



Education and Training

School Movement Survey

August 2007 — August 2008

This publication provides information on the reasons given by parents and carers for moving their child to or from an ACT public school between August 2007 and August 2008.

Key Findings

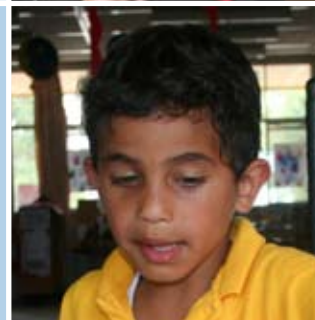
Of those students who entered an ACT public school just under half (48 percent) were starting kindergarten and one in six (17 percent) moved from an ACT non-government school.

Quality of education was the most common reason for moving from an ACT non-government school to an ACT public school and also the most common reason for moving from an ACT public school to an ACT non-government school.

Factors that led to a student moving from an ACT public school were quality of education (28 percent), location of the school (25 percent), school culture (20 percent) and peer relationships (16 percent)¹.

Where a child moved from an ACT non-government school to an ACT public school the most common reasons for selecting the new school were the quality of education (85 percent), school reputation (81 percent) and location of the school (78 percent)¹.

¹ Respondents could provide multiple reasons so totals may add to more than 100%.



Introduction

In order to collect detailed information about parental school choice the Department of Education and Training conducts biannual School Movement Surveys. This report provides information on the reasons given by parents and carers for moving their child to or from an ACT public school between August 2007 and August 2008. The results from the last two biannual surveys have been combined to produce this annual publication.

The scope of the survey was parents and carers of students who entered or moved from an ACT public school between the August 2007 and August 2008. This excluded parents of students who:

- exited special schools and/or closing schools
- completed year 6, 10 or 12
- were short-term enrolments or movements
- students who had experienced a traumatic event.

A total of 6851 students were identified as being in-scope for the survey. A sample of parents and carers of these students were surveyed via telephone using a Computer Assisted Telephone Interviewing methodology. Of the 2512 parents and carers selected in the random sample for the survey, 1257 interviews were completed, representing a response rate of 50 percent. This translated into 1406 completed questionnaires as some parents and carers had two or more children who moved schools during the reference period.

This publication is divided into three sections:

1. The first section presents weighted results from the survey of parents and carers of students who entered the ACT public school system between August 2007 and August 2008.
2. The second section presents weighted results from the survey of parents and carers of students who left the ACT public school system between August 2007 and August 2008.
3. The third section presents weighted results from the survey of parents and carers of students who moved schools within the ACT public school system between August 2007 and August 2008.

Confidence intervals have been provided throughout this publication. These provide a measure of the variability associated with undertaking a sample of the whole population. For example, 48 percent \pm 4 percentage points means that the true percentage (for the population) lies between 44 percent and 52 percent.

Findings

Section 1: Students who entered the ACT public school system

Origin of students who entered the ACT public school system

Of those students who entered an ACT public school between August 2007 and August 2008, 48 percent were starting kindergarten, 17 percent moved from an ACT non-government school, 14 percent moved from overseas and 12 percent moved from a school in NSW.

Table 1: Origin of students who entered the ACT public school system between August 2007 and August 2008

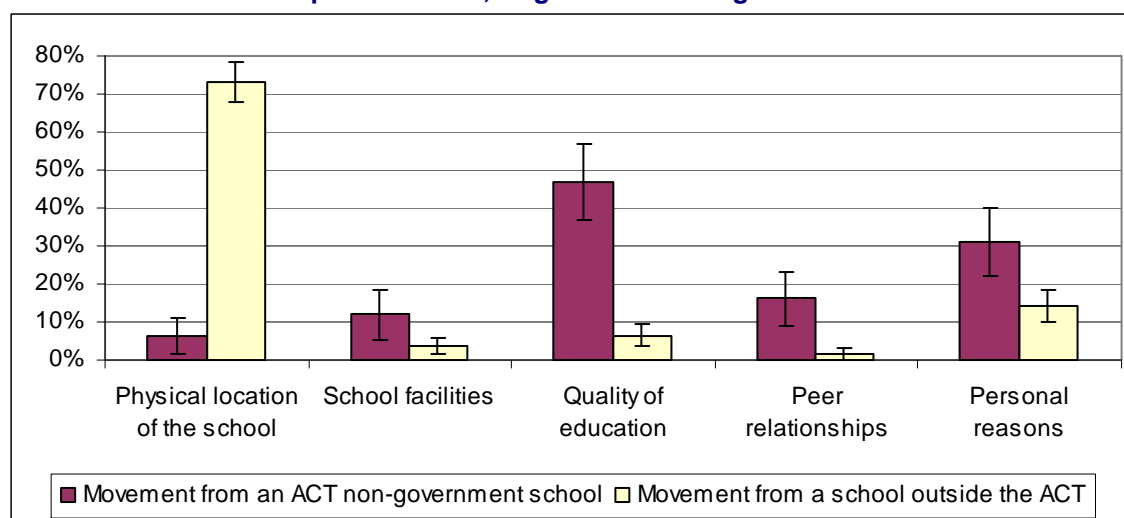
	Number	Percent
New students starting kindergarten	1843	48 \pm 4
ACT non-government school/college	645	17 \pm 3
NSW school/college	450	12 \pm 3
Other school overseas	533	14 \pm 3
Other ²	400	10 \pm 2
Total	3872	100

