



Education and Training

School Movement Survey

August 2008 – August 2009



This publication provides information on the responses parents and carers gave regarding why they moved their child to or from an ACT public school between August 2008 and August 2009.

Key findings

Of those students who entered an ACT public school over half (57 percent) were starting kindergarten, 13 percent moved from overseas and 12 percent moved from an ACT non-government school.

Of those students who left the ACT public school system over half (60 percent) went to the non-government education system in the ACT, 20 percent were no longer enrolled in a school and 10 percent went to a school in NSW.

The most common responses parents gave regarding why they moved their child from an ACT public school were quality of education (26 percent), personal reasons (26 percent), school culture (17 percent), location of the school (15 percent), and peer relationships (14 percent)¹.

Where a child moved from an ACT non-government school to an ACT public school the most common factors parents considered when selecting the new school were school reputation (90 percent), location of the school (88 percent) and quality of education (83 percent)¹.

Of the students who left school prior to completing year 10 or after starting but not completing college, 60 percent were engaged in some form of employment, 25 percent were unemployed, 28 percent were studying outside the traditional school environment and 30 percent were not studying or employed at the time of the survey.

¹ Respondents could provide multiple responses so totals may add to more than 100 percent.

Introduction

In order to collect detailed information about parents' choice of school the Department of Education and Training conducts biannual School Movement Surveys. This report provides information on the responses parents and carers gave regarding why they moved their child to or from an ACT public school between August 2008 and August 2009. 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 left an ACT public school between August 2008 and August 2009. This excluded parents of students who:

- exited or entered a special school
- exited a school that closed
- completed year 6, 10 or 12
- were short-term enrolments or movements
- students who had experienced a traumatic event.

A total of 6765 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 2765 students selected in the random sample for the survey, 1342 surveys were completed, representing a response rate of 49 percent.

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 2008 and August 2009
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 2008 and August 2009
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 2008 and August 2009.

Ninety-five percent 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, 57 percent \pm 4 percentage points means that there is 95 percent confidence that the true percentage (for the population) lies between 53 percent and 61 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 2008 and August 2009, 57 percent were starting kindergarten, 12 percent moved from an ACT non-government school, 13 percent moved from overseas and 10 percent moved from a school in NSW.

Table 1: Origin of students who entered the ACT public school system, August 2008 and August 2009

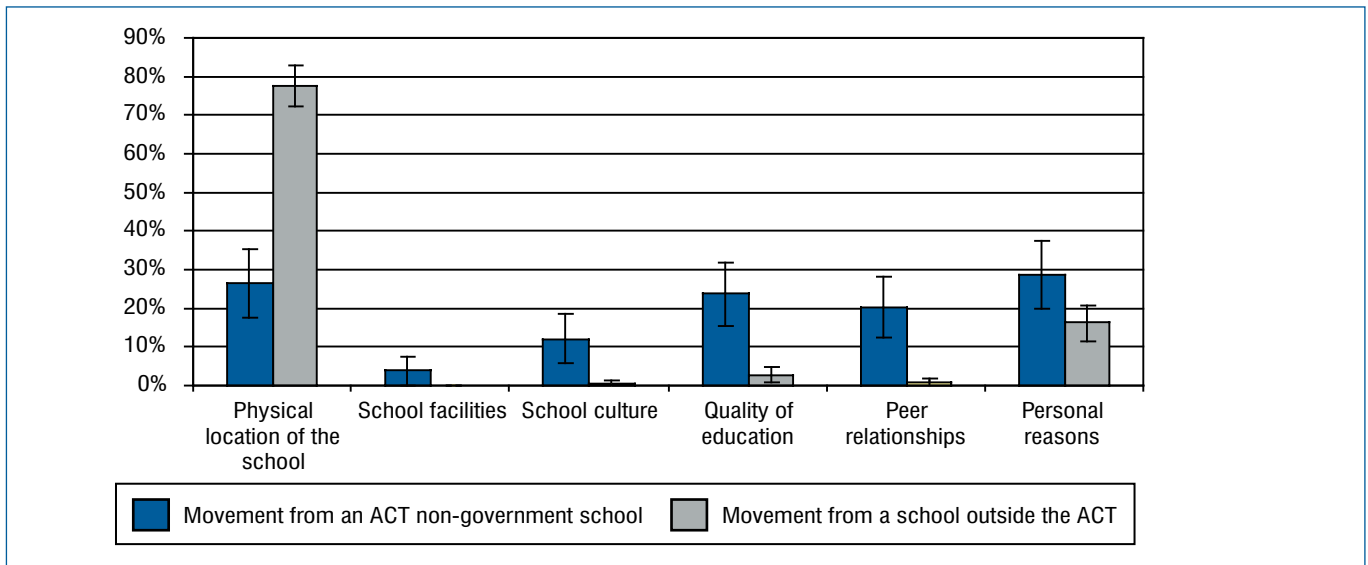
Origin	Number	Percent
New students starting kindergarten	2242	57 \pm 4
ACT non-government school	477	12 \pm 3
NSW school	376	10 \pm 2
Overseas school	529	13 \pm 3
Other ²	324	8 \pm 2
Total	3948	100

