

Understanding the 'School profile' page

Information on the 'School profile' page summarises key factors that distinguish one school from another. The information and data provided under various headings on the 'School profile' page are described under the respective headings below.

School comments

School comments provide an opportunity for each school to give an account of its achievements, values, programs and policies.

School facts

School sector

Australia's education system comprises:

- government schools
- non-government schools.

Information on the type of non-government school may be available in the 'School comments' text if included by the school.

School type

In Australia there are three general school types:

- primary schools
- secondary schools
- combined schools (offering both primary and secondary schooling).

There are also a range of special purpose schools. Schools identified as 'special purpose' in this section include schools for students with disability or juvenile justice schools (but not intensive language centres, academically selective schools or schools not adhering to a formal curriculum).

Year range

The schooling years reported on *My School* include:

- Year 1 – Year 10
- senior secondary years
- various provisions for education prior to Year 1 (part of the schooling system in each state and territory).

The abbreviations used for school years prior to Year 1 are consistent with the abbreviations used by the school education systems (for example, 'K' is kindergarten, 'P' is preparatory). The age at which children start school varies across states and territories and is not currently reported on *My School*.

Total enrolments

Enrolments are counted and displayed in two ways:

- through a head count of students
- through full-time equivalent enrolments of students.

Total enrolment figure uses the head count method and includes:

- full-time enrolments
- part-time enrolments.

Location

Prior to 2016 four categories of geographic location are used to describe school locations:

- metropolitan
- provincial
- remote
- very remote.

These categories denote varying degrees of proximity from a state or territory's capital city, and were originally defined in 2001 and endorsed by education ministers in the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Remoteness Classification 2001.

From 2016 five categories of geographic location are used to describe school locations:

- Major Cities
- Inner Regional
- Outer Regional
- Remote
- Very Remote.

The remoteness areas on *My School* are defined according to the Australian Bureau of Statistics (ABS) remoteness classification.

School staff

Teaching staff

Head count of full-time and part-time teaching staff. Teaching staff are those who spend the majority of their time in contact with students and have teaching duties. Principals, deputy principals and senior teachers who have administrative duties are also included here.

Full-time equivalent teaching staff

As per 'Teaching staff' above, but using a different representation that measures the total level of staff resources used, where full-time teaching staff are counted as 1.0 and part-time teaching staff are represented as a proportion of the full-time load. For example, a staff member who teaches half-time is counted as 0.5.

Non-teaching staff

Head count of full-time and part-time non-teaching staff at the school. These include:

- specialist support staff (for example, counsellors)
- teacher's aides and assistants
- administrative and clerical staff
- building operations, general maintenance and other service staff.

Full-time equivalent non-teaching staff

Number of non-teaching staff, but using the FTE count approach, as described in 'Full-time equivalent teaching staff' above.

Student background

Summary of students' collective social background. This is reported through:

- Index of Community Socio-Educational Advantage (ICSEA) – a value for collective social background assigned to each school. This measure enables fair and meaningful comparisons of the performance in literacy and numeracy of students in a given school with that of schools serving students from similar backgrounds. It has been developed specifically for the *My School* website for the purpose of identifying schools serving statistically similar student populations.
- Socio-Educational Advantage (SEA) student distribution table. The table divides the school's student population into four general quarters by a measure of their background (socio-educational advantage). This measure is determined by students' family backgrounds and other characteristics. This gives contextual information about the composition of the student population.

Students

Total enrolments

Head count of full-time and part-time students. A full-time student is one who undertakes a workload equivalent to (or greater than) that prescribed for a student of that year level. This may vary between states and territories and from year to year.

Full-time equivalent enrolments

A full-time equivalent enrolment is registered as 1.0, a student may be enrolled less than full-time, and this is therefore represented as a proportion of 1.0 (for example, a half-time enrolment is registered as 0.5).

Indigenous students

Percentage of students identifying as being of Aboriginal or Torres Strait Islander background.

Language background other than English

Percentage of students identifying as speaking, or having one or more parents/guardians who speak a language other than English at home.