

South Australian University Teacher Education Students – Summary

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The following is a profile of teacher education students in South Australian Universities for the period **2012 to 2016**. Information is provided for enrolments and completions for a range of teacher education courses offered by the four South Australian based universities including

Flinders University

Adelaide University

University of South Australia

Tabor College

Source: Data presented in this report is provided by the Commonwealth Department of Education, Canberra (DoE).

Due to DoE requirements regarding privacy and confidentiality, student characteristics returning responses <5 are unable to be provided. Consequently the level of detail of university data able to be provided from 2010 onwards has been restricted. Therefore time series analysis of university teacher education student information can only be provided for all enrolments (including both new and continuing students) and completions. Multi dimensional demographic analysis has also been restricted.

The need to restrict the level of detail provided from 2010 onwards has also caused a break in series for enrolment and completion data. Where possible, courses have been mapped to the same course level, teaching area and subject area. However, there may be instances where apparent trends are a consequence of the mapping, not of actual student activity. Therefore comparisons between years must be made with caution.

Any use of, or interpretation of data other than what is represented in this report is not the responsibility of P&C.

NOTE: Analysis provided by course level, teaching area or subject area is limited due to the level of detail available for the data. Course name provided by DoE was grouped further by DECD to enable responses of >5 to be returned in the final data set.

In addition, university changes in course structure over time (ie the introduction of new courses, change in focus of existing courses, change of name of courses, etc) are likely to impact on apparent trends over time for course level, teaching area and more specifically subject area.



The final time series analysis provided for university teacher education students, although limited in the ability to undertake granular analysis, still provides useful trends to be considered as part of labour market analysis and workforce planning activities specific to teacher supply.

Overview

The overall trend in teacher education enrolments has been upward over the last 5 years. There has been an 18% growth in enrolments between 2012 and 2016 with the largest increase between 2012 and 2013 (+490 enrolments).

Completions have also increased by 24.8% between 2012 and 2016 despite a slight downward turn in 2015. Similar to enrolments, the most significant increase in completions was between 2012 and 2013 (+136 completions) with 2016 achieving the highest number of completions (1335) in the reporting period.

Table 1: Total enrolment and completion trends over the last 5 years

Trend over the Last 5 years	2012	2013	2014	2015	2016	% change since 2012	
	Total Enrolments	5481	5971	6262	6383	6466	18.0%
	Completions	1070	1206	1304	1247	1335	24.8%

Total Enrolments and Completions – Universities

Total enrolments

- Almost half (44.3%) of total enrolments into teacher education courses in South Australia are with the University of South Australia. Enrolments at this university have gradually increased over the five year period by 14.9% (371 additional enrolments).
- Total enrolments at Flinders University have also gradually increased over the period to represent 39.3% of the overall total in 2016. Although total enrolments decreased marginally in 2016, there has still been an overall growth of 22.1% over the 5 year period. This represents 459 additional enrolments.
- Total enrolments at the University of Adelaide have increased each year over the period to represent 13.0% of total enrolments in 2016. The overall increase in enrolments over the reporting period was 17.9%.
- Total enrolments at Tabor College have gradually increased over the period to represent 3.4% of total enrolments in 2016. The overall increase in enrolments over the reporting period was 13.8%.

Table 2: Total enrolments by university, trends over the last 5 years

University Name	2012	2013	2014	2015	2016	% change since 2012
Tabor College Adelaide	195	205	191	189	222	13.8%
The Flinders University of South Australia	2079	2259	2527	2569	2538	22.1%
The University of Adelaide	716	727	775	818	844	17.9%
University of South Australia	2491	2780	2769	2807	2862	14.9%
TOTAL	5481	5971	6262	6383	6466	18.0%



Completions

- The overall pattern of completions is consistent with enrolments whereby almost half are with the University of South Australia (47.0%), followed by Flinders University (35.7%), University of Adelaide (15.1%) and Tabor College (2.2%).
- The highest rate of growth in completions is evident for Flinders University (41.1%) with a peak of 477 completions being reported for 2016. The University of South Australia had the next highest increase in completions (17.9%) over the period. Since 2013 the University of South Australia has consistently reported well in excess of 600 completions per year.
- Both the University of Adelaide and Tabor College showed a gradual decline in total completions up to 2015. However, in 2016, completions have increased for both which represents an overall increase of 15.4% for the University of Adelaide, and 16.0% for Tabor College over the five year period.