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

Responses parents gave regarding why they moved their child from their previous school

Figure 1 details the most common responses parents and carers gave regarding why they 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 responses were personal reasons (29 percent), physical location of the school (26 percent) and quality of education (24 percent). Where a child moved from outside the ACT education system, the most common response was the location of the school (78 percent).

Figure 1: Most common responses parents gave regarding why they moved their child from their previous school by origin when the destination was an ACT public school, August 2008 to August 2009³



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 (90 percent), quality of education (84 percent) and school reputation (80 percent).

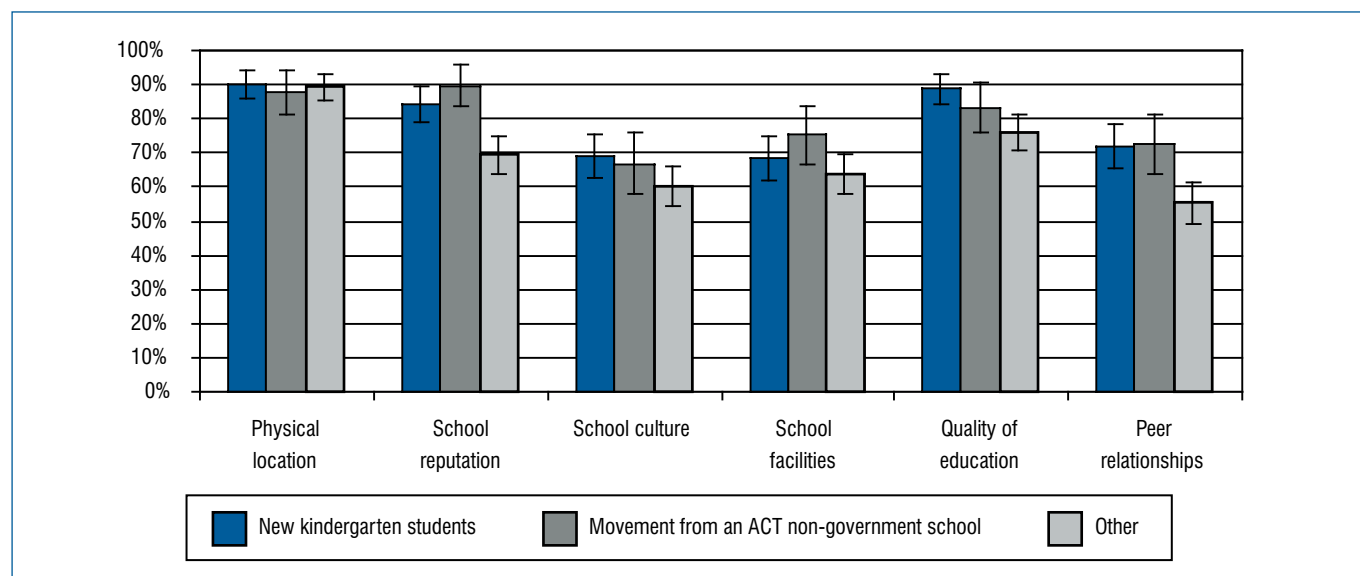
Table 2: Factors considered when selecting an ACT public school when the origin was not an ACT public school, August 2008 to August 2009³

Response categories	Number	Percent
Physical location	3536	90 ± 3
School reputation	3169	80 ± 3
School culture	2604	66 ± 4
School facilities	2673	68 ± 4
Quality of education	3317	84 ± 3
Peer relationships	2635	67 ± 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 (90 percent), quality of education (89 percent) and school reputation (84 percent). Where a child moved from an ACT non-government school, the most common factors considered when selecting the new school were the school reputation (90 percent), location of the school (88 percent) and quality of education (83 percent).

