



Education and Training

School Movement Survey

August 2007 – February 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 February 2008.

Highlights

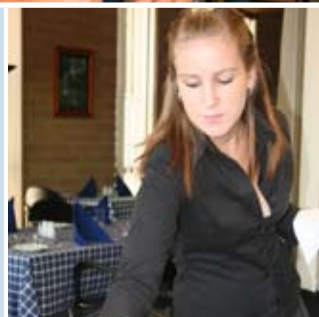
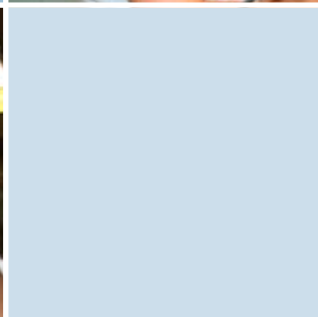
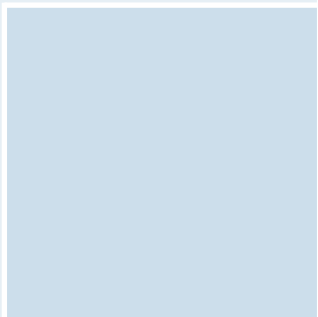
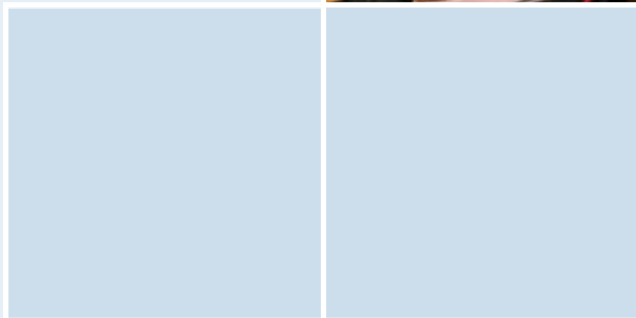
Of those students who entered an ACT public school just over half (54 percent) were starting kindergarten and one in five (18 percent) moved from an ACT non-government school.

Quality of education was the main reason for moving from a public school to a non-government school or vice-versa.

Factors that led to a student moving from an ACT public school were quality of education (29 percent), location of the school (22 percent), school culture (18 percent) and peer relationships (17 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 (86 percent), school reputation (85 percent) and location of the school (76 percent)¹.

¹Respondents 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 a biannual School Movement Survey between each six monthly school census. 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 February 2008. This is the first time movements to an ACT public school have been included in the survey.

Although two previous surveys have been conducted covering the reasons why parents and carers moved their child from an ACT public school, care should be taken when making comparisons between surveys because there have been progressive improvements made to the survey methodology. These changes were related to survey questions and design, scope, timeframe and collection method.

This sample survey was conducted using a Computer Assisted Telephone Interviewing methodology. 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 February 2008 school censuses. This excluded parents of students exiting special schools and/or closing schools, those who completed their year 10 or 12 requirements, short-term enrolments or movements, standard school movements (for example, year 6 to year 7) and students who had experienced a traumatic event.

A total of 3395 students were identified as being in-scope 'entrants' – those who entered an ACT public school. Of the 521 parents and carers selected in the random sample for the survey, 329 questionnaires were completed, representing a response rate of 63 percent. A total of 1484 students were identified as in-scope 'movers' – from an ACT public school. Of the 757 parents and carers selected in the random sample for the survey, 372 questionnaires were completed, representing a response rate of 49 percent.

Throughout this publication, confidence intervals have been provided, which provide a measure of the variability associated with undertaking a sample of the whole population. Fifty four percent \pm six percentage points means that the true percentage (for the population) lies between 48 percent and 60 percent.

Findings

Students entering an ACT public school

Origin of students entering an ACT public school

Of those who entered an ACT public school between August 2007 and February 2008, 54 percent were starting kindergarten, 18 percent moved from an ACT non-government school, 11 percent moved from overseas and nine percent moved from a school in NSW.

