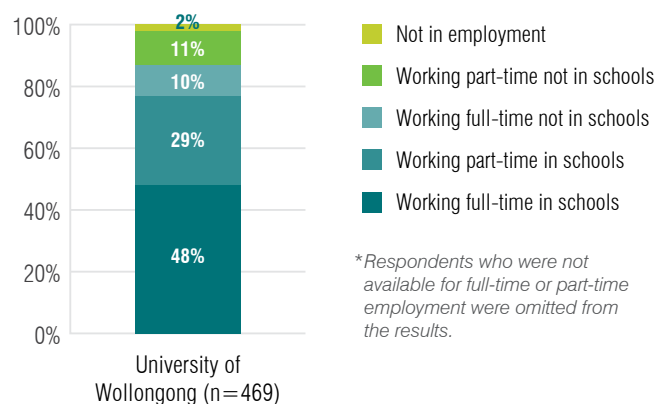
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

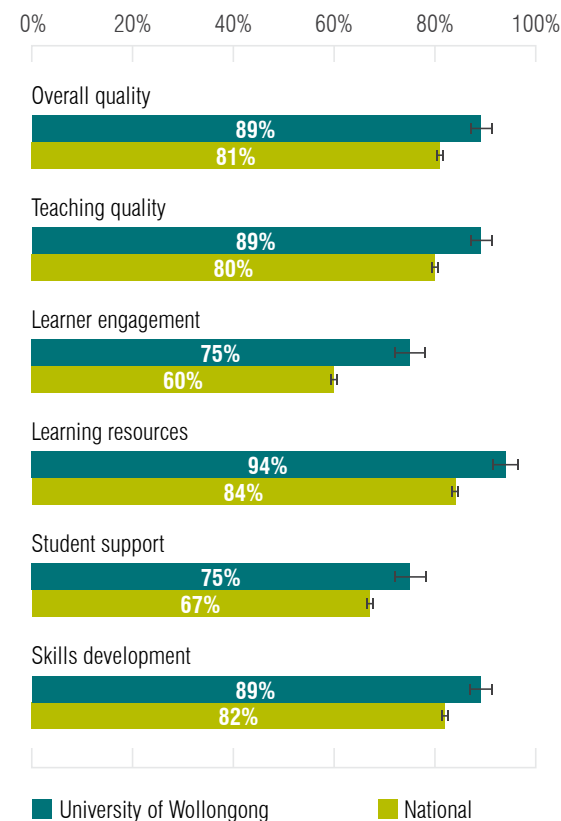


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



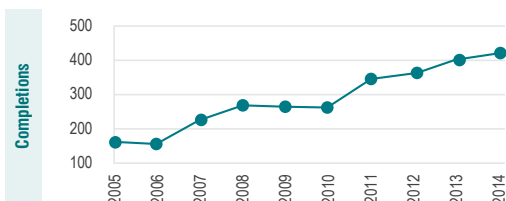
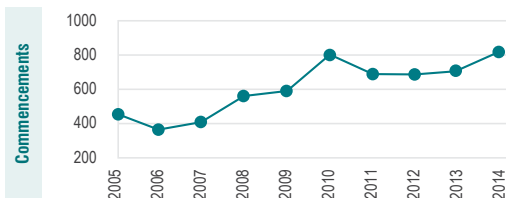
Aggregated data from all ITE programs

2014 Number of programs	2
2014 Commencements	815
2014 Enrolments	2,344
2014 Completions	415

2014 Commencement breakdowns

Gender	Females	584
	Males	231
Citizenship	Domestic	808
	Overseas	7
Equity group	Indigenous	14
	NESB	8
	Low SES	210
	Regional	77
	Remote	< 5

Time series



Victoria University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*							Total Commencements 2014	Total Completions 2014
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor Of Education (Early Childhood/ Primary)	Undergrad	Teacher Education: Early Childhood	-	21	47	73	-	-	60	25	5	< 5	< 5	-	45	141	-
Bachelor Of Education	Undergrad	Teacher Education: Secondary	np	145	343	178	< 5	-	282	144	85	48	np	< 5	99	674	-
Bachelor Of Education	Undergrad	Teacher Education: Primary															np
Total			7	166	390	251	< 5	-	342	169	90	52	16	< 5	144	815	np

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

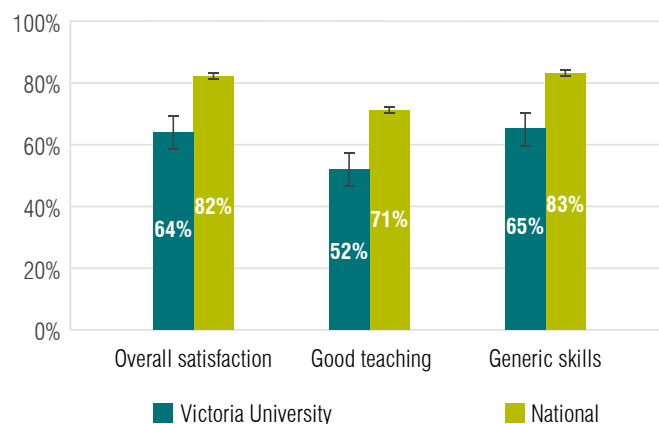
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Initial teacher education – graduate outcomes and student experience

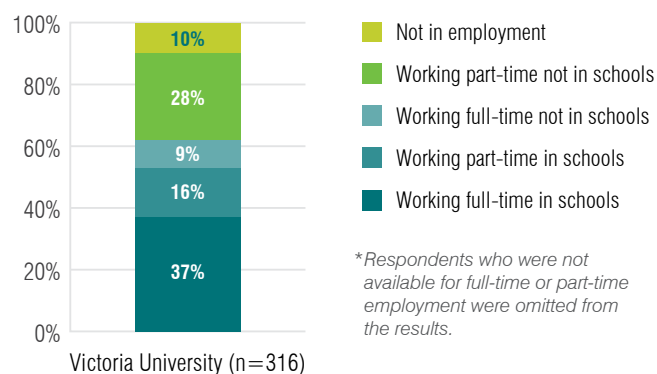
The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

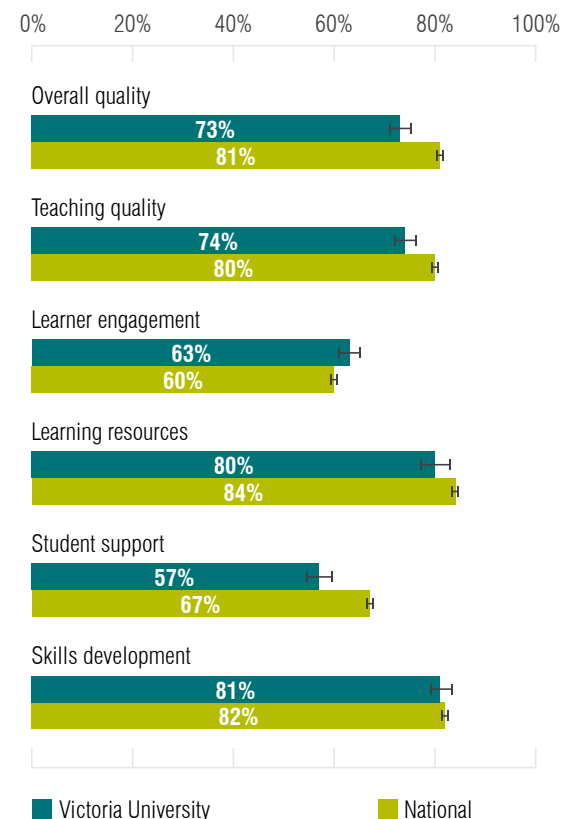


Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014



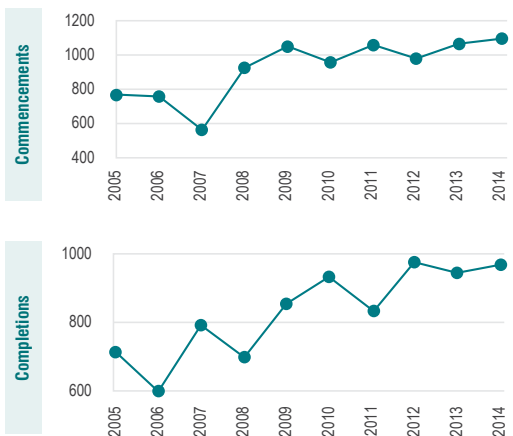
Aggregated data from all ITE programs

2014 Number of programs	4
2014 Commencements	1,100
2014 Enrolments	2,147
2014 Completions	980

2014 Commencement breakdowns

Gender	Females	789
	Males	311
Citizenship	Domestic	1,051
	Overseas	49
Equity group	Indigenous	35
	NESB	27
	Low SES	282
	Regional	46
	Remote	-