² Other includes students who were attending a school elsewhere in Australia, not enrolled at any school/college or home schooled.

Reasons for moving from previous school

Figure 1 details the most common reasons why parents and carers decided to move their child from their previous school to an ACT public school. Of the students who moved from an ACT non-government school the most common reason given for moving was quality of education (47 percent). Where a child moved from outside the ACT education system, the most common reason given for moving was the location of the school (73 percent).

Figure 1: Most common reasons for moving from previous school by origin when the destination was an ACT public school, August 2007 to August 2008³



Factors considered when selecting an ACT public school

Table 2 details the factors parents and carers considered when choosing an ACT public school for their child. The most common factors were the location of the school (87 percent), quality of education (81 percent) and school reputation (79 percent).

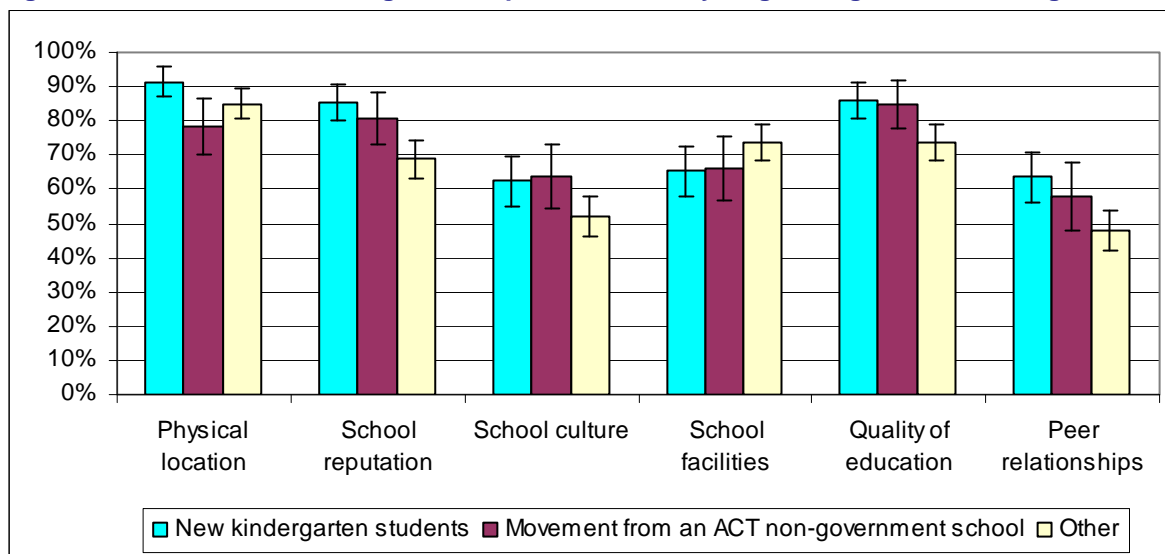
Table 2: Factors considered when selecting an ACT public school when the origin was not an ACT public school, August 2007 to August 2008³

	Number	Percent
Physical location	3366	87 ± 3
Quality of education	3147	81 ± 3
School reputation	3044	79 ± 3
School facilities	2653	69 ± 4
School culture	2286	59 ± 4
Peer relationships	2209	57 ± 4

Of the parents and carers who decided to enroll their child in kindergarten at an ACT public school, the most common factors considered when selecting the school were the location of the school (91 percent), quality of education (86 percent) and school reputation (85 percent). Where a child moved from an ACT non-government school, the most common factors considered when selecting the new school were the quality of education (85 percent), school reputation (81 percent) and location of the school (78 percent).