Table 1: Origin of students entering an ACT public school, August 2007 to February 2008

Origin	Number	Percent
New students starting kindergarten	176	54 \pm 6
ACT non-government school/college	59	18 \pm 4
NSW school/college	30	9 \pm 3
Overseas	35	11 \pm 3
Other	29	9 \pm 3
Total	329	100

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

Reasons for selecting an ACT public school

Table 2 details the reasons parents and carers gave for choosing an ACT public school for their child. The most common reasons were the location of the school (87 percent), quality of education (83 percent) and school reputation (80 percent).

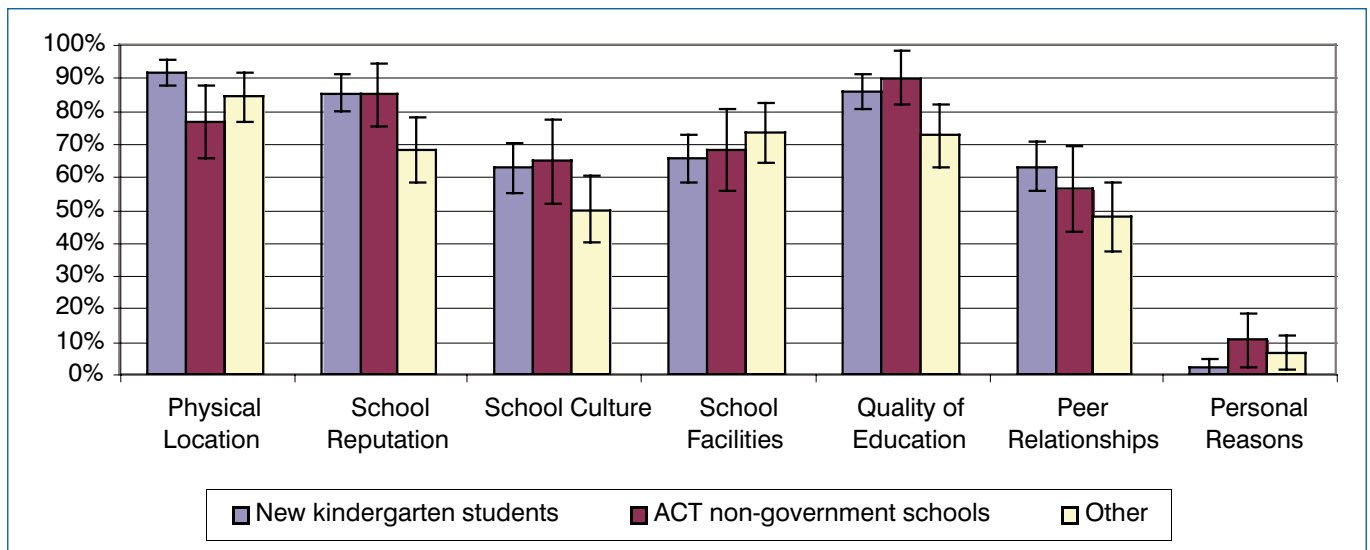
Table 2: Reasons for selecting an ACT public school, February-August 2007

Response categories	Number	Percent
Physical location	285	87 ± 4
School reputation	264	80 ± 4
School culture	195	59 ± 5
School facilities	224	68 ± 5
Quality of education	272	83 ± 4
Peer relationships	189	57 ± 5
Personal reasons	16	5 ± 2

Note: The percentages do not add to 100%, as respondents could provide more than one response.

Of the parents and carers who decided to enroll their child in kindergarten at an ACT public school, the most common reasons for 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 reasons for selecting the new school were the quality of education (86 percent), school reputation (85 percent) and location of the school (76 percent).