Time series



Western Sydney University – individual program data for ITE programs (special course 22) 2014

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Master of Arts (TESOL)	Postgrad	Teacher Education: Other	5	36	-	-	-	-	-	-	-	-	-	-	41	41	38
Bachelor of Education (Primary) - AREP mode	Undergrad	Teacher Education: Primary	15	< 5	-	< 5	-	-	< 5	-	-	-	-	-	np	18	19
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	< 5	465	-	np	-	-	-	-	-	-	-	-	478	478	378
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	< 5	557	< 5	< 5	-	-	-	-	-	-	-	-	563	563	536
Master of Arts (TESOL)	Postgrad	Teacher Education: Other															< 5
Bachelor of Education (Primary) - AREP mode	Undergrad	Teacher Education: Primary															< 5
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary															< 5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary															< 5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood															< 5

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

*The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.

Western Sydney University – individual program data for ITE programs (special course 22) 2014																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR*						Total Commencements 2014	Total Completions 2014	
			Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Adult Education	Undergrad	Teacher Education: Other														< 5	
			26	1059	< 5	np	-	-	< 5	-	-	-	-	-	np	1100	980

The data in the tables has been derived from information reported by Higher Education Institutions under the Higher Education Support Act 2003 to the Department of Education.

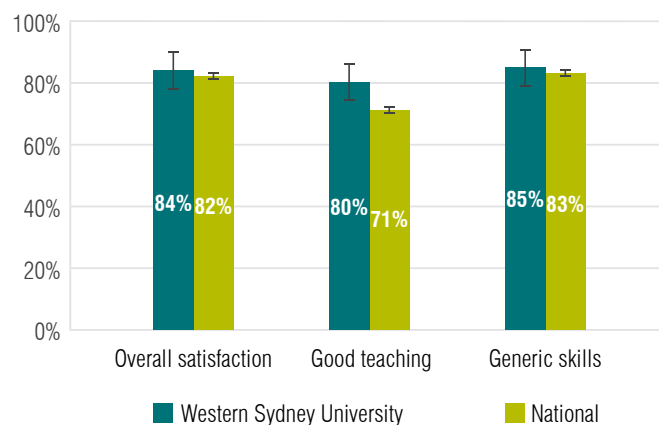
***The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program; rather, it provides an indication of how commencing students with a submitted ATAR, regardless of their basis of admission, performed in their final years of secondary school. Please refer to page 99 for further information about the data presented on this page.**

Initial teacher education – graduate outcomes and student experience

The charts in this section represent individual ITE provider data from the: Course Experience Questionnaire; Graduate Destinations Survey; and Student Experience Survey. Please refer to page 101 for information about how the results are calculated.

Graduate outcomes

Graduate satisfaction with ITE course: Course Experience Questionnaire 2013 – 2014

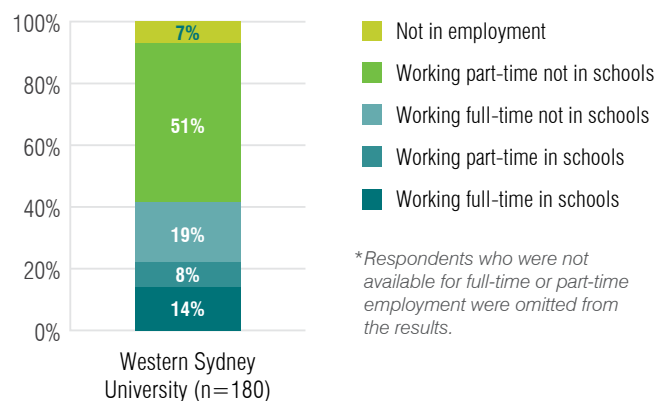


Student experience

Student perceptions of ITE Course: Student Experience Survey 2013 – 2014

Not available due to insufficient data.

Graduate employment outcomes: Graduate Destination Survey 2013 – 2015*



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



Appendix 1: Glossary

Accredited initial teacher education programs	Initial teacher education programs which have been accredited or approved through an authorised external accreditation process. Graduates of accredited programs meet the qualification requirement for registration as a teacher in Australia.
Accreditation Standards and Procedures	This refers to the <i>Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures</i> published by AITSL.
ATAR	The Australian Tertiary Admission Rank (ATAR) is a percentile score that summarises the overall achievement of final year secondary students within a state or territory. Its values range from 'less than 30' to 99.95.
ATAR not available	Those students where the higher education provider (HEP) has entered a value other than 30 to 100 for the ATAR reporting element.
Basis of admission	The main criterion on which the applicant was granted an offer. Basis of admission can be: secondary education (undertaken at a school, RTO or HEP); higher education; TAFE/ vocational education; professional qualification; mature age special entry provision; other (Department of Education and Training, <i>HEIMSHelp Glossary</i>).
Commencements	Students enrolled in a program for the first time at a higher education provider (HEP) between 1 January of the Collection Year and 31 December of the Collection Year. Commencement data provided in the report therefore include all commencing students, not only those students commencing the first year of a program (Department of Education and Training, <i>HEIMSHelp Glossary</i>).
Completions	The successful completion of all the academic requirements of a program which includes any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry (Department of Education and Training, <i>HEIMSHelp Glossary</i>).
Domestic applicant	A domestic applicant is an applicant who is an Australian citizen, New Zealand citizen, permanent humanitarian visa holder or other permanent visa holder.
Enrolment	When a person has been admitted to program at the higher education provider (HEP) at the census date, is still entitled to continue with their studies before the census date, and has not formally indicated before the census date that they have withdrawn from or deferred their studies (Department of Education and Training, <i>HEIMSHelp Glossary</i>).

Field of education	<p>The field of education (FoE) classification is based on the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED) 2001 in which fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. ASCED identifies 12 fields of education as listed below:</p> <ul style="list-style-type: none"> 01 Natural and physical sciences 02 Information technology 03 Engineering and related technologies 04 Architecture and building 05 Agriculture, environmental and related studies 06 Health 07 Education 08 Management and commerce 09 Society and culture 10 Creative arts 11 Food, hospitality and personal services 12 Mixed field programmes <p>Data provided for all fields of education in this report are the aggregated data for students commencing, enrolling and completing higher education courses across all 12 fields of education</p> <p>(Australian Bureau of Statistics, Australian Standard Classification of Education (ASCED), p. 71).</p>
Detailed Field of Education	<p>The classification provides a hierarchical structure for the categorisation of higher education courses, specialisations and units of study. The classification describes field of education groupings at three levels. The levels are as follows:</p> <ul style="list-style-type: none"> • Level I: 12 broad fields of education (2 digit code, e.g. 01, for Natural and Physical Sciences). • Level II: 83 narrow fields of education (4 digit code including the relevant Level I code). • Level III: 439 detailed fields of education (6 digit code including the relevant Level I and Level II codes). <p>Each narrow field of education is subdivided into detailed fields of education, the number of which varies from one narrow group to another. Detailed field of education groups have a 6 digit numeric code (e.g. 010101 for Mathematics), the first 2 digits of which comprise the code for the broad field of education within which the fields of education are located (e.g. 01 for Natural and Physical Sciences), while the first 4 digits comprise the code for the narrow field of education within which each field of education is located.</p>
Highest preference	<p>The highest preference entered by an applicant for a place and program that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B higher education provider (HEP)). In Tertiary Admissions Centres (TACs) where an applicant can apply for Vocational Education and Training (VET) and/or postgraduate this may not be their first preference. For both applications and offers, the preference number is the ordinal position of the program as at the reference date (Department of Education and Training, <i>HEIMSHelp Glossary</i>).</p>
Home residence	<p>The Australian postcode or overseas country code of a student's/applicant's permanent home residence.</p>