³ The percentages in Figure 1 and Table 2 do not add to 100 percent, as respondents could provide more than one response. The error bars reflect the 95 percent confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Figure 2: Factors considered when selecting an ACT public school by origin, August 2008 to August 2009⁴



Section 2: Students who left the ACT public school system

Destination of students who left the ACT public school system

Over half (60 percent) of the students who left the ACT public school system between August 2008 and August 2009 went to the non-government education system in the ACT, 20 percent were no longer enrolled in a school, 10 percent went to a school in NSW and 11 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 2008 to August 2009

Destination	Number	Percent ⁶
ACT non-government school/college	1058	60 ± 4
NSW school	169	10 ± 3
Not enrolled at any school	349	20 ± 4
Other ⁵	193	11 ± 3
Total	1769	100

4 The percentages in Figure 2 do not add to 100 percent, as respondents could provide more than one response. The error bars reflect the 95 percent 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 or home schooled.

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

6 The percentages in Table 3 do not add to 100 percent due to rounding.

Responses parents gave regarding why they moved their child from an ACT public school

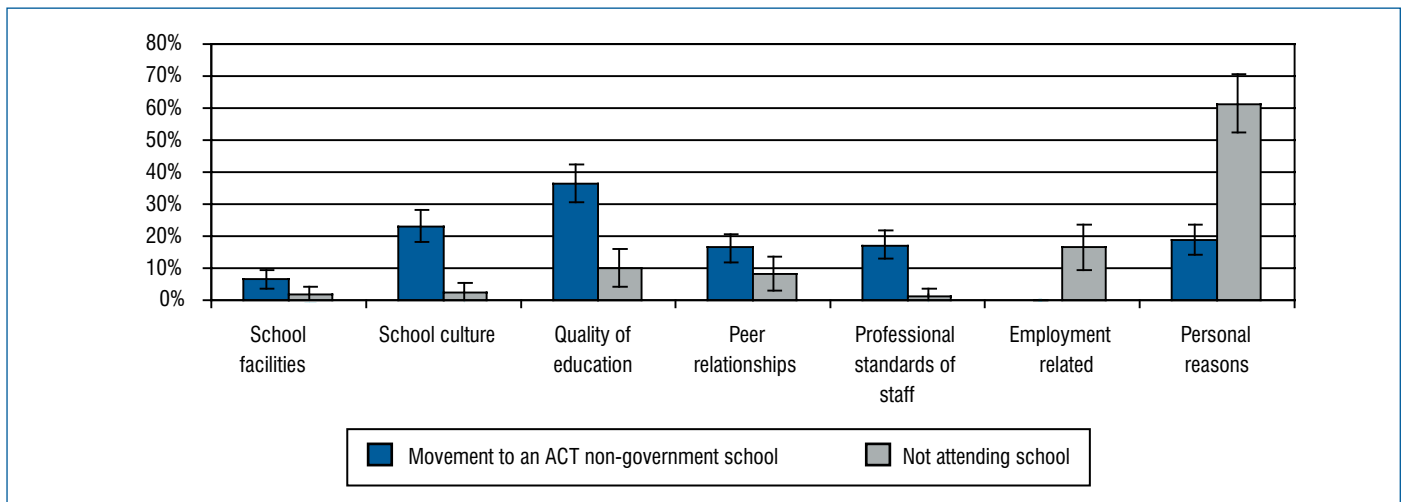
The most common responses parents and carers gave regarding why they moved their child from an ACT public school are provided in Table 4. The most common responses were quality of education (26 percent), personal reasons (26 percent), school culture (17 percent), location of the school (15 percent) and peer relationships (14 percent).

Table 4: Most common responses parents gave regarding why they moved their child from an ACT public school when the destination was not an ACT public school, August 2008 to August 2009⁷

Response categories	Number	Percent
Physical location of the school	266	15 ± 3
School facilities	85	5 ± 2
Quality of education	463	26 ± 4
Peer relationships	251	14 ± 3
Professional standards of staff	194	11 ± 3
School culture	292	17 ± 3
Personal reasons	460	26 ± 4

Figure 3 shows the most common responses parents and carers gave regarding why they moved their child from an ACT public school. Where a child moved to an ACT non-government school the most common responses were related to quality of education (36 percent), school culture (23 percent), personal reasons (19 percent), professional standards of staff (17 percent) and peer relationships (16 percent). Where a child was no longer attending school the most common responses were personal reasons (61 percent) and employment related (16 percent).

