

Appendix B

School education performance

Proportion of students achieving at or above the National Minimum Standard

Year 3—All students

—● Australia ■ All Qld Students ■ Qld State Schools

Figure 9: Reading

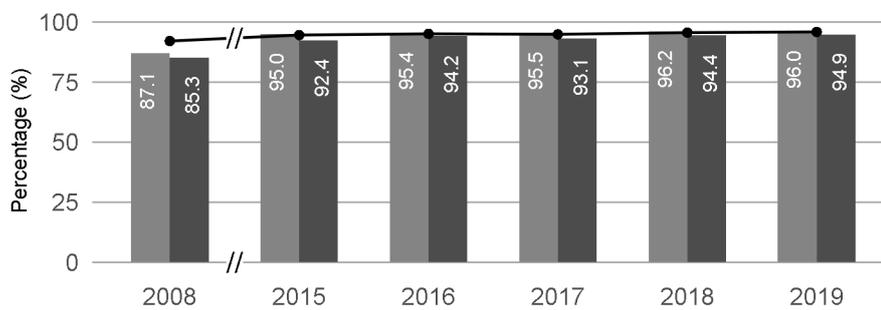


Figure 10: Writing

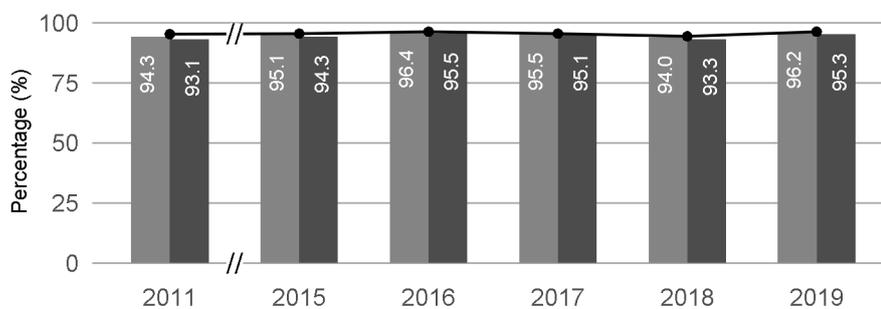
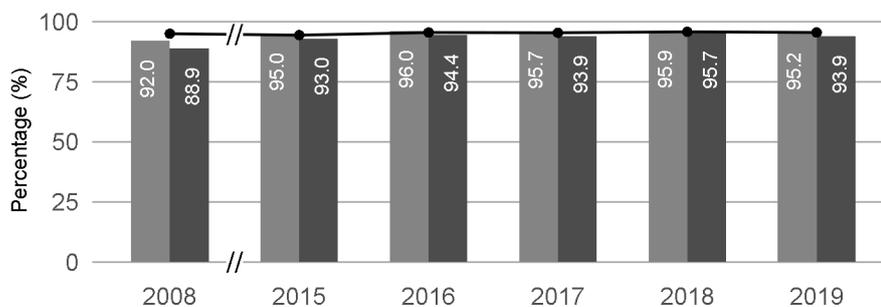