International/overseas student	Any student who is not a domestic student.
Mature age	Students commencing a Higher Education program through a mature age special entry provision as determined by the higher education provider (HEP).
Mode of attendance	<p>The mode of attendance (MoA) is the way in which the student undertakes a unit of study OR the MoA for a preference or offered program as indicated by an applicant.</p> <p>Internal – at an on-shore or off-shore campus (includes classroom-based)</p> <p>External – at an on-shore or off-shore campus (includes electronic-based, on line and correspondence)</p> <p>Multi-modal – combined internal and external attendance (Department of Education and Training, HEIMSHelp Glossary).</p>
Non-English speaking background (NESB)	A domestic student who arrived in Australia less than 10 years prior to the year in which the data were collected, and who comes from a permanent home residence where a main language other than English is spoken.
Not elsewhere classified (nec)	This can include particular categories that are combined in a table where a number of other particular categories such as 'Teacher Education – Primary' are individually specified. In some tables this may also include not further defined (nfd).
Postgraduate program	<p>A postgraduate program is a course of study that leads to the award of a graduate certificate, graduate diploma, master's degree or doctorate (Department of Education and Training, <i>HEIMSHelp Glossary</i>). Postgraduate programs usually involve a prerequisite bachelor degree for entry.</p> <p>The postgraduate and undergraduate classifications in this report are based on the 'levels of education' classifications in ASCED. ASCED has no category for bachelor programs at the graduate level, so graduate-entry bachelor programs are classified as 'undergraduate'.</p>
Regional and remote	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.
Registration as a teacher	A 'statutory licence' to perform the duties of a school teacher. Registration is granted and managed by teacher regulatory authorities in each state and territory.
Special adjusted retention rate	Referred to in the report as the 'retention rate' for initial teacher education - is the percentage of an institution's first-year commencing ITE students who continue in an ITE program at the same or another institution the following year.

Special course code 22	<p>Identifies a course providing initial teacher education in the HEIMS. The code is used in the HEIMS E312 data element and can be used to identify initial teacher education courses and students in the HEIMS.</p> <p>In this report, results from the Collection mostly refer to students in courses categorised by their HEI as HEIMS data element E312=22 'initial teacher education.' These courses cover the following detailed field of education (FoE) categories:</p> <ul style="list-style-type: none"> • Teacher Education (Includes education programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations) • Teacher Education: Early Childhood • Teacher Education: Primary
Socio-economic status (SES)	<p>In this report the socio-economic status (SES) has been derived from the Australian Statistical Geography Standard (ASGS) at the Statistical Area 1 (SA1) level (ABS, <i>Socio-Economic Indexes for Areas</i>).</p>
Teacher Education not further defined (nfd)	<p>Data are coded under a broad category, such as 'Teacher Education' in tables where other data are coded to specific categories such as 'Teacher Education – Primary'.</p>
Undergraduate program	<p>A course of study that leads to the award of an undergraduate qualification. This includes a diploma, advanced diploma, associate degree or a bachelor degree, including at the honours level (Department of Education and Training, <i>HEIMSHelp Glossary</i>). Data on postgraduate bachelor programs are also captured with the undergraduate program data.</p>

Appendix 2: Acronyms

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AGS	Australian Graduate Survey
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers.
ASCED	Australian Standard Classification of Education
ASGS	Australian Statistical Geography Standard
ATAR	Australian Tertiary Admissions Rank
BGS	Beyond Graduation Survey
CEQ	Course Experience Questionnaire
CHESSN	Commonwealth Higher Education Student Support Number
DET	Australian Government Department of Education and Training
EFTSL	Equivalent full-time student load
FoE	Field of Education
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
GSS	Generic Skills Scale
GTS	Good Teaching Scale
HEI	Higher education institution
HEIMS	Higher Education Information Management System
HEP	Higher Education Provider
HESDC	Higher Education Student Data Collection
ITE	initial teacher education
MoA	Mode of Attendance
nec	Not elsewhere classified
NESB	Non-English speaking background
nfd	Not further defined
np	Not published

OLA	Open Learning Australia
OSI	Overall Satisfaction Item
PRAQ	Postgraduate Research Experience Questionnaire
QILT	Quality Indicators for Teaching and Learning
SA1	Statistical Area 1
SES	Socio-economic status
SIAS	Staff in Australia's Schools Survey
TAFE	Technical and Further Education
TEMAG	Teacher Education Ministerial Advisory Group
VET	Vocational Education and Training
TACs	Tertiary Admissions Centres

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Additional report tables

Commencement information

Appendix Table 1: Commencements in initial teacher education, level of qualification by student and other program characteristics, 2014

	2014 Commencements					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	4,952	61	3,146	39	8,098	100
Female	15,477	69	6,931	31	22,408	100
Type of attendance						
Full-time	17,123	68	8,198	32	25,321	100
Part-time	3,306	64	1,879	36	5,185	100
Mode of attendance						
Internal	14,508	70	6,135	30	20,643	100
External	3,462	57	2,581	43	6,043	100
Multi-modal	2,459	64	1,361	36	3,820	100
Age range						
<20	10,802	100	6	0	10,808	100
20–24	4,961	53	4,330	47	9,291	100
25–29	1,678	43	2,247	57	3,925	100
30–39	1,880	47	2,100	53	3,980	100
40+	1,108	44	1,394	56	2,502	100
Total						
Total	20,429	67	10,077	33	30,506	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.



Appendix Table 2: Domestic commencements in initial teacher education, level of qualification by equity status, 2014

	2014 Commencements					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Non-English speaking background						
NESB	292	58	210	42	502	100
Indigenous						
Indigenous	580	85	100	15	680	100
Socio-economic status						
Low SES - SA1	4,256	76	1,348	24	5,604	100
Medium SES - SA1	11,109	70	4,781	30	15,890	100
High SES - SA1	4,446	58	3,209	42	7,655	100
Location						
Metro - 2011 AGS	13,841	65	7,559	35	21,400	100
Regional - 2011 AGS	5,695	77	1,692	23	7,387	100
Remote Australia 2011 AGS	272	77	82	23	354	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data take into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Note: Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

Appendix Table 3: Total commencements in initial teacher education by mode of attendance, type of attendance, level of qualification and age range, 2014

	2014 Commencements							
	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
Gender								
Male	5,797	72	1,179	15	1,122	14	8,098	100
Female	14,846	66	4,864	22	2,698	12	22,408	100
Type of attendance								
Full-time	18,740	74	3,050	12	3,531	14	25,321	100
Part-time	1,903	37	2,993	58	289	6	5,185	100
Level of Study								
Postgraduate	6,135	61	2,581	26	1,361	14	10,077	100
Undergraduate	14,508	71	3,462	17	2,459	12	20,429	100
Age Range								
<20	9,126	84	321	3	1,361	13	10,808	100
20-24	6,717	72	1,375	15	1,199	13	9,291	100
25-29	2,124	54	1,284	33	517	13	3,925	100
30-39	1,656	42	1,886	47	438	11	3,980	100
40+	1,020	41	1,177	47	305	12	2,502	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Appendix Table 4: Domestic commencements in initial teacher education by equity status and mode of attendance, 2014

	2014 Commencements							
	Internal		External		Multi-Modal		Total	
	No.	%	No.	%	No.	%	No.	%
Non-English speaking background								
NESB	330	66	120	24	52	10	502	100
Indigenous								
Indigenous	330	49	186	27	164	24	680	100
Socio-economic status								
Low SES - SA1	3,435	61	1,412	25	757	14	5,604	100
Medium SES - SA1	10,519	66	3,245	20	2,126	13	15,890	100
High SES - SA1 *	5,581	73	1,299	17	775	10	7,655	100
Location								
Metro - 2011 AGS	15,611	73	3,529	16	2,260	11	21,400	100
Regional - 2011 AGS	3,814	52	2,232	30	1,342	18	7,388	100
Remote Australia 2011 AGS	106	30	196	55	51	14	354	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: % for the equity group breakdown have been calculated as a percentage of total domestic commencements (excluding domestic students whose permanent address is overseas – Internal 19,558, External 5,969 and Multi-modal 3,664).

