

Understanding the 'School profile' page

My School®

2024

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 comments are updated by school principals through the *My School* Principals' Portal.

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*.

Location

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.

School links

School website

School website is an opportunity for each school to link to its own school website. School websites are updated by school principals through the *My School* Principals' Portal.

Sector, system or association website

All government schools have their state/territory education department shown with a link. All Catholic schools have their state/territory education office shown with a link.

For independent schools by default their state/territory association of independent schools is listed with a link. Independent school principals may update their association body through the *My School* Principals' Portal.

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 value is reported as a number as well as a percentile. ICSEA is not a measurement of school performance. This measure enables fair and meaningful comparisons of the performance in literacy and numeracy of students in a given school with that of students with similar backgrounds. It has been developed specifically for the *My School* website for the purpose of identifying schools serving students with a similar background.
- 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 and/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.