Figure 11: Numeracy



Year 3—Aboriginal and Torres Strait Islander students

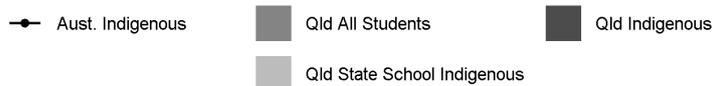


Figure 12: Reading

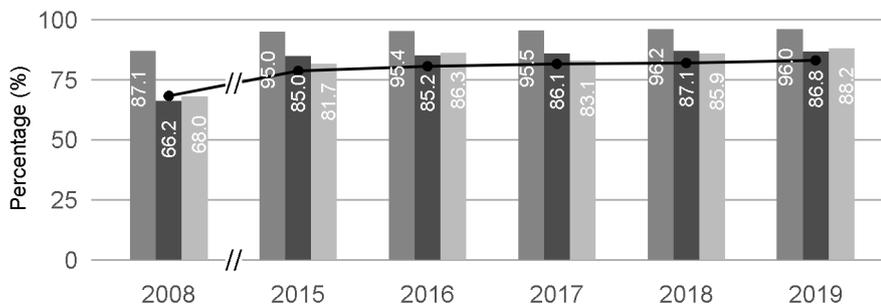


Figure 13: Writing

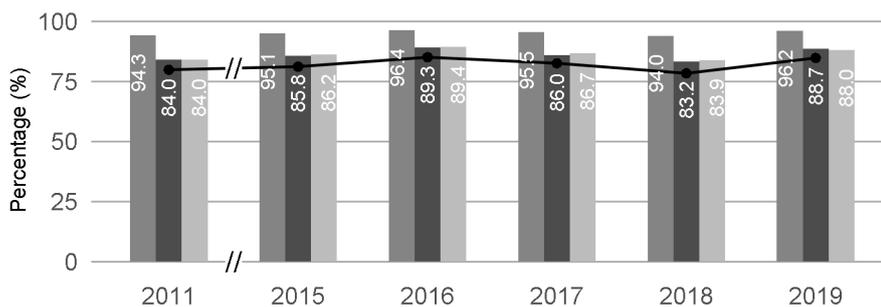
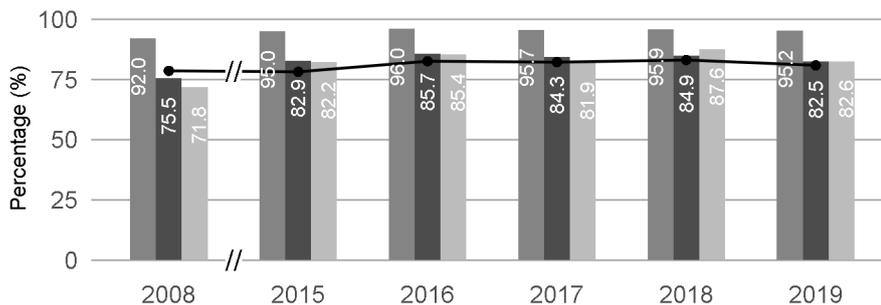


Figure 14: Numeracy



Year 5—All students

—●— Australia ■ All Qld Students ■ Qld State Schools

Figure 15: Reading

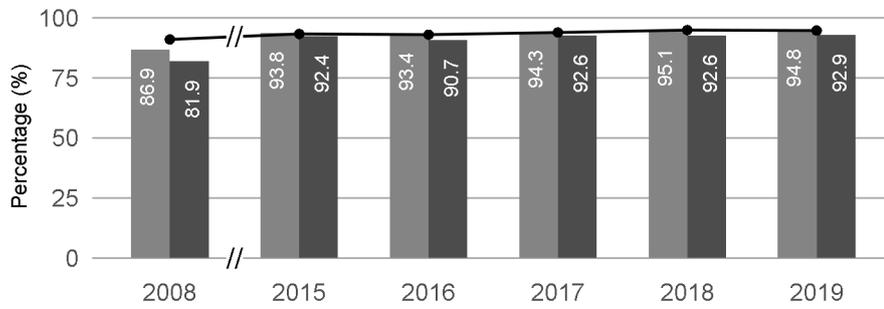


Figure 16: Writing

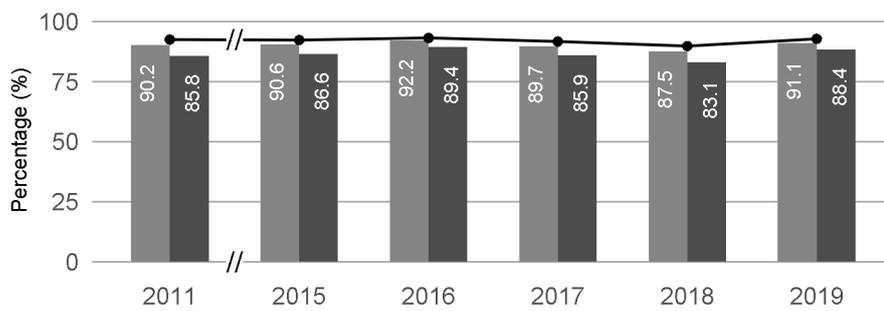
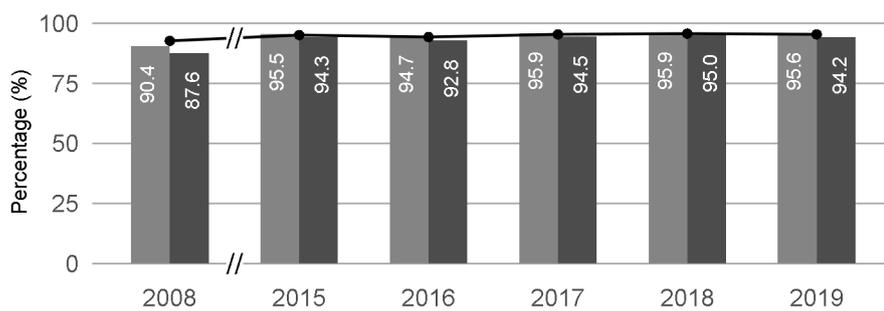