Table 3: Completions by university, trends over the last 5 years

University Name	2012	2013	2014	2015	2016	% change since 2012
Tabor College Adelaide	25	32	38	26	29	16.0%
The Flinders University of South Australia	338	321	415	418	477	41.1%
The University of Adelaide	175	176	181	177	202	15.4%
University of South Australia	532	677	670	626	627	17.9%
TOTAL	1070	1206	1304	1247	1335	24.8%

Age and gender profile

Total enrolments

- Enrolments into teacher education are significantly higher for females than males.
- For every male enrolment into teacher education there are between two and three female enrolments.
- Even though female enrolments have continued to increase (14.1%) over the five years, male enrolments have increased at a much higher rate (29.1%) during the same period.
- Enrolments into teacher education courses from students aged <25 has gradually increased each year to represent an overall increase of 13.2% over the period.
- By comparison, enrolments from students aged >=25 years have increased significantly over the period (33.1% increase).



Table 4: Total enrolments by age and gender trends over last 5 years

	2012	2013	2014	2015	2016	% Change since 2012
Age Group						
<25	4172	4507	4675	4771	4724	13.2
>=25	1309	1464	1587	1612	1742	33.1
Total	5481	5971	6262	6383	6466	18.0
Gender						
Male	1414	1665	1760	1829	1825	29.1
Female	4067	4306	4502	4554	4641	14.1
Total	5481	5971	6262	6383	6466	18.0

Completions

- Despite a slight reduction in total completions in 2015, there has been an overall increase of 24.8% over the five year period, with the highest number of completions (1335) being achieved in 2016.
- Completions for males have increased significantly over the period by 42.2% compared to an overall increase in female completions of 19.3%. However, the ratio of female to male completions still remains at approximately 3:1 each year.
- Completions for students aged >= 25 years have increased by 24% over the last 5 years, reaching a high point of 460 in 2016.
- Completions for students aged <25 also increased by 25.2% over the period. For every completion for a student aged >=25 years, there are two completions for students aged <25 years.
- Teacher education completions continue to be dominated by females and by those aged less than 25 years.

Table 5: Completions by age and gender trends over last 5 years

	2012	2013	2014	2015	2016	% Change since 2012
Age Group						
<25	699	790	871	831	875	25.2
>=25	371	416	433	416	460	24.0
Total	1070	1206	1304	1247	1335	24.8
Gender						
Male	256	315	346	357	364	42.2
Female	814	891	958	890	971	19.3
Total	1070	1206	1304	1247	1335	24.8



The following table and analysis is indicative only of enrolment and completion patterns by subject area due to significant data limitations at the subject specialisation level.

Enrolments by subject

- The most dominant subject area for teacher education enrolments for all years was junior primary/primary. In 2016 this group represented 22.8% of total enrolments. The next highest group was society and environment/english, representing 19.0% of 2016 total enrolments.
- STEM (Design and Technology, Maths and Science) represented 9.5% of the total, showing growth since 2012 when this group represented 8.6% of total enrolments.
- The majority of female teacher education enrolments are in junior primary/primary (25.5%) followed by early years (20.1%). The majority of male education enrolments are in society and environment/english (25.5%).

Table 6: Total enrolments - subject by age grouping and gender trends over last 5 years ¹

Subject Area	2012			2013			2014			2015			2016		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Design and Technology	78	125	203	102	142	244	79	99	178	86	110	196	82	88	170
Early Years	34	912	946	39	902	941	43	936	979	48	920	968	45	935	980
Health and PE	128	88	216	184	113	297	224	124	348	244	154	398	252	162	414
Junior Primary/Primary	232	1169	1401	265	1107	1372	260	1146	1406	283	1170	1453	292	1185	1477
Mathematics	20	15	35	27	22	49	21	26	47	34	25	59	38	34	72
Middle School	247	515	762	269	612	881	312	672	984	283	674	957	260	691	951
Other Education	0	0	0	5	15	20	18	40	58	19	36	55	20	43	63
Science	116	117	233	156	158	314	154	156	310	174	163	337	195	176	371
Secondary	117	176	293	107	167	274	126	168	294	119	158	277	139	164	303
Society and Environment/English	426	742	1168	487	809	1296	492	789	1281	508	794	1302	466	762	1228
Special Education	16	208	224	24	259	283	31	346	377	31	350	381	36	401	437
Total	1414	4067	5481	1665	4306	5971	1760	4502	6262	1829	4554	6383	1825	4641	6466

Table 6: total enrolments - subject by age grouping and gender trends over last 5 years (cont.) ¹