Figure 3: Most common responses parents gave regarding why they moved their child from an ACT public school by destination, August 2008 to August 2009⁷



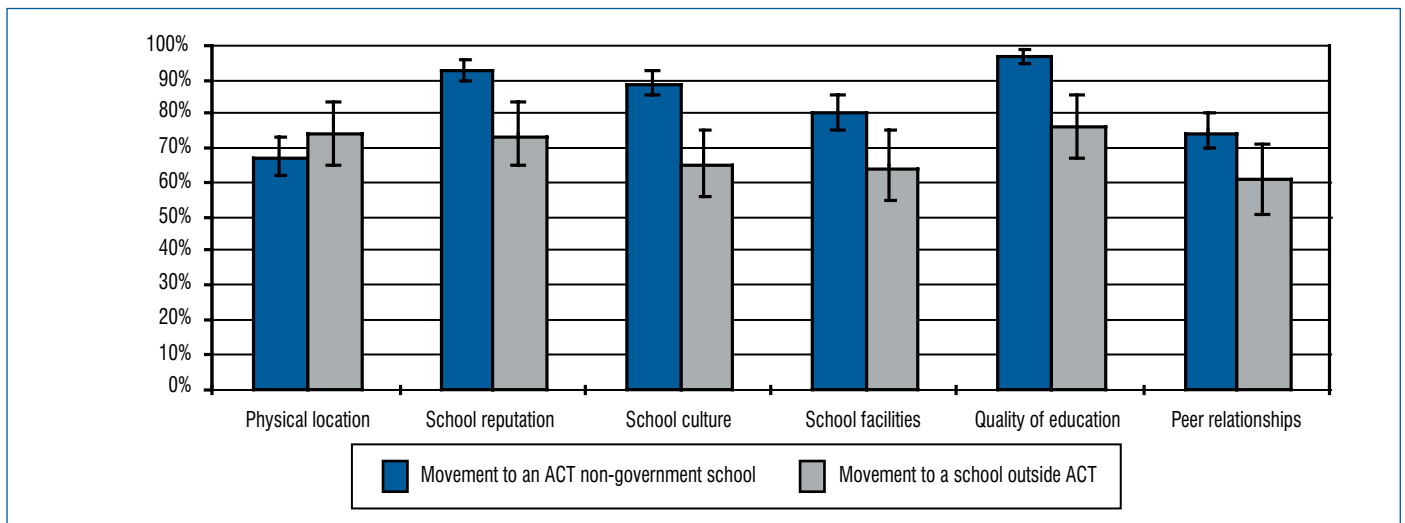
⁷ The percentages in Table 4 and Figure 3 do not add to 100 percent, as respondents could provide more than one response. The error bars reflect the 95 percent confidence intervals and where they overlap indicates that there is no statistical difference between the results.

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 (97 percent), reputation of the school (93 percent), school culture (89 percent), the school facilities (80 percent), peer relationships (75 percent) and the location of the school (67 percent). Where a child moved to another school outside ACT the choice of the new school was based on quality of education (76 percent), the location of the school (74 percent), reputation of the school (74 percent), the school facilities (65 percent), school culture (65 percent) and peer relationships (61 percent).

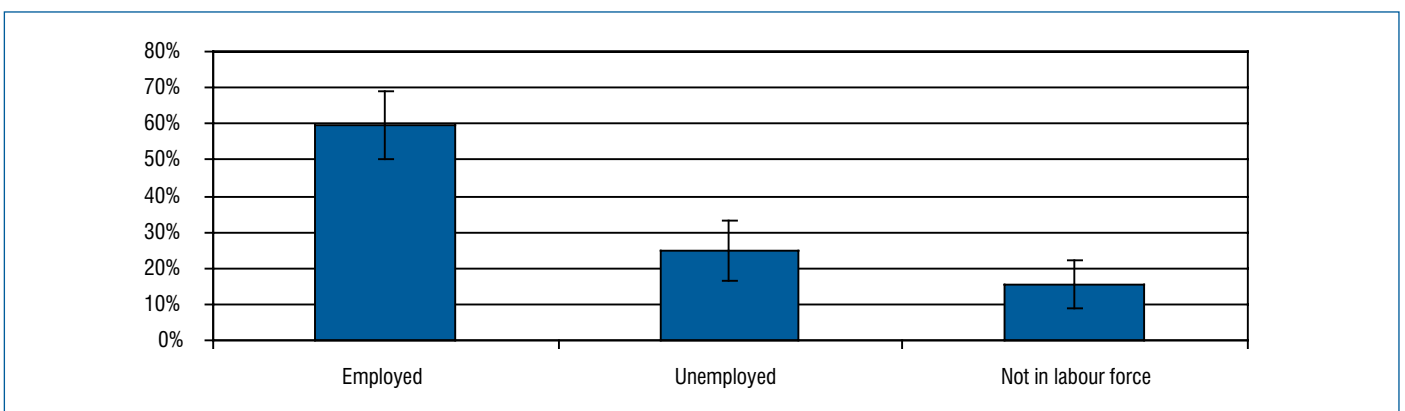
Figure 4: Factors considered when selecting the new school by destination when the origin was an ACT public school, August 2008 to August 2009⁸



Destination of early school leavers

About 20 percent of the students (349 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, 60 percent were engaged in some form of employment, 28 percent were studying outside the traditional school environment and 30 percent were not studying or employed at the time of the survey. Figure 5 details the labour force status of early school leavers.