Figure 17: Numeracy



Year 5—Aboriginal and Torres Strait Islander students

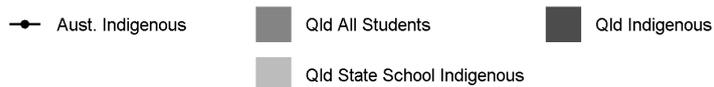


Figure 18: Reading

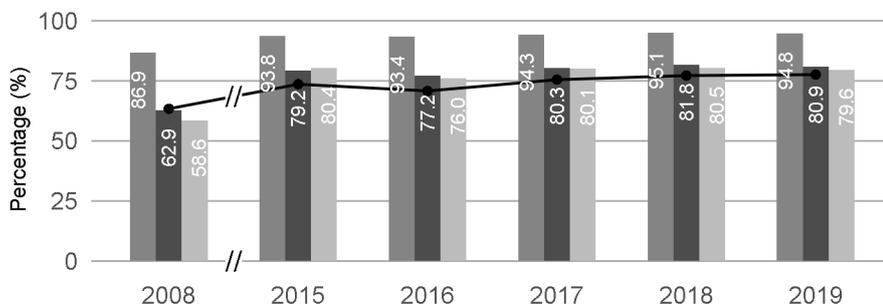


Figure 19: Writing

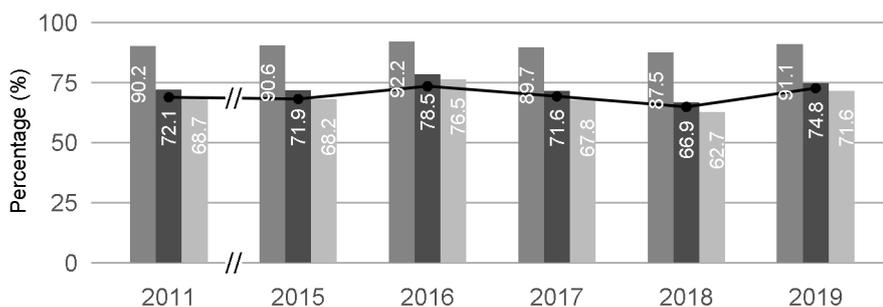
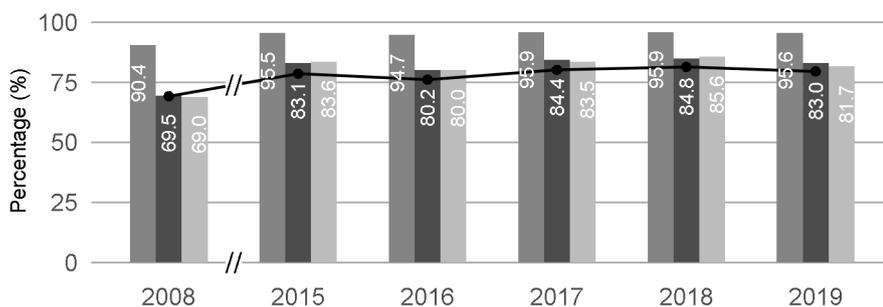


Figure 20: Numeracy



Year 7—All students

—●— Australia ■ All Qld Students ■ Qld State Schools

Figure 21: Reading

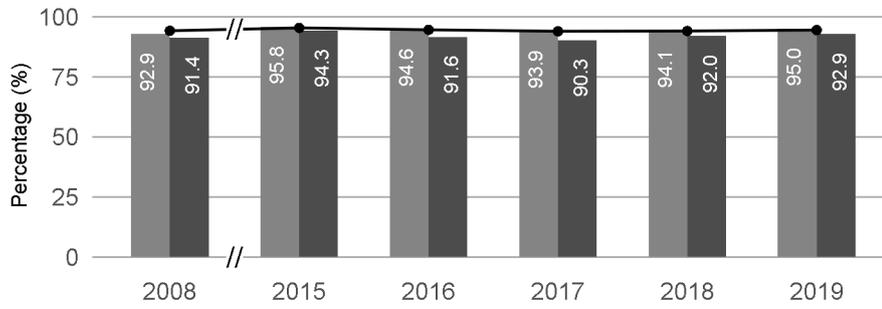


Figure 22: Writing

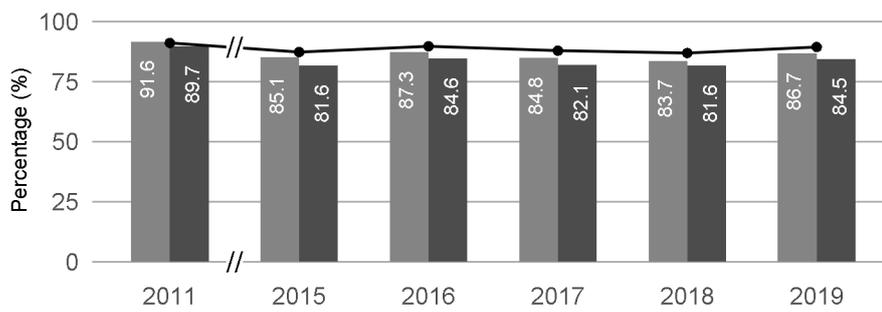
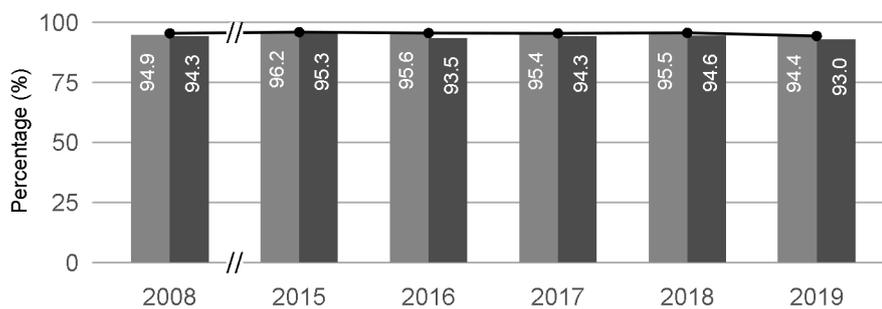