Subject Area	2012			2013			2014			2015			2016		
	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total
Design and Technology	158	45	203	170	74	244	111	67	178	128	68	196	111	59	170
Early Years	652	294	946	626	315	941	607	372	979	591	377	968	546	434	980
Health and PE	195	21	216	266	31	297	304	44	348	351	47	398	370	44	414
Junior Primary/Primary	1014	387	1401	1041	331	1372	1107	299	1406	1120	333	1453	1131	346	1477
Mathematics	32	<5	37	29	20	49	31	16	47	40	19	59	51	21	72
Middle School	659	103	762	710	171	881	773	211	984	768	189	957	750	201	951
Other Education	0	0	0	8	12	20	34	24	58	29	26	55	35	28	63
Science	200	33	233	243	71	314	252	58	310	266	71	337	280	91	371
Secondary	109	184	293	114	160	274	124	170	294	121	156	277	138	165	303
Society and Environment/English	1020	148	1168	1097	199	1296	1066	215	1281	1072	230	1302	996	232	1228
Special Education	133	91	224	203	80	283	266	111	377	285	96	381	316	121	437
Total	4172	1309	5481	4507	1464	5971	4675	1587	6262	4771	1612	6383	4724	1742	6466

¹ Enrolment high points are highlighted in red



- In 2016, enrolments for students aged 25 years or over were highest for early years (24.9%) followed by junior primary/primary (19.9%) while for students aged less than 25 years the highest was junior primary/primary (23.9%) followed by society and environment/english (21.1%). This pattern has been similar for the majority of the five year period.
- Enrolments into special education courses have almost doubled since 2012, with 72.3% of enrolments being students less than 25 years of age.
- In addition, enrolments to STEM subject areas have increased by 40% over the five year period.

Figure 1: Total enrolments – secondary level subject areas by age grouping trends over last 5 years.

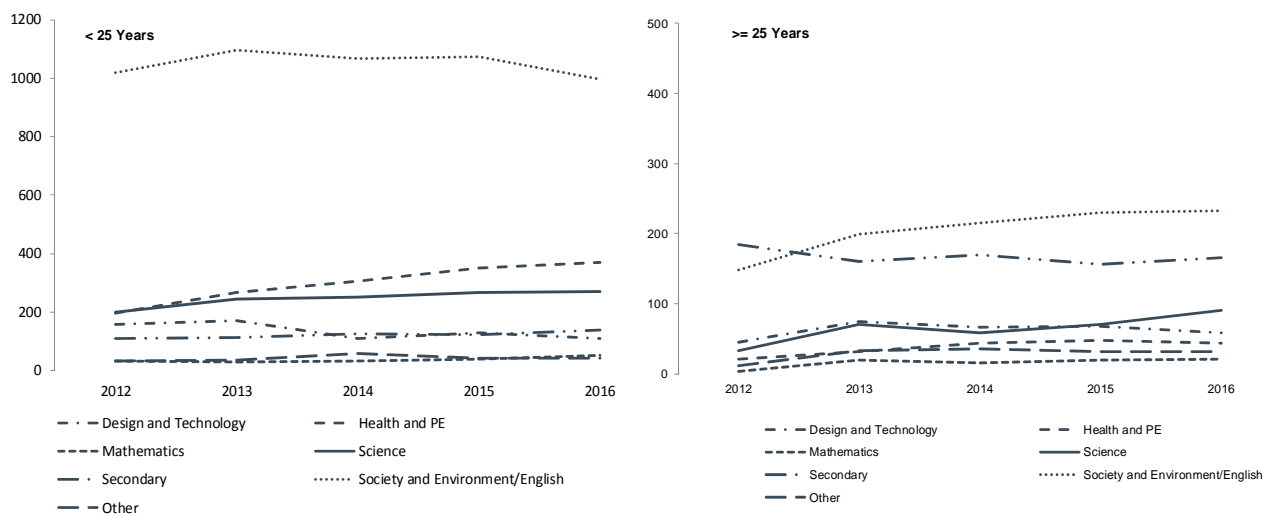
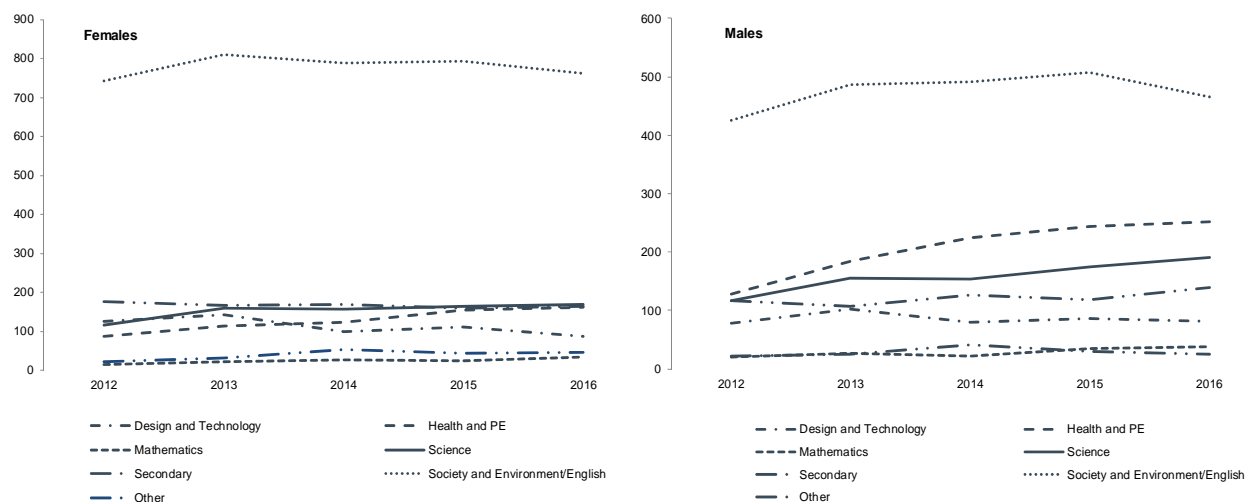