*Unknowns have been added to this category. The data take into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education: Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

Appendix Table 5: Enrolments in initial teacher education by level of qualification and student and other program characteristics, 2014

	2014 Enrolments					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	14,556	74	5,044	26	19,600	100
Female	49,456	80	12,341	20	61,797	100
Type of attendance						
Full-time	52,365	82	11,814	18	64,179	100
Part-time	11,647	68	5,571	32	17,218	100
Mode of attendance						
Internal	42,095	81	9,855	19	51,950	100
External	9,640	65	5,228	35	14,868	100
Multi-modal	12,277	84	2,302	16	14,579	100
Age range						
<20	18,919	100	6	0	18,925	100
20–24	28,548	82	6,294	18	34,842	100
25–29	6,462	61	4,072	39	10,534	100
30–39	6,221	60	4,145	40	10,366	100
40+	3,862	57	2,868	43	6,730	100
Total						
Total	64,012	79	17,385	21	81,397	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Enrolment information

Appendix Table 6: Enrolments in initial teacher education by level of qualification and student and other program characteristics, 2014

	2014 Enrolments							
	Internal		External		Multi-modal		Total	
	No.	%	No.	%	No.	%	No.	%
Gender								
Male	13,453	69	2,605	13	3,542	18	19,600	100
Female	38,497	62	12,263	20	11,037	18	61,797	100
Type of attendance								
Full-time	45,059	70	6,086	9	13,034	20	64,179	100
Part-time	6,891	40	8,782	51	1,545	9	17,218	100
Level of Study								
Postgraduate	9,855	57	5,228	30	2,302	13	17,385	100
Undergraduate	42,095	66	9,640	15	12,277	19	64,012	100
Age Range								
< 20	15,418	81	446	2	3,061	16	18,925	100
20-24	24,391	70	3,021	9	7,430	21	34,842	100
25-29	5,664	54	3,134	30	1,736	16	10,534	100
30-39	4,039	39	4,903	47	1,424	14	10,366	100
40+	2,438	36	3,364	50	928	14	6,730	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

Appendix Table 7: Domestic enrolments in initial teacher education by equity status and mode of attendance, 2014

	2014 Enrolments							
	Internal		External		Multi-Modal		Total	
	No.	%	No.	%	No.	%	No.	%
Non-English speaking background								
NESB	594	61	234	24	141	15	969	100
Indigenous								
Indigenous	747	43	516	30	474	27	1,737	100
Socio-economic status								
Low SES - SA1	8,424	56	3,509	23	3,124	21	15,057	100
Medium SES - SA1	27,557	63	7,960	18	8,186	19	43,703	100
High SES - SA1	13,927	70	3,173	16	2,918	15	20,018	100
Location								
Metro - 2011 AGS	40,290	70	8,446	15	8,965	16	57,701	100
Regional - 2011 AGS	9,382	47	5,658	28	5,075	25	20,115	100
Remote Australia 2011 AGS	228	25	519	56	176	19	923	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data take into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).



Appendix Table 8: Domestic enrolments in initial teacher education, equity status, postgraduate and undergraduate, 2014

	2014 Enrolments					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Non-English speaking background						
NESB	620	64	349	36	969	100
Indigenous						
Indigenous	1,571	90	166	10	1,737	100
Socio-economic status						
Low SES - SA1	12,677	84	2,380	16	15,057	100
Medium SES - SA1	35,370	81	8,333	19	43,703	100
High SES - SA1	14,519	73	5,499	27	20,018	100
Location						
Metro - 2011 AGS	44,694	77	13,008	23	57,701	100
Regional - 2011 AGS	17,080	85	3,036	15	20,115	100
Remote Australia 2011 AGS	761	82	162	18	923	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data take into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

Completion information

Appendix Table 9: Completions in initial teacher education by level of qualification and student and other program characteristics, 2014

	2014 Completions					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Gender						
Male	2,026	48	2,226	52	4,252	100
Female	8,790	62	5,446	38	14,236	100
Type of attendance						
Full-time	8,572	59	5,894	41	14,466	100
Part-time	2,244	56	1,778	44	4,022	100
Mode of attendance						
Internal	6,920	58	4,951	42	11,871	100
External	1,370	48	1,469	52	2,839	100
Multi-modal	2,526	67	1,250	33	3,776	100
Age range						
<20	12	np	< 5	-	np	100
20–24	7,462	71	3,006	29	10,468	100
25–29	1,453	43	1,909	57	3,362	100
30–39	1,094	41	1,593	59	2,687	100
40+	795	41	1,162	59	1,957	100
Total						
Total	10,816	59	7,672	41	18,488	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Some columns may not equal 100% due to rounding.



Appendix Table 10: Domestic completions in initial teacher education, level of qualification by equity status, 2014

	2014 Completions					
	Undergraduate		Postgraduate		Total	
	No.	%	No.	%	No.	%
Non-English speaking background						
NESB	59	35	108	65	167	100
Indigenous						
Indigenous	193	75	64	25	257	100
Socio-economic status						
Low SES - SA1	1,925	67	939	33	2,864	100
Medium SES - SA1	5,673	61	3,669	39	9,342	100
High SES - SA1	2,407	53	2,143	47	4,550	100
Location						
Metro - 2011 AGS	7,327	57	5,440	43	12,767	100
Regional - 2011 AGS	2,557	67	1,249	33	3,806	100
Remote Australia 2011 AGS	115	66	59	34	174	100

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: The data take into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education. Some columns may not equal 100% due to rounding. Some categories will not sum to 100% as only one sub-category is included – e.g. NESB (not English speaking).

Chart tables in order of appearance in the report

Appendix Table 11: Total commencements in initial teacher education, 2005–2014

Total commencing ITE students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education & Training Higher Education Group.

Appendix Table 12: Total commencements in initial teacher education by home residence, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
ACT	462	411	445	379	489	540	481	545	580	621
NSW	7,782	8,913	9,154	8,963	9,472	10,374	9,986	10,898	10,080	10,115
NT	222	193	284	215	282	261	277	353	315	257
Qld	5,510	4,780	4,711	4,095	4,262	4,568	4,392	4,476	4,301	4,890
SA	1,465	1,803	1,837	1,786	1,836	1,913	2,072	2,244	2,414	2,520
TAS	478	441	412	339	405	732	734	579	659	571
VIC	4,685	4,600	5,312	4,901	5,275	6,086	6,386	7,185	7,218	7,265
WA	2,545	2,474	2,612	2,692	2,888	2,761	2,513	2,994	2,947	2,943
International	1,360	1,540	1,392	1,454	1,381	1,370	1,295	1,172	1,074	1,313
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Figures do not add to the total commencements figures as they exclude those students who did not supply a code for residence.

Appendix Table 13: Basis of admission categories, domestic undergraduate commencements in initial teacher education, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Secondary entrants	6,040	6,927	7,668	6,981	7,500	7,904	8,247	8,762	8,464	8,506
Higher education	6,464	5,179	4,853	4,572	4,554	5,048	4,380	5,528	4,613	5,012
VET award	2,287	2,242	2,548	2,433	2,267	2,975	3,248	3,559	3,054	3,366
Mature entry	1,333	1,500	1,588	1,437	1,494	1,525	1,586	1,597	1,443	1,523
Professional qualification	270	144	116	118	127	104	43	113	213	174
Other basis	2,356	2,208	2,118	1,897	2,008	1,896	1,478	1,875	1,738	1,309
Total	18,750	18,200	18,891	17,438	17,950	19,452	18,982	21,434	19,525	19,890

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 14: ATAR status for domestic undergraduate secondary entrants in initial teacher education, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Secondary entrants (with ATAR)	4,416	4,913	5,602	4,878	5,111	5,382	5,200	5,941	5,756	5,343
Secondary entrants (no ATAR)	1,624	2,014	2,066	2,103	2,389	2,522	3,047	2,821	2,708	3,163
Total	6,040	6,927	7,668	6,981	7,500	7,904	8,247	8,762	8,464	8,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 15: ATAR status for all other domestic undergraduate basis of admission categories, initial teacher education, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
All other basis of admission (with ATAR)	2,376	1,993	1,994	2,137	2,155	1,960	2,412	2,565	2,564	2,431
All other basis of admission (no ATAR)	10,334	9,280	9,229	8,320	8,295	9,588	8,323	10,107	8,497	8,953
Total	12,710	11,273	11,223	10,457	10,450	11,548	10,735	12,672	11,061	11,384