Figure 5: Labour force status of early school leavers, August 2008 to August 2009



⁸ The percentages in Figure 4 do not add to 100 percent, as respondents could provide more than one response. The error bars reflect the 95 percent confidence intervals and where they overlap indicates that there is no statistical difference between the results.

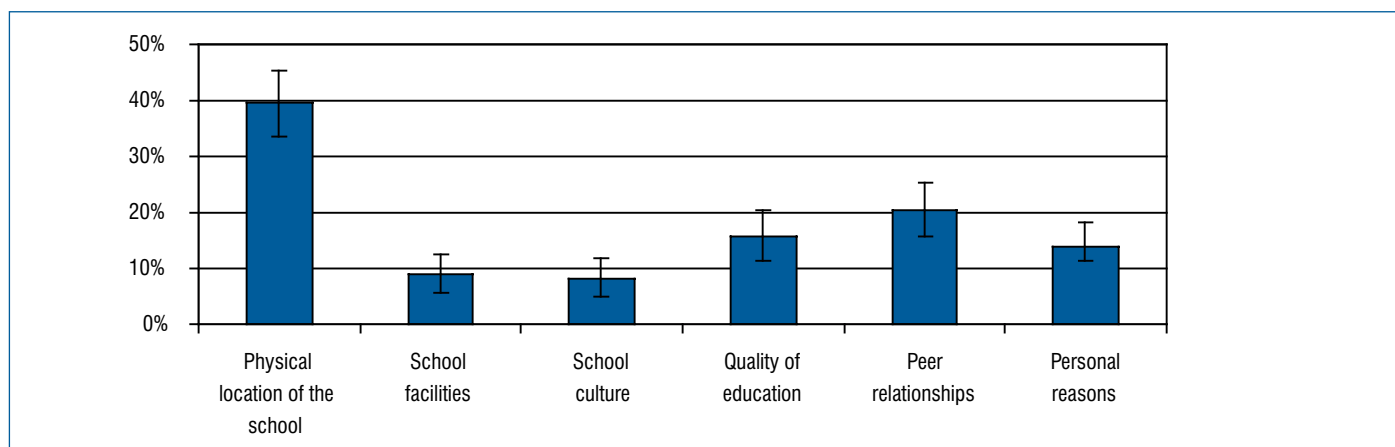
The February 2009 to August 2009 survey included additional destination questions for early school leavers. Of the students who were studying, 58 percent were studying part-time and most were studying a Certificate III or secondary school qualification (outside school). About one in five (22 percent) early school leavers were undertaking an apprenticeship or traineeship. This was significantly more than the percentage of year 12 graduates undertaking apprenticeships and traineeships (13 percent of 2008 year 12 graduates). The most common occupations were community and personal service workers, sales workers and technicians and trade workers. Only 57 percent of parents of early school leavers were satisfied with the school most recently attended.

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

Responses parents gave regarding why they moved their child from an ACT public school

Figure 6 details the most common responses parents and carers gave regarding why they moved their child from one ACT public school to another ACT public school. The most common responses were physical location (40 percent), peer relationships (20 percent), quality of education (16 percent) and personal reasons (14 percent).

Figure 6: Most common responses parents gave regarding why they moved their child from one ACT public school to another ACT public school, August 2008 to August 2009⁹



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 (83 percent), quality of education (80 percent), the reputation of the school (72 percent), school facilities (68 percent), peer relationships (63 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 2008 to August 2009⁹

Response categories	Number	Percent
Physical location	866	83 ± 5
School reputation	754	72 ± 5
School culture	627	60 ± 6
School facilities	716	68 ± 6
Quality of education	840	80 ± 5
Peer relationships	663	63 ± 6

⁹ The percentages in the Figure 6 and Table 5 do not add to 100 percent, as respondents could provide more than one response. The error bars reflect the 95 percent 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, 57 percent \pm 4 percentage points means that there is 95 percent confidence that the true percentage (for the population) lies between 53 percent and 61 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 2008 to February 2009 survey and the February 2009 to August 2009 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 students being asked to leave, students 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 (P-10, P-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 or carer went to the school or the reception received on inquiring about the school.

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