Figure 23: Numeracy



Year 7—Aboriginal and Torres Strait Islander students

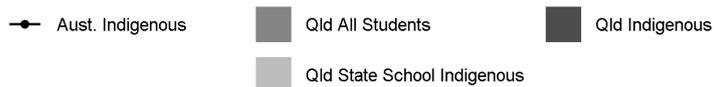


Figure 24: Reading

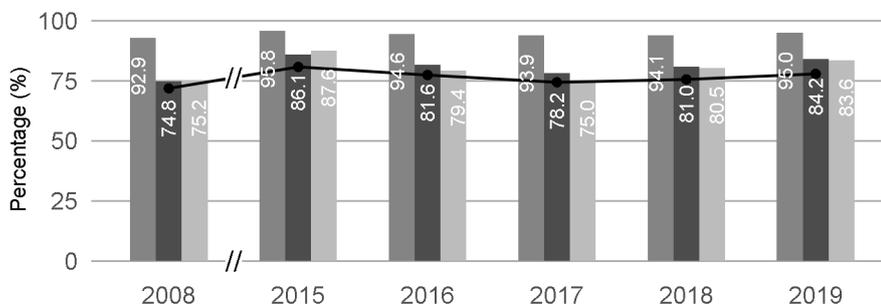


Figure 25: Writing

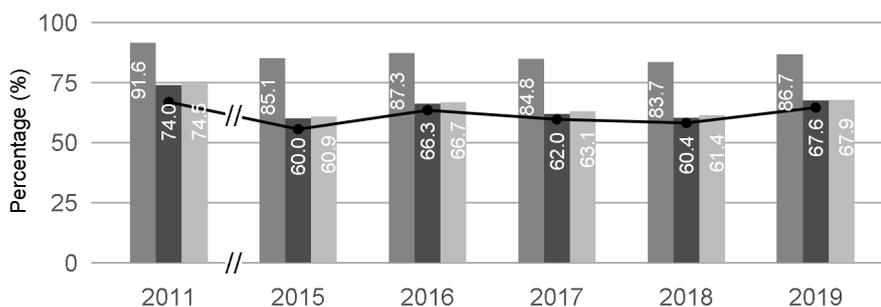
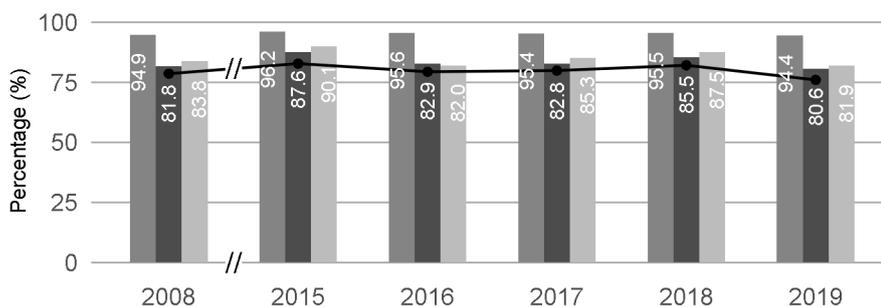


Figure 26: Numeracy



Year 9—All students

—●— Australia ■ All Qld Students ■ Qld State Schools

Figure 27: Reading

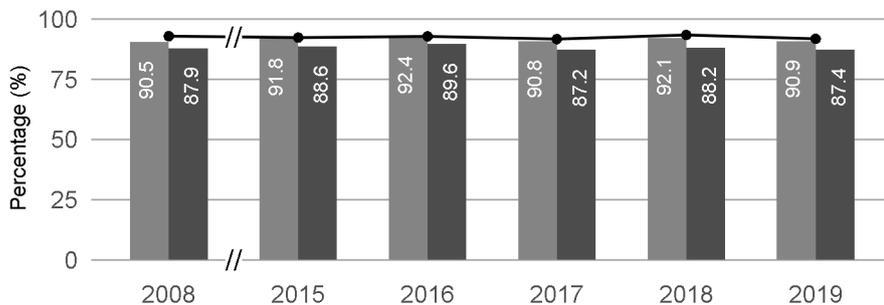


Figure 28: Writing

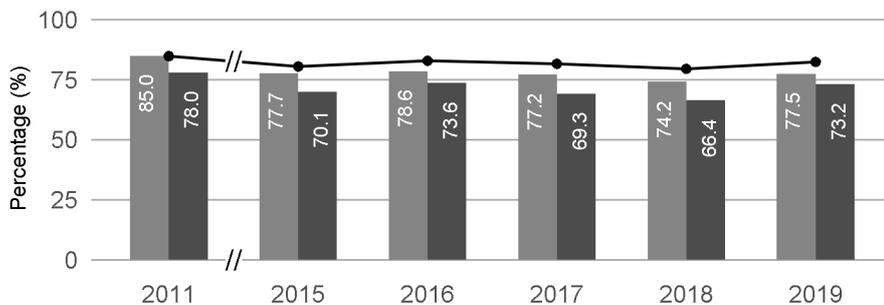
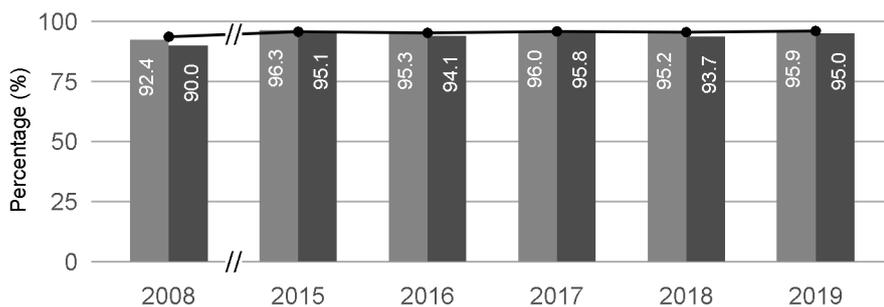