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 16: Number and percentage of domestic undergraduate secondary entrants with an ATAR, in each band, initial teacher education and all fields of education, 2014

	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Total
Initial teacher education	320	638	1,204	1,446	1,244	491	5,343
All FoE	2,338	5,722	12,391	17,490	22,113	23,234	83,288

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 17: Domestic undergraduate commencements in initial teacher education by ATAR band, secondary entrants compared with other entrants, 2014

	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Total
Secondary entrants with an ATAR	320	638	1,204	1,446	1,244	491	5,343
Other entrants with an ATAR	605	541	530	381	259	115	2,431
Total	925	1,179	1,734	1,827	1,503	606	7,774

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 18: Total commencing domestic students in initial teacher education, secondary entrants by ATAR band, 2005–2014

ATAR Bands	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
30-50	57	57	84	87	190	78	131	189	330	320
51-60	199	212	314	336	493	395	507	611	649	638
61-70	668	983	1,308	1,109	1,201	1,148	1,197	1,548	1,406	1,204
71-80	1,487	1,669	1,936	1,699	1,668	1,770	1,617	1,760	1,666	1,446
81-90	1,462	1,493	1,460	1,222	1,135	1,448	1,301	1,341	1,214	1,244
91-100	543	499	500	425	424	543	447	492	509	491
Total	4,416	4,913	5,602	4,878	5,111	5,382	5,200	5,941	5,774	5,343

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 19: Total commencing domestic students in all fields of education, secondary entrants by ATAR band, 2005–2014

ATAR Bands	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
30-50	591	826	618	755	951	1,003	1,521	2,144	2,751	2,338
51-60	2,410	3,050	3,237	3,236	3,831	3,881	4,768	5,775	6,232	5,722
61-70	7,804	10,137	10,321	9,970	10,857	11,307	11,167	13,561	13,300	12,391
71-80	14,530	14,705	16,528	15,920	17,029	17,337	16,613	18,038	18,427	17,491
81-90	18,434	18,586	19,904	19,130	20,067	21,860	20,817	23,124	22,846	22,113
91-100	18,834	18,085	19,850	18,815	20,251	21,769	21,562	22,836	24,042	23,234
Total	62,603	65,389	70,458	67,826	72,986	77,157	76,448	85,478	87,598	83,289

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 20: Location of initial teacher education programs in Australia by campus

	Campuses Metro	Campuses Regional
ACT	2	0
NSW	16	12
NT	0	1
QLD	10	9
SA	5	2
TAS	1	2
VIC	17	10
WA	7	1
Total	58	37

Source: Australian Institute for Teaching and School Leadership Accredited Programs Database, accessed 19 April 2016.

Note: The breakdown between metropolitan and regional campuses has been based on the Australian Standard Geographical Classification.

Appendix Table 21: Total commencements in initial teacher education by jurisdiction, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
ACT	453	389	443	373	505	624	545	583	522	571
Multi-state	1,146	1,409	1,365	1,490	1,801	1,996	2,145	2,132	2,017	2,543
NSW	8,053	9,134	9,159	8,808	9,019	9,901	9,247	9,371	9,406	9,145
NT	294	255	441	406	643	681	804	949	948	1,047
QLD	5,421	4,614	4,633	4,093	4,247	4,482	4,295	4,017	4,075	4,649
SA	1,471	1,784	1,780	1,714	1,643	1,694	1,802	1,926	2,068	2,170
TAS	465	440	375	319	350	847	832	673	828	670
VIC	4,481	4,231	4,926	4,571	4,744	5,247	5,550	5,981	6,328	6,495
WA	2,725	2,899	3,037	3,051	3,338	3,168	2,983	4,825	3,403	3,216
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Multi-jurisdictional refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at the University of Notre Dame Australia are included with the Western Australia commencement figures.

Appendix Table 22: Total commencements in initial teacher education by detailed qualification type, 2005–2014

Commencements	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bachelors - graduate entry	2,371	1,974	1,521	1,321	1,339	988	437	531	713	972
Bachelor (pass & honours)	16,855	16,942	17,796	16,683	17,070	18,910	18,979	21,292	19,152	19,457
Other - sub bachelor	15	32	113	15	43	138	130	52	37	0
Graduate diploma/ Postgraduate diploma (pass or honours)	5,063	5,885	5,762	4,733	4,991	5,095	4,749	4,696	5,369	4,623
Master's - coursework	111	135	879	1,954	2,461	3,070	3,540	3,544	4,122	5,185
Other postgraduate qualifications	94	187	88	119	386	439	368	342	202	269
Total undergraduate and postgraduate	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: 'Other - sub-bachelor' refers to associate degrees and other degrees and certificates at the sub-bachelor level. 'Other postgraduate' refers to Graduate Diploma/Postgraduate Diploma extending skills and knowledge and Graduate Certificate and captures the small number of commencements in programs that have been recorded by institutions as special course 22; however, they would not meet the current requirements for accreditation as an initial teacher education program.

Appendix Table 23: Total commencements in initial teacher education by level of qualification, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Undergraduate	19,241	18,948	19,430	18,019	18,452	20,036	19,546	21,875	19,902	20,429
Total Postgraduate	5,268	6,207	6,729	6,806	7,838	8,604	8,657	8,582	9,693	10,077
Total Undergraduate and Postgraduate	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Postgraduate and undergraduate classifications are based on the 'levels of education' classifications in the Australian Standard Classification of Education, in which there is no category for bachelor programs at the graduate level. As such, data on graduate-entry bachelor programs are classified as 'undergraduate'.



Appendix Table 24: Total commencing students in initial teacher education by level of qualification and detailed field of education, 2014

Commencements	Undergraduate	Postgraduate	Total
Teacher Education	2,411	1,826	4,237
Teacher Education: Early Childhood	4,074	507	4,581
Teacher Education: Primary	7,413	2,380	9,793
Teacher Education: Secondary	5,798	4,632	10,430
Teacher Education: Other	733	732	1,465
Total commencements	20,429	10,077	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; and Teacher Education not elsewhere classified. : Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data field.

Appendix Table 25: Total commencements in initial teacher education by detailed field of education, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Teacher Education	4,284	5,474	5,796	5,281	5,686	5,417	4,920	4,856	4,865	4,237
Teacher Education: Early Childhood	2,358	2,494	2,948	2,801	3,187	3,903	3,870	4,746	4,131	4,581
Teacher Education: Primary	8,963	8,817	8,817	8,653	8,806	9,784	9,574	10,738	9,979	9,793
Teacher Education: Secondary	7,681	7,091	7,110	6,864	7,686	8,339	8,673	8,791	9,134	10,430
Teacher Education: Other	1,223	1,279	1,488	1,226	925	1,197	1,166	1,326	1,486	1,465
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies. Any adjustments to account for non-published figures and students commencing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.

Appendix Table 26: Total commencements in initial teacher education by mode of attendance, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Internal	19,191	19,279	19,937	18,722	19,639	20,539	20,554	21,103	21,074	20,643
External	2,893	3,459	3,890	3,818	4,336	5,447	5,055	6,698	5,577	6,043
Multi- Modal	2,425	2,417	2,332	2,285	2,315	2,654	2,594	2,656	2,944	3,820
Total	24,509	25,155	26,159	24,825	26,290	28,640	28,203	30,457	29,595	30,506

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 27: Total enrolments in initial teacher education, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Enrolled ITE students	63,194	64,975	68,759	68,088	69,516	72,808	74,491	78,212	79,623	81,397

Source: Customised data provided by the Department of Education & Training Higher Education Group.

Appendix Table 28: Commencing domestic undergraduate and postgraduate first year special adjusted retention rates, initial teacher education and all fields of education, 2011–2013*

	2011	2012	2013
ITE	77%	78%	76%
All FoE	73%	72%	72%

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas

* It was not possible to provide the number of students within each retention rate calculation because the Australian Institute for Teaching and School Leadership was not provided disaggregated special adjusted retention rate data.