³ The percentages in the figure above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Figure 2: Reasons for selecting an ACT public school by origin, August 2007 to August 2008⁴



Section 2: Students who left the ACT public school system

Destination of students who left the ACT public school system

Around half (51 percent) of the students who left the ACT public school system between August 2007 and August 2008 went to the non-government education system in the ACT, 30 percent were no longer enrolled in a school or college, 12 percent went to a school in NSW and 7 percent were 'other' which includes students who were being home schooled or attending a school elsewhere in Australia or overseas (Table 3).

Table 3: Sector of enrolment after moving from an ACT public school when the destination was not an ACT public school, August 2007 to August 2008

	Number	Percent
ACT non-government school/college	903	51 ± 4
NSW school/college	223	12 ± 3
Not enrolled at any school/college	528	30 ± 4
Other ⁵	133	7 ± 2
Total	1786	100

Reasons for moving from an ACT public school

The reasons identified by parents and carers for moving their child from an ACT public school are provided in Table 4. The main reasons were quality of education (28 percent), personal reasons (25 percent), school culture (20 percent), peer relationships (16 percent) and the location of the school (15 percent).

⁴ The percentages in the table and figure above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results. Other includes students who were attending a school elsewhere in Australia or overseas, not enrolled at any school/college or home schooled.

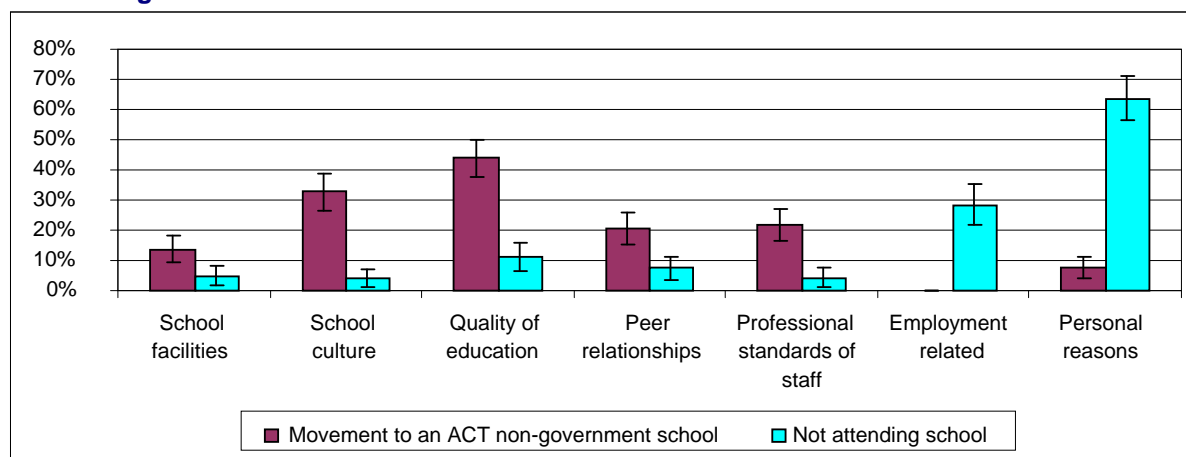
⁵ Other includes students who are home schooled or attending a school elsewhere in Australia or overseas.

Table 4: Reasons for moving from an ACT public school when the destination was not an ACT public school, August 2007 to August 2008⁶

	Number	Percent
Physical location of the school	261	15 ± 3
School facilities	163	9 ± 3
School culture	352	20 ± 4
Quality of education	494	28 ± 4
Peer relationships	277	16 ± 3
Professional standards of staff	234	13 ± 3
Vacancy available at school of choice	102	6 ± 2
Employment related	150	8 ± 2
Personal reasons	447	25 ± 4

Figure 3 shows the most common reasons given by parents and carers for moving their child. Where a child moved to an ACT non-government school the most common reasons given for moving were related to quality of education (44 percent), school culture (33 percent), professional standards of staff (22 percent) and peer relationships (20 percent). Where a child was no longer attending school the most common reasons given for leaving were personal reasons (64 percent) and employment related (29 percent).

Figure 3: Most common reasons for moving from an ACT public school by destination, August 2007 to August 2008⁶