Figure 1: Reasons for selecting an ACT public school by origin, August 2007 to February 2008

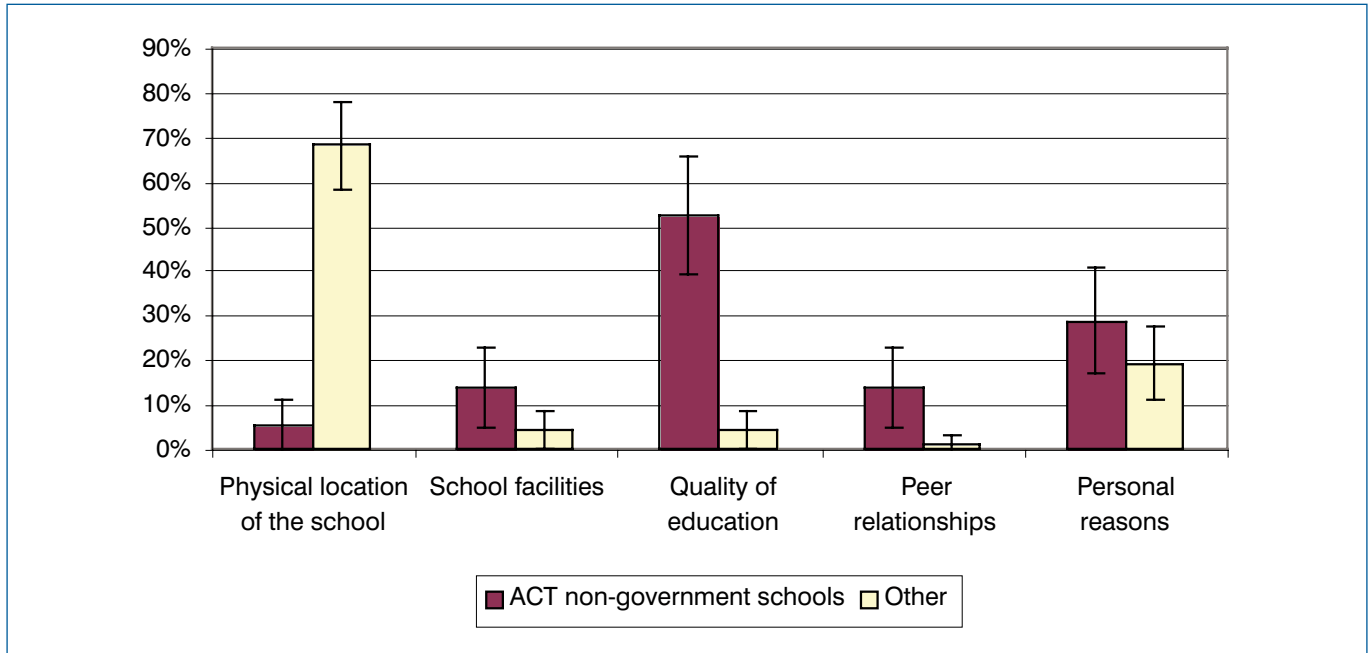


Note: The percentages in the figure above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Reasons for moving from previous school

Figure 2 details the 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 (53 percent). Where a child moved from outside the ACT education system, the most common reason given for moving was the location of the school (68 percent).

Figure 2: Reasons for moving from previous school by origin, August 2007 to February 2008



Note: 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.

Students moving from an ACT public school

Destination of students moving from an ACT public school

Just over one in three (36 percent) respondents who moved their child from an ACT public school between August 2007 and February 2008 stayed in the ACT public education sector, 42 percent went to the non-government education sector in the ACT, nine percent went to a school in NSW, eight percent were no longer enrolled in a school or college, and four 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, August 2007 to February 2008

Destination	Number	Percent
ACT public school/college	134	36 ± 5
ACT non-government school/college	156	42 ± 5
NSW school/college	35	9 ± 3
Not enrolled at any school/college	31	8 ± 3
Other	16	4 ± 2
Total	372	100

Note: Other includes students who are home schooled or attending a school elsewhere in Australia or overseas

Reasons for moving from an ACT public school

The most common reasons identified by parents and carers for moving their child from an ACT public school are provided in Table 4. The main factors were quality of education (29 percent), personal reasons (23 percent), the location of the school (22 percent), school culture (18 percent) and peer relationships (17 percent).