Figure 29: Numeracy



Year 9—Aboriginal and Torres Strait Islander students

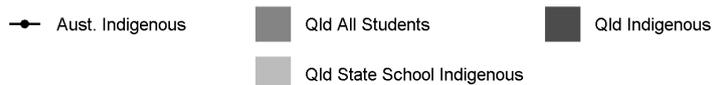


Figure 30: Reading

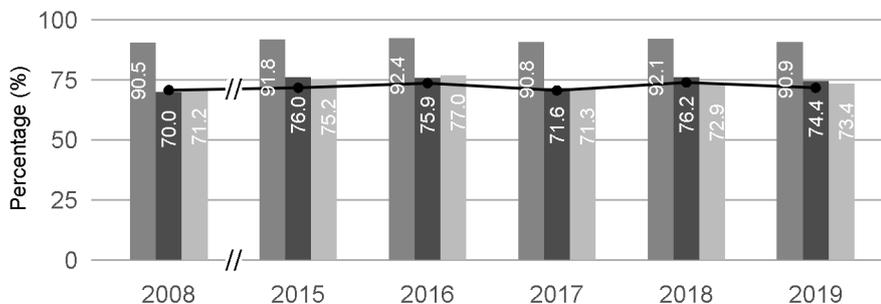


Figure 31: Writing

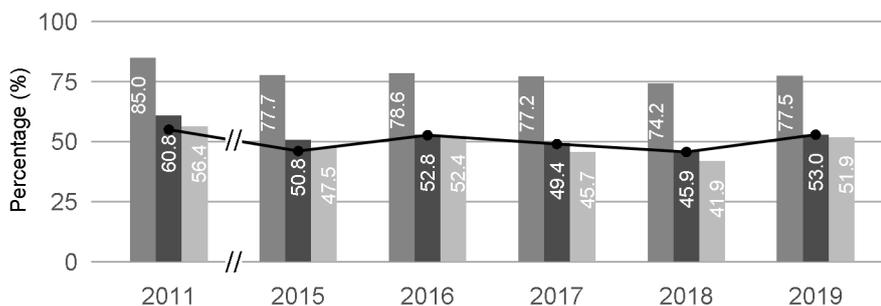
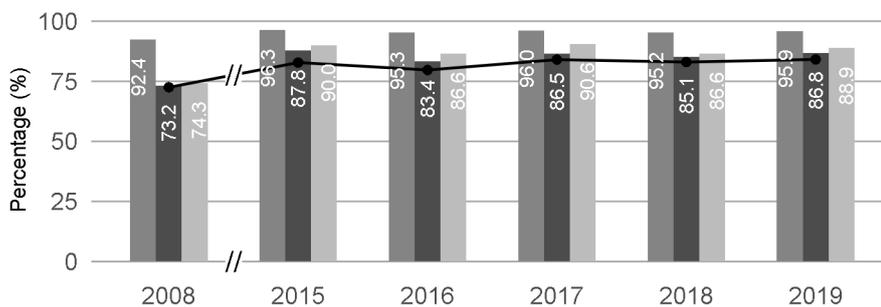


Figure 32: Numeracy



Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA). Baseline (2008 or 2011) figures are shown for comparison.

Year 12 outcomes

Table 7: Proportion of students awarded certification by the end of Year 12

Measure	2015	2016	2017	2018	2019
State school students awarded Certification by the end of Year 12	96.7%	97.8%	98.1%	98.4%	98.3%
All Queensland students awarded Certification by the end of Year 12	95.2%	96.1%	96.4%	96.9%	96.5%
Aboriginal and Torres Strait Islander state school students awarded Certification by the end of Year 12	95.0%	97.1%	97.2%	98.1%	98.1%

Source: QCAA (as at February 2020). Excludes visa students.