Appendix Table 29: Domestic undergraduate and postgraduate success rates, initial teacher education and all fields of education, 2011–2014*

	2011	2012	2013	2014
ITE	91%	90%	90%	90%
All FoE	88%	88%	87%	87%

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Includes domestic students whose permanent home address is overseas

* It was not possible to provide the number of students within each retention rate calculation because the Australian Institute for Teaching and School Leadership was not provided disaggregated special adjusted retention rate data.

Appendix Table 30: Total completions in initial teacher education by home residence, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
ACT	313	299	300	248	231	245	273	290	270	299
NSW	4,926	5,094	5,388	5,319	5,732	5,823	5,657	5,765	5,939	6,300
NT	90	98	123	97	106	105	104	114	115	115
Qld	2,015	3,416	2,970	2,787	2,714	2,712	2,378	2,258	2,504	2,607
SA	1,039	967	1,057	1,081	1,180	1,181	1,193	1,163	1,271	1,383
TAS	330	335	335	274	237	272	240	228	275	253
VIC	3,366	3,504	3,513	3,368	3,194	3,689	3,702	3,874	3,917	4,045
WA	1,739	1,639	1,618	1,527	1,479	1,480	1,423	1,513	1,756	1,778
International	782	1,083	1,071	1,085	1,002	1,032	1,044	857	950	815
Unknown	1,774	567	598	740	1,271	853	769	588	906	893
Total	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903	18,488

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 31: Domestic undergraduate six year completion and attrition rates, initial teacher education and all other special courses, 2005 to 2008 commencing cohorts

		Completed same program	Still Enrolled in same program in 7th year	Dropped out or enrolled in other program	Total commencements
2005	ITE	12,178	458	6,097	18,733
	Other special course	101,782	10,545	39,316	151,643
2006	ITE	11,577	520	6,066	18,163
	Other special course	103,919	11,010	40,893	155,822
2007	ITE	11,740	616	6,422	18,778
	Other special course	107,986	11,408	40,968	160,362
2008	ITE	10,490	583	6,350	17,423
	Other special course	110,169	11,059	41,858	163,086

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 32: Domestic postgraduate six year completion and attrition rates, initial teacher education and all other special courses, 2005 to 2008 commencing cohorts

		Completed same program	Still Enrolled in same program in 7th year	Dropped out or enrolled in other program	Total commencements
2005	ITE	3,990	13	636	4,639
	Other special courses	45,482	2,772	20,082	68,336
2006	ITE	4,543	24	958	5,525
	Other special courses	47,769	2,711	19,953	70,433
2007	ITE	4,865	35	1,078	5,978
	Other special courses	50,365	2,773	20,855	73,993
2008	ITE	4,889	31	1,156	6,076
	Other special courses	53,421	2,681	20,081	76,183

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 33: Domestic undergraduate six year completion rate by gender, age, mode of attendance and type of attendance, initial teacher education, 2008 commencing cohort

	Completed ITE program	Total commencements
Male	2,185	3,994
Female	8,305	13,429
Aged 24 or under	8,182	12,949
Aged 25 or over	2,308	4,474
Internal MOA	8,385	13,478
External MOA	1,020	2,303
Full-time	9,356	14,528
Part-time	1,134	2,895

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 34: Domestic undergraduate six year completion rate by equity status, initial teacher education, 2008 commencing cohort

	Completed ITE program	Total commencements
Low-SES	2,168	3,835
Medium-SES	5,789	9,511
High-SES	2,440	3,907
Metro	7,639	12,355
Regional	2,685	4,698
Remote	116	277
Indigenous	160	409
NESB	92	163

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 35: Domestic postgraduate six year completion rate by gender, age, mode of attendance and type of attendance, initial teacher education, 2008 commencing cohort

	Completed ITE program	Total commencements
Male	1,351	1,746
Female	3,538	4,330
Aged 29 or under when commencing	3,059	2,323
Aged 30 or over when commencing	1,830	3,753
Internal MOA	3,409	4,105
External MOA	995	1,417
Full-time	4,040	4,603
Part-time	849	1,473

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 36: Domestic postgraduate six year completion rate by equity status, initial teacher education, 2008 commencing cohort

	Completed ITE program	Total commencements
Low-SES	764	929
Medium-SES	2,581	3,200
High-SES	1,496	1,877
Metro	3,802	4,720
Regional	1,009	1,239
Remote	45	66
Indigenous	35	43
NESB	122	155

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 37: Domestic undergraduate six year completion rate by ATAR band, initial teacher education, 2005–2008 commencing cohorts

	2005	2006	2007	2008
30-50	44	44	56	48
51-60	119	104	188	189
61-70	426	559	756	636
71-80	963	1,092	1,245	1,044
81-90	985	1,060	1,037	836
91-100	382	356	348	300
Students without ATAR	9,259	8,362	8,110	7,437
Total	12,178	11,577	11,740	10,490

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 38: Total completions in initial teacher education by jurisdiction, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
ACT	306	312	296	238	243	267	277	311	260	291
NSW	5,288	5,618	5,872	5,919	5,923	5,885	5,706	5,534	5,770	6,095
NT	111	130	203	183	237	294	398	421	504	542
QLD	3,113	3,419	3,050	2,978	3,004	2,969	2,542	2,300	2,529	2,613
SA	1,093	995	1,085	1,080	1,161	1,167	1,116	1,070	1,206	1,304
TAS	305	332	325	256	221	231	225	221	286	278
VIC	3,155	3,386	3,399	3,216	3,608	3,592	3,623	3,760	3,768	3,770
WA	1,928	1,792	1,777	1,666	1,736	1,842	1,666	1,842	2,126	2,154
Total	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903	18,488

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Multi-jurisdictional refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at the University of Notre Dame Australia are included with the Western Australia commencement figures.

Appendix Table 39: Total completions in initial teacher education by level of qualification, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Undergraduate	12,038	11,803	11,439	11,333	11,323	11,075	10,230	9,860	10,391	10,816
Postgraduate	4,336	5,199	5,534	5,193	5,823	6,317	6,553	6,790	7,512	7,672
Completing ITE students	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903	18,488

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Appendix Table 40: Completions in initial teacher education by detailed field of education, postgraduate and undergraduate, 2014

	Undergraduate	Postgraduate
Teacher Education	1,591	1,436
Teacher Education: Early Childhood	2,100	230
Teacher Education: Primary	4,221	2,043
Teacher Education: Secondary	2,562	3,407
Teacher Education: Other	351	556
Total completions	10,816	7,672

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; and Curriculum and Education Studies. Any adjustments to account for non-published figures and students completing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.

Appendix Table 41: Completions in initial teacher education by detailed field of education, 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Teacher Education	2,398	2,988	3,344	3,047	3,231	2,974	2,946	2,665	2,762	3,027
Teacher Education: Early Childhood	1,733	1,599	1,566	1,717	1,781	1,828	1,789	1,873	2,101	2,330
Teacher Education: Primary	6,206	6,297	6,049	6,262	6,089	6,347	6,004	6,263	6,719	6,264
Teacher Education: Secondary	5,250	5,213	5,046	4,494	5,099	5,416	5,309	5,128	5,629	5,969
Teacher Education: Other	787	905	968	1,006	946	827	735	721	692	898
Total	16,374	17,002	16,973	16,526	17,146	17,392	16,783	16,650	17,903	18,488

Source: Customised data provided by the Department of Education and Training Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: Other captures the remaining detailed Field of Education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language Teaching; Teacher Education not elsewhere classified; Teacher Librarianship; and Curriculum and Education Studies. Any adjustments to account for non-published figures and students completing degrees across more than one detailed Field of Education have been adjusted for in the Teacher Education: Other data.