Table 4: Reasons for moving from an ACT public school, August 2007 to February 2008

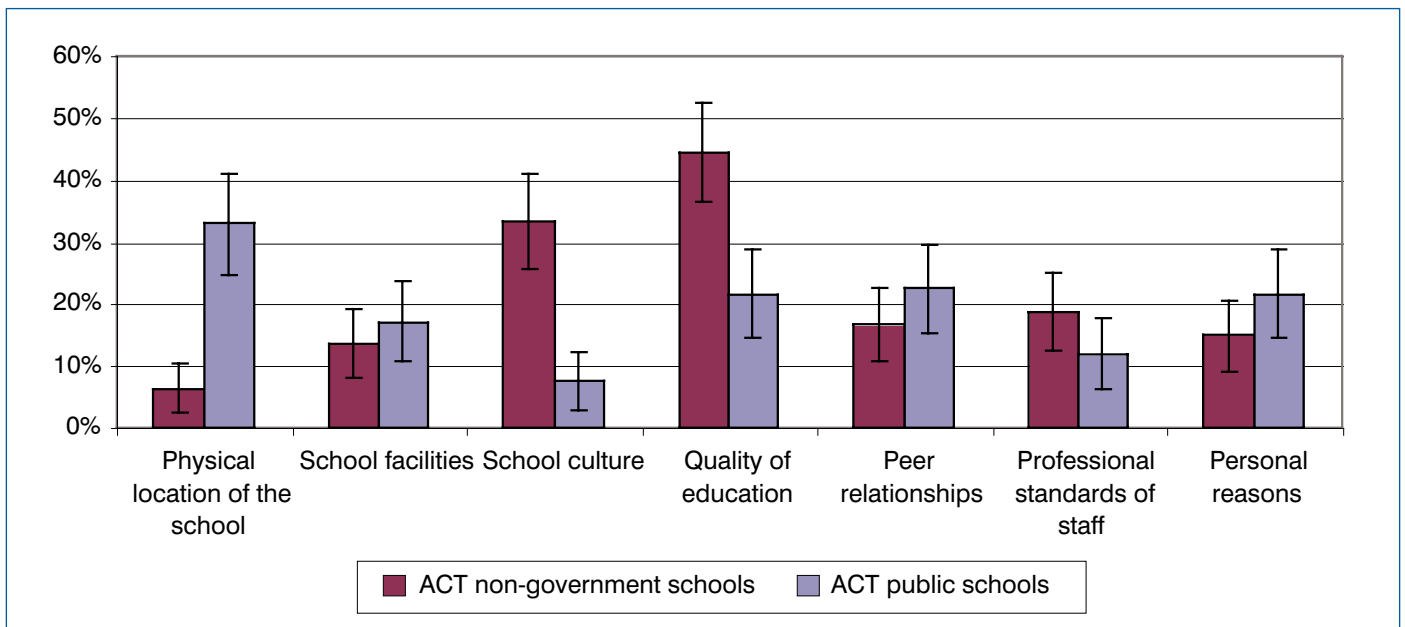
Response categories	Number	Percent
Physical location of the school	80	22 ± 4
School facilities	48	13 ± 3
School culture	68	18 ± 4
Quality of education	109	29 ± 5
Peer relationships	64	17 ± 4
Professional standards of staff	49	13 ± 4
Perception of public education	2	1 ± 1
Vacancy available at school of choice	22	6 ± 2
Employment related	7	2 ± 1
Personal reasons	85	23 ± 4

Note: The percentages do not add to 100%, as respondents could provide more than one response.