Figure 33: Proportion of Year 12 with a VET qualification

All students

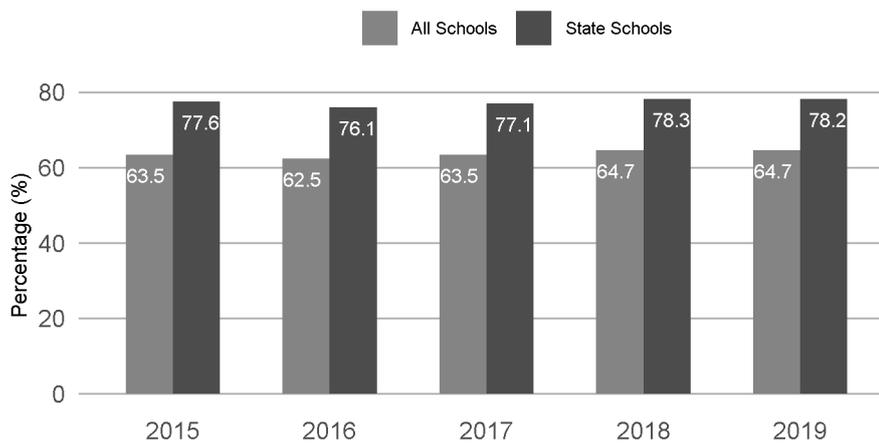
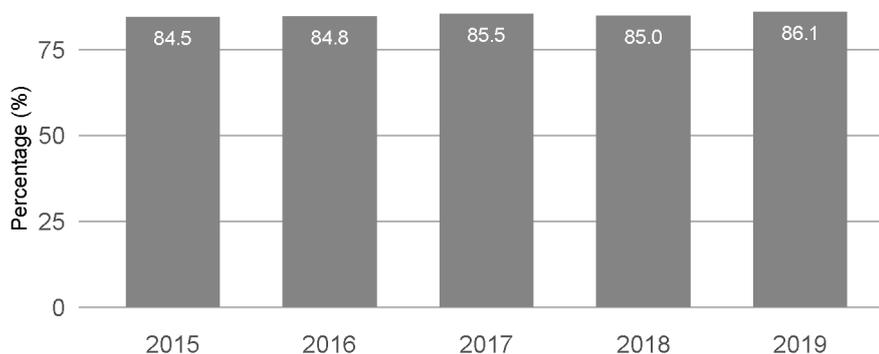


Figure 34: Aboriginal and Torres Strait Islander state school students



Source: QCAA (as at February 2020). Includes students who undertook a school-based apprenticeship and traineeship; excludes visa students.

Figure 35: Proportion of Year 12 OP-eligible or IBD-eligible students with an OP 1–15 or an IBD

All students

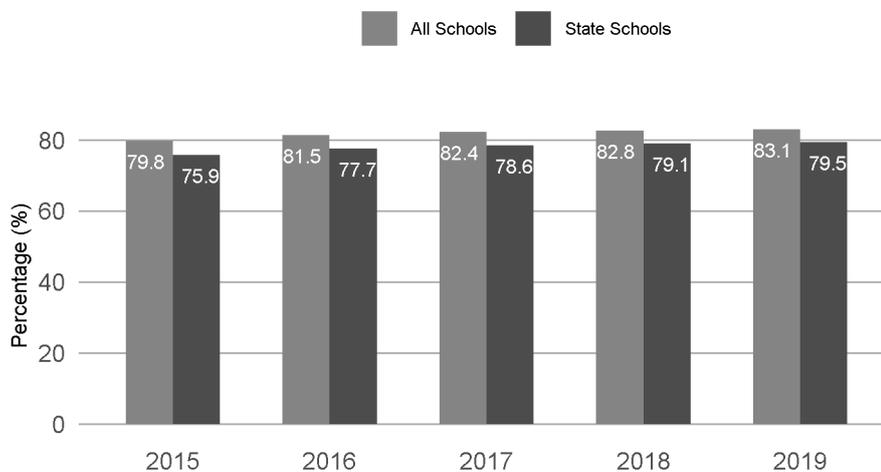
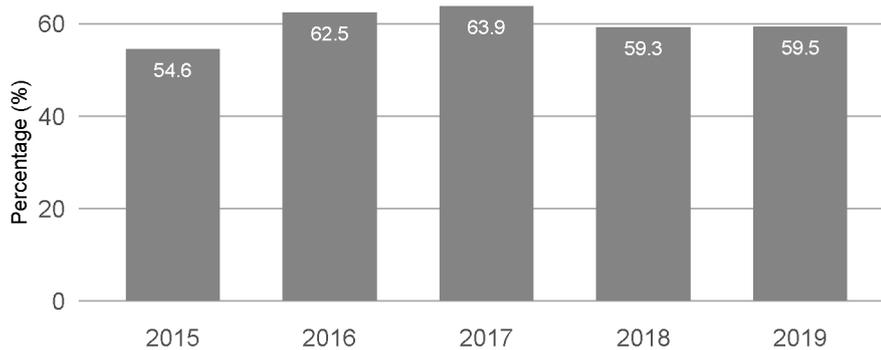
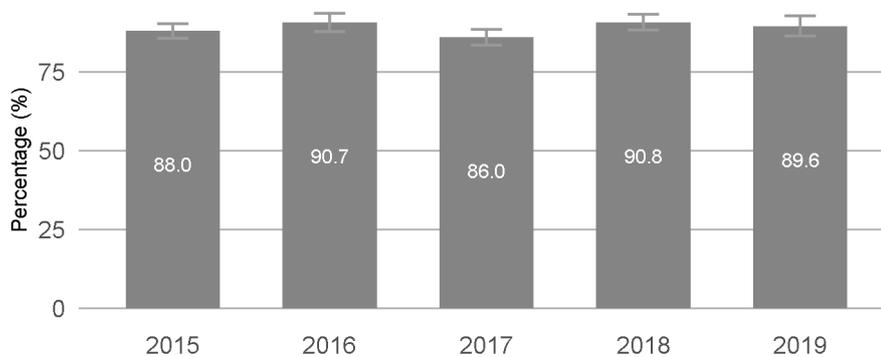


Figure 36: Aboriginal and Torres Strait Islander state school students



Source: QCAA (as at February 2020). Excludes visa students.