Appendix Table 42: Bachelor degree graduates working full-time as a percentage of those available for full-time employment, teacher education and all fields of education, 1982–2014*

Year	Education – Initial	All Graduates
1982	75%	84%
1983	79%	80%
1984	80%	84%
1985	84%	87%
1986	90%	91%
1987	85%	89%
1988	83%	89%
1989	88%	91%
1990	82%	88%
1991	67%	77%
1992	59%	71%
1993	63%	71%
1994	63%	75%
1995	75%	79%
1996	79%	81%
1997	79%	79%
1998	79%	80%
1999	82%	81%
2000	82%	84%
2001	84%	83%
2002	83%	81%
2003	83%	80%
2004	80%	80%
2005	78%	81%
2006	79%	82%
2007	80%	85%
2008	83%	85%
2009	78%	79%
2010	75%	76%
2011	74%	76%
2012	75%	76%
2013	71%	71%
2014	70%	68%

Source: Graduate Careers Australia, Graduate Destinations 2014, Table 5.

Note: The 'Education' data are the Graduate Careers Australia's 'Education – Initial' category.

* Numbers have not been included because the Australian Institute for Teaching and School Leadership was not provided with disaggregated data.

Appendix Table 43: Employment status of bachelor graduates in teacher education, 2013 and 2014

	2013	2014	2013	2014	2013	2014
Not in employment	43	58	130	140	73	76
Working full-time in schools	383	424	1,049	1,099	529	525
Working part-time in schools	199	223	575	634	267	233
Working full-time not in schools	269	307	169	187	113	100
Working part-time not in schools	208	237	305	373	225	201
Total	1,102	1,249	2,228	2,433	1,207	1,135

Source: Graduate Careers Australia customised data from the Graduate Destination Survey.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector. Response rates 2014: Teacher Education: Early Childhood n=1,249, Teacher Education: Primary n= 2,433, Teacher Education: Secondary n = 1,135. Response rates 2013: Teacher Education: Early Childhood n=1,102, Teacher Education: Primary n= 2,239, Teacher Education: Secondary n = 1,207.

Appendix Table 44: Percentage of teacher education graduates employed part-time in schools seeking full-time employment, 2013 and 2014

	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary
2013	70	338	158
2014	86	373	144
Total	156	711	302

Source: Graduate Careers Australia customised data from the Graduate Destination Survey.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector. Response rates 2014: Teacher Education: Early Childhood n=1,249, Teacher Education: Primary n= 2,433, Teacher Education: Secondary n = 1,135. Response rates 2013: Teacher Education: Early Childhood n=1,102, Teacher Education: Primary n= 2,239, Teacher Education: Secondary n = 1,207.

Appendix Table 45: Type of position, primary and secondary teachers, teaching for 1-2 years and 3-5 years, 2013*

	Type of position			
	Primary		Secondary	
	1-2 years	3-5 years	1-2 years	3-5 years
Casual/Relief	1%	2%	0%	0%
Fixed-term/Contract (< 1 year)	31%	16%	28%	11%
Fixed-term/Contract (1–3 years)	39%	24%	27%	14%
Fixed-term/Contract (> 3 years)	1%	3%	2%	1%
On-going/Permanent	28%	55%	37%	72%

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

* Numbers have not been included because the Australian Institute for Teaching and School Leadership was not provided with disaggregated data.

Appendix Table 46: Number of days engaged in professional learning activities over the past 12 months, teaching 1-2 years and all teachers, 2013*

	Primary		Secondary	
	1-2 years	all teachers	1-2 years	all teachers
0 to 5	45%	35%	58%	48%
6 to 10	40%	39%	32%	34%
11 to 15	7%	11%	4%	8%
16 to 20	5%	8%	1%	5%
More than 20	4%	7%	3%	5%

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

* Numbers have not been included because the Australian Institute for Teaching and School Leadership was not provided with disaggregated data.

Appendix Table 47: Proportions who intend to leave teaching permanently prior to retirement, primary and secondary teachers, teaching for 1-2 years and 3-5 years, 2013*

	Primary		Secondary	
	1-2 years	3-5 years	1-2 years	3-5 years
Yes	6%	7%	9%	11%
No	55%	53%	45%	46%
Unsure	39%	40%	46%	42%

Source: Customised Staff in Australia's Schools Survey data provided by the Australian Council for Educational Research.

* Numbers have not been included because the Australian Institute for Teaching and School Leadership was not provided with disaggregated data.

Appendix 4: Data sources

Higher Education Student Data Collection

Approved higher education institutions (HEIs) submit data about their students to the Australian Government Department of Education and Training (DET). HEIs are required to sign off and verify that the data they have reported to the Department are accurate and correct. Once this is done, a snapshot of the data is taken for use in the Department's publications, in uCube and for the provision of customised data. The data in this report are derived from the verified and signed-off data. Revised data may be submitted by HEIs through the HESDC's Higher Education Information Management System (HEIMS) at any time; however, no change will be made to the verified and signed-off data. It is also relevant to note that the reporting practices followed in entering data into the HEIMS may vary across HEIs.

Data collected, released and published by DET are subject to the provisions of the Higher Education Support Act. The following statement is displayed on the Department of Education and Training's website:

Under the Higher Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual.

To avoid any risk of disseminating identifiable data, a disclosure control technique called data suppression has been utilised. Cells that have values of less than five have been primarily suppressed and annotated as '< 5'. To prevent cells that have been primarily suppressed from being calculated, other cells may also need to be suppressed. This is known as consequential or secondary suppression. These cells are annotated as 'np' (not published). In the data cube (uCube), a disclosure control technique called input perturbation has been applied to the data, whereby small random adjustments are made to cell counts.

This is applicable to all of DET's Higher Education data that is either published on the Department's website or custom tabular data provided to clients.³⁰

Access to the full suite of higher education student data and further information on data requests and data protocols are available from the department website via the following links:

[<https://education.gov.au/student-data>](https://education.gov.au/student-data)

[<https://education.gov.au/data-requests-data-protocols-and-data-privacy>](https://education.gov.au/data-requests-data-protocols-and-data-privacy).

³⁰ Department of Education and Training 2014, *Data Requests, Data Protocols and Data Privacy*, Canberra, viewed 24 May 2016, [<https://education.gov.au/data-requests-data-protocols-and-data-privacy>](https://education.gov.au/data-requests-data-protocols-and-data-privacy).

Australian Graduate Survey: Graduate Destination Survey and Course Experience Questionnaire

The Australian Graduate Survey comprises two surveys used in this report: the Graduate Destination Survey (GDS) and Course Experience Questionnaire (CEQ). The GDS collects information about graduate employment outcomes, continuing study and work-seeking status. The data represent employment outcomes for graduates of undergraduate programs. The CEQ asks graduates to what extent they agree with a series of statements about their study experiences.

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). Unlike the HEIMS collection, ITE courses in the GDS and CEQ could not be identified using the HEIMS data element E312=22 'initial teacher education.' As a result, it is possible that some ITE graduate respondents were omitted from the results. Once these surveys have fully transitioned over to QILT they will be linked with the HEIMS special course code, which will eliminate this issue.

Further information and survey reports are available from the Graduate Careers website <<http://www.graduatecareers.com.au/research/surveys/>>.

Populations surveyed and response rates

The surveys are censuses, not sample surveys – that is, 'all new graduates receive a survey form or an invitation to complete one online or via a telephone interview'. Each higher education institution conducts its own data collection. A minimum response rate of 50% is required for the publication of data (though institutions may make internal use of data pertaining to their graduates with lower response rates). The total (domestic and overseas/international students) 2014 AGS response rate was 54.8%, and the response rate for domestic students only was 59.4%.³¹

While the CEQ is conducted as part of a national graduate census, the extent of non-responses to the survey means that it is reasonable to consider the secured response to be a sample of the overall graduate population. As has been recommended in previous editions of this report, differences in CEQ scores of five points or more may be considered to be of practical interest because they represent a difference of at least a fifth of a standard deviation. It is important to bear this in mind when interpreting the results presented in this report and in the supplementary tables and figures.³²

³¹ Graduate Careers Australia 2014, *Australian Graduate Survey 2014: A report on the conduct of the 2013 Australian Graduate Survey*, Melbourne, viewed 25 May 2016, <http://www.graduatecareers.com.au/wp-content/uploads/2015/06/AGS_REPORT_2014_FINAL.pdf>.