Figure 3 shows the most common reasons given by parents and carers for moving their child. For children transferring to another ACT public school, the most common reasons for moving were physical location (33 percent), personal reasons (22 percent), peer relationships (22 percent), quality of education (22 percent) and school facilities (17 percent).

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 (19 percent) and peer relationships (17 percent).

Figure 3: Most common reasons for moving from an ACT public school by destination, August 2007 to February 2008



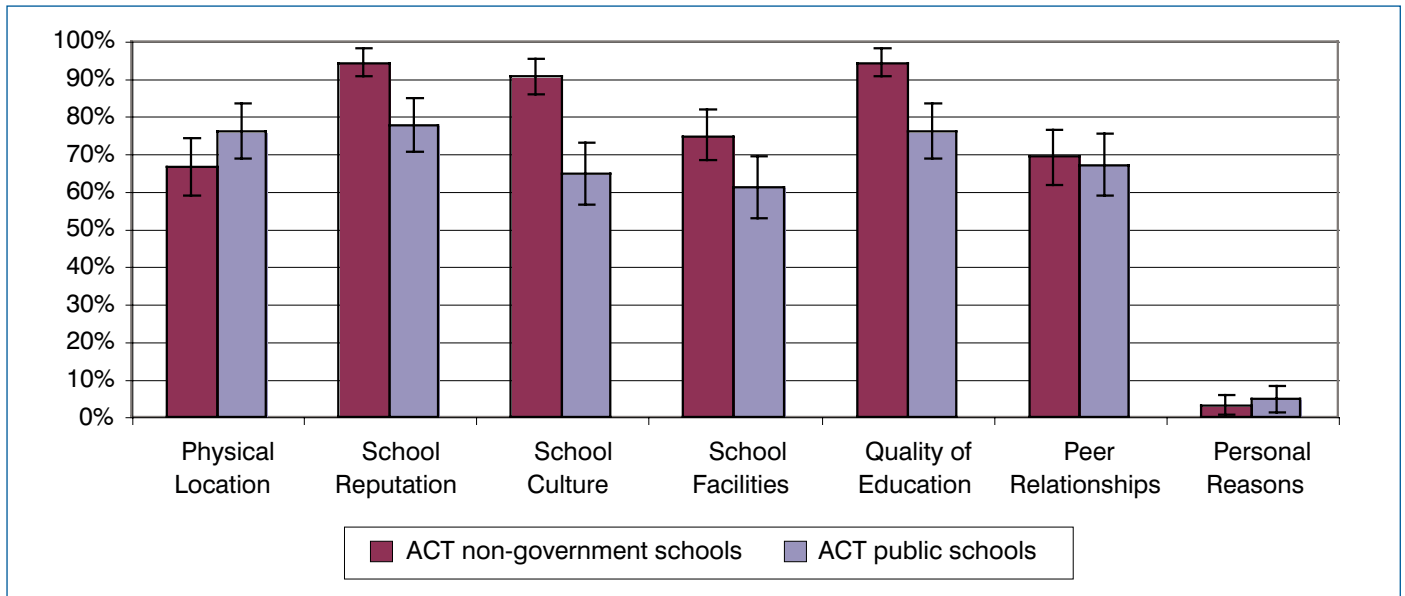
Note: The percentages in the figure above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Reasons for selection of new school

Figure 4 details the reasons parents and carers gave in choosing a new school for their child. Where a child remained within the ACT public education system, the choice of their new school was related to the reputation of the school (78 percent), the location of the school (76 percent), quality of education (76 percent), peer relationships (67 percent), school culture (65 percent) and school facilities (61 percent).

Where a child moved to an ACT non-government school the choice of their new school was based on issues related to the reputation of the school (94 percent), quality of education (94 percent), school culture (90 percent), the school facilities (75 percent) and peer relationships (69 percent) and the location of the school (67 percent).