Figure 37: Proportion of 20- to 24-year-olds having attained Year 12 or equivalent, or Certificate II or above (state or non-state schools)



Source: ABS, *Education and Work, Australia* (Catalogue No. 6227.0).

Post schooling

Figure 38: Proportion of students who, six months after completing Year 12, are participating in education, training or employment (state schools)

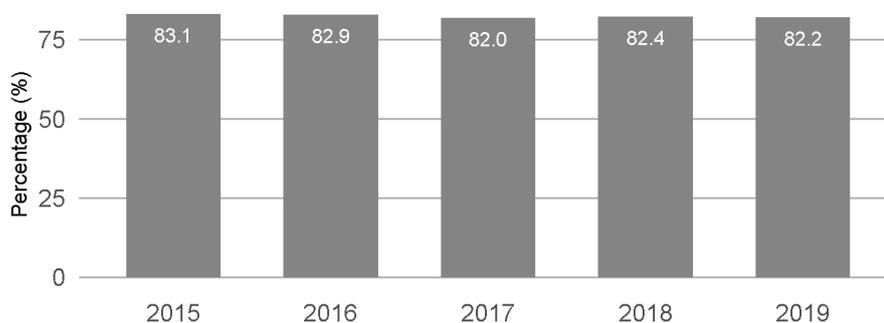


Table 8: Main destinations of Year 12 completers (state and non-state schools)

Main destinations of Year 12 completers	Aboriginal and Torres Strait Islander Year 12 Completers	Non-Indigenous Year 12 Completers	All Year 12 Completers
Bachelor Degree	16.0%	40.9%	39.7%
VET Certificate IV+	4.9%	5.3%	5.3%
VET Certificate III	5.4%	2.6%	2.8%
VET Certificate I–II/other	2.1%	2.1%	2.1%
Apprenticeship	6.0%	6.3%	6.3%
Traineeship	5.3%	2.3%	2.4%
Full-time employment	8.7%	8.2%	8.2%
Part-time employment	21.3%	19.4%	19.5%
Seeking work	24.6%	10.1%	10.8%
Not in the labour force, education or training	5.6%	2.8%	2.9%
	100.0%	100.0%	100.0%

Source: Next Step Surveys.

Attendance

Table 9: State school attendance rates by departmental region

Region	2015	2016	2017	2018	2019
Central Queensland	91.5%	91.5%	91.2%	90.9%	90.3%
Darling Downs South West	91.1%	91.2%	90.9%	90.5%	90.2%
Far North Queensland	88.9%	88.9%	88.6%	87.9%	87.2%
Metropolitan	92.8%	93.0%	93.0%	92.5%	92.0%
North Coast	91.0%	91.2%	91.3%	90.5%	90.1%
North Queensland	89.8%	89.4%	89.6%	88.6%	87.4%
South East	91.2%	91.6%	91.6%	91.0%	90.7%
Queensland	91.4%	91.5%	91.5%	90.9%	90.5%

Table 10: Proportion of state school students by attendance rate range

Year level category	Less Than 85%	85% to <90%	90% to <95%	95% to 100%
Primary (Prep–Year 6)	14.8%	12.4%	27.6%	45.2%
Secondary (Year7–Year 12)	24.9%	13.8%	25.6%	35.6%

Source: Department of Education (Semester 1, 2013–18). Full-time students only. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full days and part days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Retention

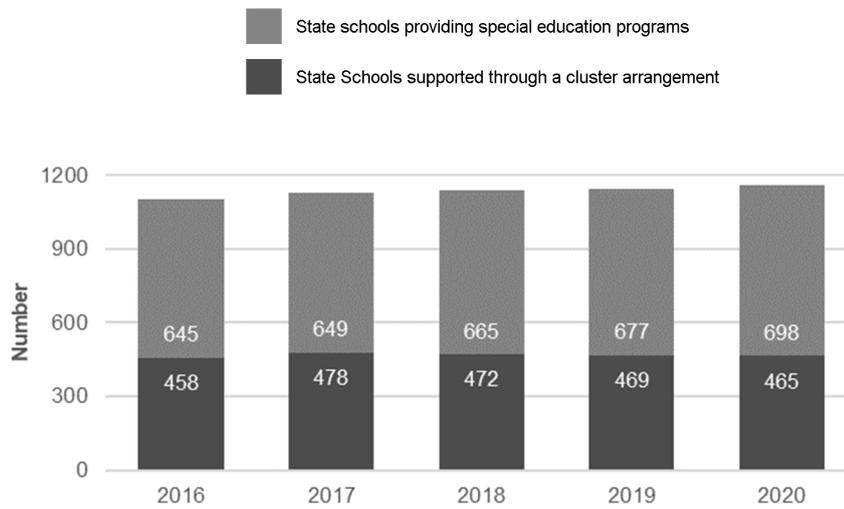
Table 11: Apparent retention rates (ARR) of Queensland and Australian students in Years 10–12