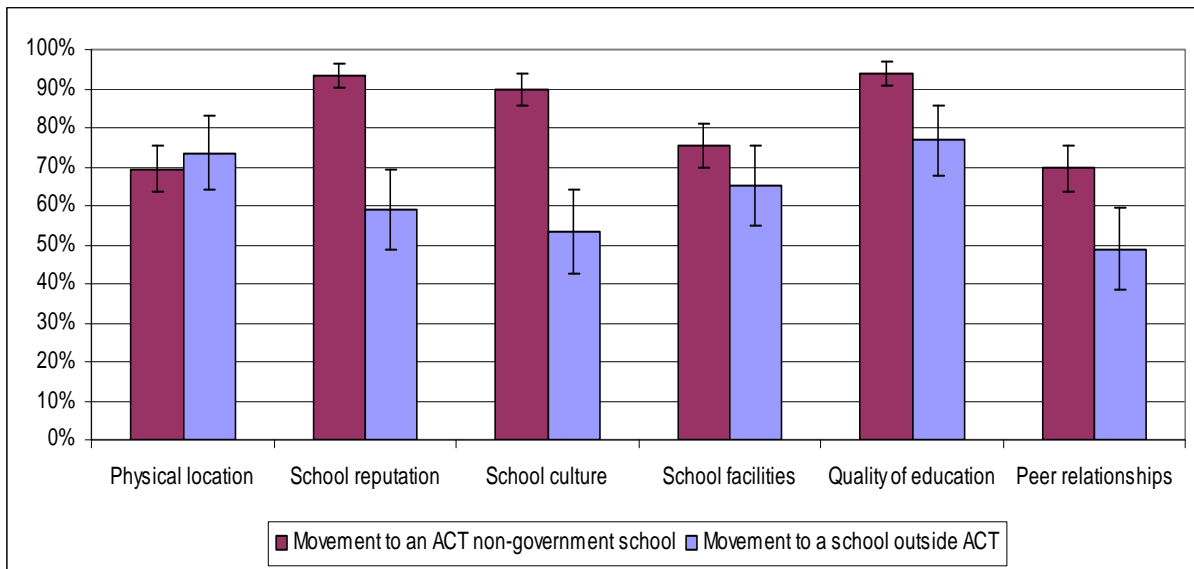
Factors considered when selecting the new school

Figure 4 details the factors parents and carers considered when choosing a new school for their child.

Where a child moved to an ACT non-government school the choice of their new school was based on issues related to the quality of education (94 percent), reputation of the school (93 percent), school culture (90 percent), the school facilities (75 percent), peer relationships (70 percent) and the location of the school (69 percent). Where a child moved to another school outside ACT the choice of the new school was based on quality of education (77 percent), the location of the school (74 percent), the school facilities (65 percent), reputation of the school (59 percent), school culture (53 percent) and peer relationships (49 percent).

⁶ The percentages in the table and figure above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

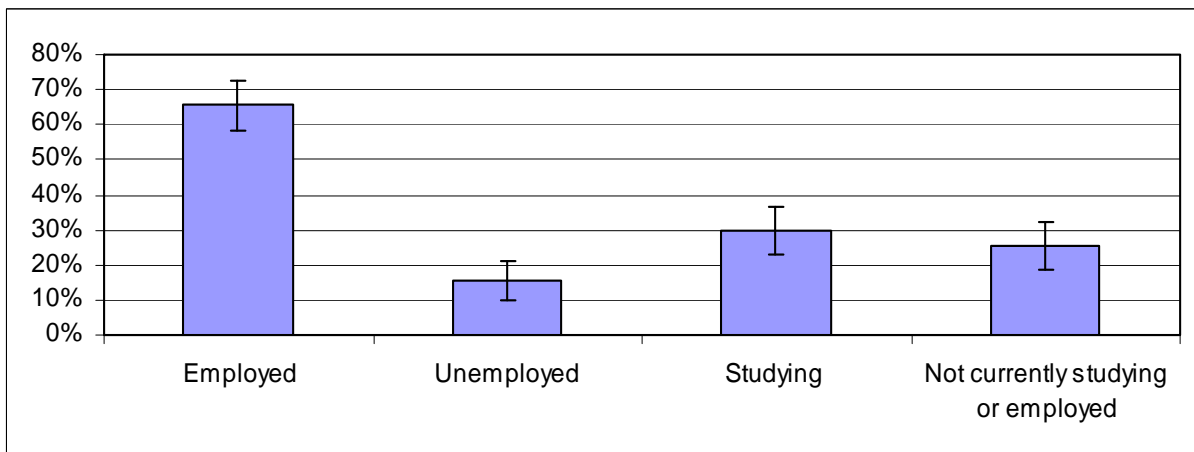
Figure 4: Factors considered when selecting the new school by destination when the origin was an ACT public school, August 2007 to August 2008⁷



Destination of early school leavers

About 30 percent of the students who left the ACT public school system were no longer attending school and most of these students were from the college sector. Of these, 66 percent were engaged in some form of employment, 16 percent were unemployed, 30 percent were studying outside the traditional school environment and 26 percent were not studying or employed at the time of the survey (Figure 5).