³² Graduate Careers Australia 2014, *Graduate course experience 2014: A report on the course experience perceptions of recent graduates*, Melbourne, viewed 25 May 2016, <http://www.graduatecareers.com.au/wp-content/uploads/2015/07/Graduate_Course_Experience_2014_FINAL.pdf>.

Classifications

It should also be noted that GCA does not differentiate postgraduate initial teacher education programs from all other postgraduate coursework programs in the education field of education. For example, even though a Master of Teaching is an initial teacher education program and a Master of Education a post-initial program, GCA cannot differentiate between graduates of the two types of programs because both are similarly classified according to the ACSED field of education codes. Similarly, there can be no differentiation between initial and post-initial graduate diplomas.

Staff in Australia's Schools survey

The questionnaires used for SiAS 2007 and 2010 provide a basis for the SiAS 2013 instruments. Those questionnaires were developed through an extensive consultation and pilot testing process. In addition, it was important to preserve comparability between the surveys so that changes over time in key variables could be measured.

SiAS 2013 involved two questionnaires:

- A Teacher questionnaire
- A Leader questionnaire.

Chapter 2 of the SiAS Main report specifically outlines information on the questionnaire design, sampling and response rates.

The Staff in Australia's Schools survey reports are available from the Department of Education and Training website <https://education.gov.au/school-teacher-workforce-data-reports>.

The SiAS data included in this report focus on early career teachers and provides, where relevant, breakdowns between early career teachers who have been working for one to two years, and for three to five years and one to five years.

In the 2013 survey, teachers were asked 'For how many years have you been teaching in total (counting this year as one)?' and they could answer in years only. Those who answered from one to five were presented with the additional early career questions, and were used as the early career sample in the analysis of the 2013 survey.

Early career teachers represent a small proportion of the total sample and standard errors are correspondingly higher. A discussion of standard errors and confidence intervals can be found in the SiAS Main report, chapter 2, and standard errors are provided for early career results in chapter 8. In this report, the sub-sample of early career teachers has been split again (1–2 years, 3–5 years) and the resulting standard errors are slightly higher than those presented in the SiAS Main report. As such, the figures provided here should be treated as indicative rather than representative, and differences between the 2010 and 2013 figures may be the result of sample selection.

The response numbers and rates for the 2013 SiAS were:

Population	Number of responses	Final response rate %
Primary teachers	5,213	32.8
Secondary teachers	10,349	31.4
Primary leaders	765	44.9
Secondary leaders	874	39.0

Source: *Staff in Australia's Schools 2013: Main Report on the Survey*, pp. 10–12.

The figures reported in the SiAS are estimates of populations obtained from the SiAS sample and care needs to be taken in their interpretation, especially in regard to sub-groups of teachers, and leaders, due to their much smaller numbers. However, with the large numbers of responding teachers and leaders at the national level, and the data exclusions and weighting steps detailed in the report, the data quality is likely to be at least equal to the quality of other teacher surveys conducted to date in Australia.

The sample distribution for primary and secondary teachers by number of years teaching is as follows:

	Primary		Secondary	
Years teaching	2013	2013	2013	2013
1	20.4	4.4	19.9	3.5
2	17.4	3.8	17.6	3.1
3	19.4	4.2	21.3	3.7
4	22.5	4.9	20.4	3.6
5	20.4	4.5	20.9	3.7
Total ≤5	100	21.9	100	17.5
6 ≥		78.1		82.5
Total		100		100

Source: *Staff in Australia's Schools 2013 dataset*, customised analysis provided by the Australian Council for Educational Research.

Appendix 5: Provider and program specific information – survey questions

Course Experience Questionnaire (CEQ)³³

Questions to measure overall satisfaction

The proportion of graduates who expressed overall satisfaction with their course, based on the following question:

1. Overall, I was satisfied with the quality of this course

Questions to measure good teaching

The percentage of graduates who agreed they had experienced good teaching practices during their study. This indicator is based on the average of a graduate's responses to the following six statements from the CEQ:

1. The staff put a lot of time into commenting on my work.
2. The teaching staff normally gave me helpful feedback on how I was going.
3. The teaching staff of this course motivated me to do my best work.
4. My lecturers were extremely good at explaining things.
5. The teaching staff worked hard to make their studies interesting.
6. The staff made a real effort to understand difficulties I might be having with my work.

Questions to measure generic skills

The percentage of graduates who agreed that their studies had improved their generic skills. This indicator is based on the average of a graduate's responses to the following six statements from the CEQ:

1. The course helped me develop my ability as a team member.
2. The course sharpened my analytic skills.
3. The course developed my problem-solving skills.
4. The course improved my skills in written communications.
5. As a result of my course, I feel confident about tackling unfamiliar problems.
6. My course helped me to develop the ability to plan my own work.

³³ <[<https://www.qilt.edu.au/about-this-site/course-experience-questionnaire-\(ceq\)>](https://www.qilt.edu.au/about-this-site/course-experience-questionnaire-(ceq))>.

Graduate Destination Survey (GDS)³⁴

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

1. <text box>
2. No answer

Student Experience Survey (SES)³⁵

Questions to measure the overall quality of educational experience:

The percentage of students who are satisfied with the overall quality of their educational experience, based on an individual question in the SES. Note that this question also forms part of the 'teaching quality indicator'.

Questions to measure teaching quality:

The percentage of students who are satisfied with the quality of teaching they have experienced. This indicator is based on the average of a student's responses to the following 11 questions from the SES:

Thinking about your course:

1. overall how would you rate the quality of your entire educational experience this year?
2. how would you rate the quality of the teaching you have experienced?

³⁴ <[https://www.qilt.edu.au/about-this-site/graduate-destination-survey-\(gds\)>](https://www.qilt.edu.au/about-this-site/graduate-destination-survey-(gds)>).

³⁵ <[https://www.qilt.edu.au/about-this-site/student-experience-survey-\(ses\)>](https://www.qilt.edu.au/about-this-site/student-experience-survey-(ses)>).

During 2013 - 2014, to what extent have the lecturers, tutors and demonstrators:

3. engaged you actively in learning?
4. demonstrated concern for student learning?
5. provided clear explanations on coursework and assessment?
6. stimulated you intellectually?
7. commented on your work in ways that help you learn?
8. seemed helpful and approachable?
9. set assessment tasks that challenge you to learn?

In 2013 - 2014, 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. This indicator is based on the average of a student's responses to the following seven questions from the SES:

During 2013 - 2014, to what extent have you:

1. felt prepared for your study?
2. had a sense of belonging to your institution?

In 2013 - 2014, 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 2013 - 2014, to what extent have you:

7. been given opportunities to interact with local students (where applicable for international students)?

Questions to measure learning resources:

The percentage of students who are satisfied with the learning resources provided by their institution. This indicator is based on the average of a student's responses to the following seven questions from the SES:

Thinking of this year, overall how would you rate the following learning resources provided by your course?

1. Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
2. Student spaces and common areas
3. Online learning materials
4. Computing/IT resources
5. Assigned books, notes and resources
6. Laboratory or studio equipment
7. Library resources and facilities

Questions to measure student support:

The percentage of students who are satisfied with the support they received at their institution. This indicator is based on the average of a student's responses to the following 13 questions from the SES:

During 2013 - 2014, 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 2013 - 2014, 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 2013 - 2014, to what extent have you found careers advisors to be:

6. available?
7. helpful?

During 2013 - 2014, to what extent have you found academic or learning advisors to be:

8. available?
9. helpful?

During 2013 - 2014, to what extent have you found support services such as counsellor, financial/legal advisors and health services to be:

- 10. available?
- 11. helpful?

During 2013 - 2014, to what extent have you:

- 12. been offered support relevant to your circumstances?
- 13. received appropriate English language skill support?

Questions to measure skills development

The percentage of students who are satisfied with the skills development they experienced through their studies. This indicator is based on the average of a student's responses to the following eight questions from the SES:

To what extent has your course developed your:

- 1. Critical thinking skills?
- 2. Ability to solve complex problems?
- 3. Ability to work with others?
- 4. Confidence to learn independently?
- 5. Written communication skills?
- 6. Spoken communication skills?
- 7. Knowledge of field(s) you are studying?
- 8. Development of work-related knowledge and skills?

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