Figure 4: Reasons for selecting new school by destination, August 2007 to February 2008

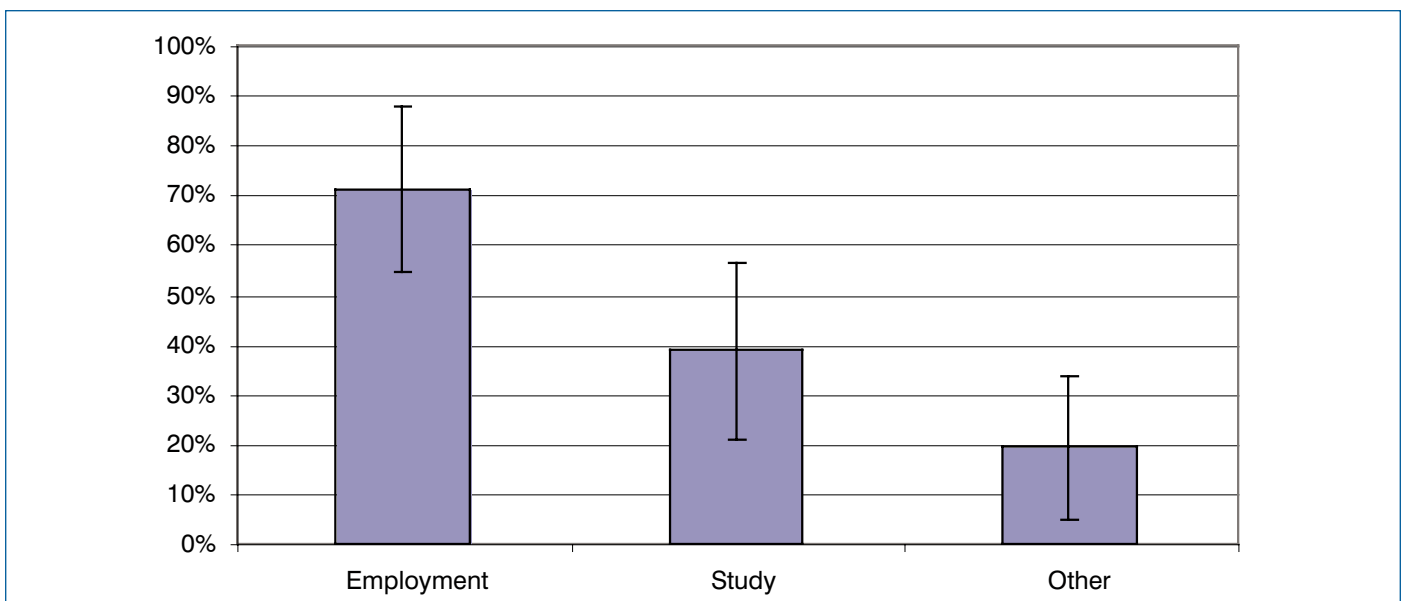


Note: The percentages in the figure above do not add to 100%, as respondents could provide more than one response. The error bars reflect the 95% confidence intervals and where they overlap indicates that there is no statistical difference between the results.

Destination of early school leavers

About eight percent of the moving students surveyed were no longer attending school and most of these students (90 percent) were from the college sector. Of these, most (71 percent) were engaged in some form of employment at the time of the survey and 39 percent were studying outside the traditional school environment (Figure 5).

Figure 5: Destination of early school leavers, August 2007 to February 2008



Note: 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.

Explanatory Notes

Confidence intervals. Throughout this publication 95 percent confidence intervals have been included. Fifty four percent \pm six percentage points means that there is a 95 percent chance that the true percentage (for the population) lies between 48 percent and 60 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.

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/traineeship or starting a course at TAFE.

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 (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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Published by ACT Department of Education and Training
GPO Box 158
Canberra ACT 2601

Phone: (02) 6205 9358

Web: <http://www.det.act.gov.au>

Fax: (02) 6205 8353

Email: assessment.reporting@act.gov.au