Figure 5: Destination of early school leavers, August 2007 to August 2008⁷



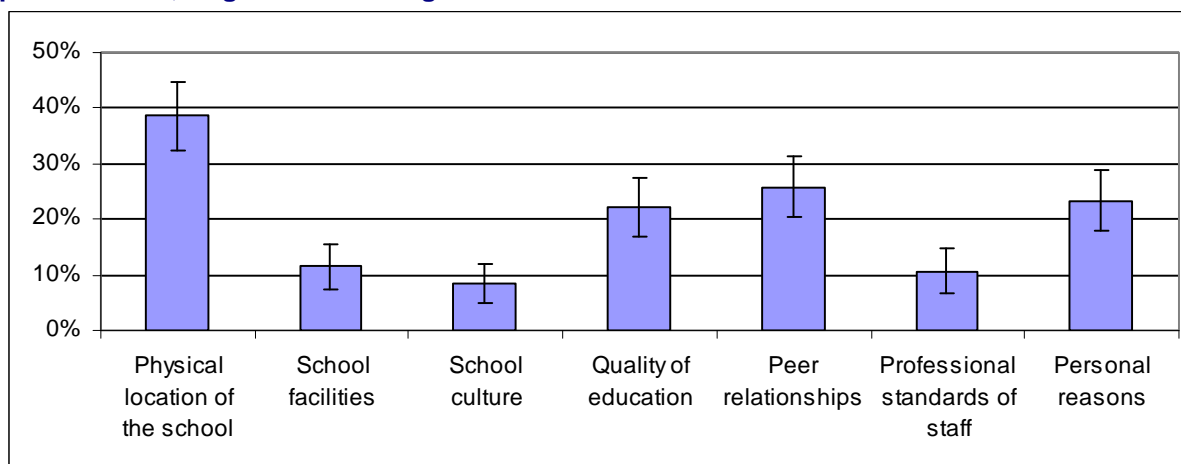
⁷ The percentages in the figures above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Section 3: Students who moved schools within the ACT public school system

Reasons for moving from an ACT public school

The reasons identified by parents and carers for moving their child from one ACT public school to another ACT public school are provided in Figure 6. The most common reasons for moving were physical location (39 percent), peer relationships (26 percent), personal reasons (23 percent), and quality of education (22 percent).

Figure 6: Most common reasons for moving from one ACT public school to another ACT public school, August 2007 to August 2008⁸



Factors considered when selecting the new ACT public school

Table 5 details the factors parents and carers considered when choosing another ACT public school for their child. The most common factors were the location of the school (78 percent), quality of education (76 percent), the reputation of the school (75 percent), peer relationships (66 percent), school facilities (64 percent) and school culture (60 percent).

Table 5: Factors considered when selecting the new ACT public school when the origin was another ACT public school, August 2007 to August 2008⁸

	Number	Percent
Physical location	936	78 ± 5
School reputation	889	75 ± 5
School culture	716	60 ± 5
School facilities	766	64 ± 5
Quality of education	911	76 ± 5
Peer relationships	783	66 ± 5

⁸ The percentages in the figure and table above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Explanatory Notes

Confidence intervals. Throughout this publication 95 percent confidence intervals have been included. For example, 48 percent \pm 4 percentage points means that the true percentage (for the population) lies between 44 percent and 52 percent. The confidence interval provides information on the reliability of the result and indicates that if the survey were conducted 100 times, then in 95 times, the percent of respondents with a particular characteristic would be within the confidence limits given.

Weighted results have been used in this publication to adjust for the variations in relative sample sizes and type of movements that result from combining the results from the August 2007 to February 2008 survey and the February 2008 to August 2008 survey.

Early school leavers includes students who left school prior to completing year 10 or after commencing but not completing college.

Employment related includes reasons such as joining the workforce, starting an apprenticeship or traineeship or starting a course at a vocational education institute.

Peer relationships relate to the child's class or school group, friendships and safety.

Perception of public education includes the community's perception of the school or the wider public education system.

Personal reasons relates to reasons such as the student being asked to leave, the student's choice, change in custody arrangements, financial constraints and illness.

Physical location relates to reasons such as the family moved house, the location of the school and transport facilities.

Professional standards of staff includes responses associated with the school's leadership team, the child's teacher and teacher professionalism.

Quality of education relates to the school's curriculum, performance and programs.

School culture relates to discipline, religious or moral values of the school, school traditions and school uniform.

School facilities relates to IT facilities, playground equipment, classroom design, model of the school (K-10, K-6 etc), class size, availability of before and after school care and access to extra curricular activities.

School reputation includes that family or friends recommended the school, the parent/carer went to the school or the reception received on inquiring about the school.

Vacancy available at school of choice relates to the child being offered a place at another school.

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