Year	State/Territory	Aboriginal and Torres Strait Islander Students	Non-Indigenous Students	All Students
2019	Queensland	72.9	89.3	88.1
	Australia	60.0	83.2	82.0
2018	Queensland	74.9	88.8	87.8
	Australia	62.6	83.9	82.8
2017	Queensland	73.1	88.9	87.8
	Australia	63.0	84.3	83.3
2016	Queensland	72.0	88.4	87.3
	Australia	60.9	84.0	82.9
2015	Queensland	72.4	87.7	86.7
	Australia	60.6	83.8	82.7

Source: ABS, Schools, Australia.

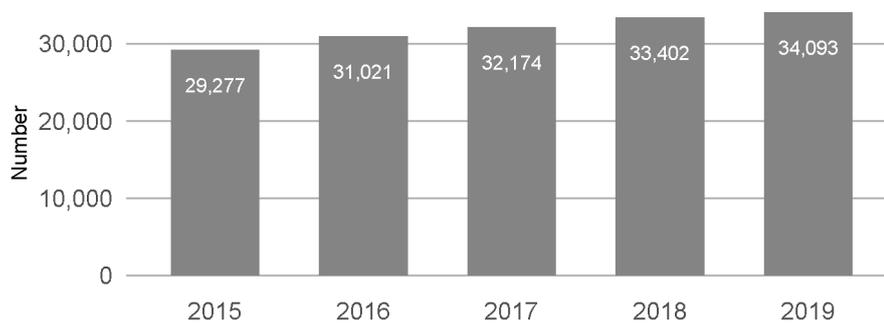
Students with disability

Figure 39: Number of state schools accessing special education programs



Source: Department of Education Queensland, Centre Information System (CIS).

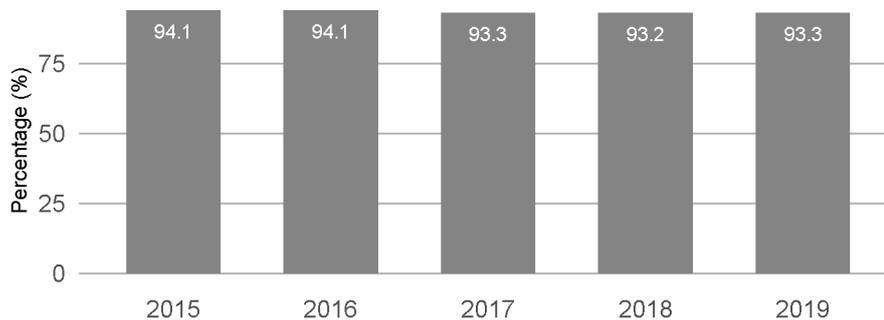
Figure 40: Number of students with disability identified through the Education Adjustment Program as requiring additional support enrolled in state schools



Source: Department of Education Queensland, AIMS cube (OneSchool) as at August each year. Totals include students enrolled in special schools and mainstream schools.

Parent satisfaction

Figure 41: Proportion of parents satisfied with their child's school



Source: 2019 Department of Education School Opinion Survey, parent/caregiver survey. The proportion presents the aggregation of positive responses (somewhat agree, agree and strongly agree) to the statement *this is a good school*.

Directions and orders

Table 12: Summary of directions and orders

Type of direction or order	Directions or orders given to persons other than children/young people	Directions or orders given to children/young people who are not students of the school
State and non-state schools		
Prohibition from entering premises of all state educational institutions and non-state schools for up to one year—section 352	0	0
State schools		
Direction about conduct or movement for up to 30 days— section 337	110	7
Direction to leave and not re-enter for 24 hours— section 339	32	11
Prohibition from entering premises for up to 60 days—section 340	31	1
Prohibition from entering premises for more than 60 days but not more than one year—section 341	1	0
Review of direction—section 338:		
• the number of review applications made	4	0
• the number of directions confirmed	4	0
• the number of directions cancelled	0	0
Prohibition from entering premises of all state education institutions for up to one year—section 353	0	0
Non-state schools		
Direction about conduct or movement—section 346	11	1
Direction to leave and not re-enter—section 348	7	4
Prohibition from entering premises for up to 60 days—section 349	5	7
Prohibition from entering premises for more than 60 days but not more than one year—section 350	4	2
Review of direction—section 347 or 349B:		
• the number of review applications made	5	0
• the number of directions confirmed	4	0
• the number of directions varied or cancelled	0	0

Source: Department of Education.

Note: Sections refer to the *Education (General Provisions) Act 2006*, Chapter 12, Parts 6-8.