Figure 2: Total enrolments –secondary level subject areas by gender trends over last 5 years.



N.B .Changes in course structure over time (ie the introduction of new courses, change in focus of existing courses, change of name of courses, etc.) are likely to impact on apparent trends over time for course level, teaching area and more specifically subject area.

Completions by subject

- The highest level of teacher education completions in 2016 was for the subject area of junior primary/primary with 20.8%, followed by society and environment/english with 17.8%.
- Completions for students aged over 25 years in 2016 were concentrated in the secondary (subject not specified) and junior primary/primary subject areas with 18.9% and 18.0% of completions respectively. A further 16.7% completed in the early years subject area.
- Completions for students aged less than 25 years were concentrated in the junior primary/primary subject area (22.3%) and the society and environment/english subject area (20.5%). A further 16.5% completed in the middle years subject area.

Table 7: Completions - subject by age grouping and gender trends over last 5 years ²

Subject Area	2012			2013			2014			2015			2016		
	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total	<25 Years	>=25 Years	Total
Design and Technology	21	7	28	35	14	49	26	13	39	34	24	58	21	24	45
Early Years	120	62	182	125	68	193	114	77	191	100	59	159	103	77	180
Health and PE	26	6	32	42	9	51	40	8	48	54	10	64	74	14	88
Junior Primary/Primary	178	105	283	178	95	273	192	68	260	198	78	276	195	83	278
Mathematics	<5	<5		<5	10		<5	<5		<5	<5		<5	<5	
Middle School	125	28	153	135	38	173	159	68	227	138	57	195	144	49	193
Other Education	0	0	0	<5	6		<5	6		<5	5		5	8	13
Science	31	10	41	43	30	73	47	14	61	34	14	48	41	25	66
Secondary	63	112	175	49	92	141	58	97	155	55	93	148	54	87	141
Society and Environment/English	130	23	153	173	44	217	197	50	247	174	62	236	179	59	238
Special Education	<5	17		<5	10		33	28	61	38	11	49	56	31	87
Total	712	404	1116	699	371	1070	790	416	1206	871	433	1304	875	460	1335

Table 7: Completions - subject by age grouping and gender trends over last 5 years (cont.) ²

Subject Area	2012			2013			2014			2015			2016		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Design and Technology	10	18	28	17	32	49	18	21	39	24	34	58	26	19	45
Early Years	6	176	182	6	187	193	<5	187		7	152	159	6	174	180
Health and PE	16	16	32	27	24	51	32	16	48	38	26	64	54	34	88
Junior Primary/Primary	34	249	283	44	229	273	41	219	260	52	224	276	50	228	278
Mathematics	<5	<5		9	5	14	<5	5		<5	5		5	<5	
Middle School	38	115	153	47	126	173	66	161	227	69	126	195	36	157	193
Other Education	0	0	0	<5	7		<5	6		<5	6		<5	9	
Science	21	20	41	34	39	73	27	34	61	16	32	48	22	44	66
Secondary	83	92	175	61	80	141	72	83	155	62	86	148	68	73	141
Society and Environment/English	46	107	153	66	151	217	79	168	247	82	154	236	88	150	238
Special Education	<5	20		<5	11		<5	58		<5	45		5	82	87
Total	254	813	1070	315	891	1206	346	958	1304	357	890	1247	364	971	1335

² Completion high points are highlighted in red

Analysis of completions by gender shows -

- The highest level of teacher education completions for females in 2016 was in the subject area of junior primary/primary with 23.5 %, followed by early years with 17.9%, middle school with 16.2% and society and environment/english with 15.4%.
- By comparison for males it was society and environment/english with 24.2% followed by secondary (subject not specified) with 18.7 %, health and PE with 14.8 % and junior primary/primary with 13.7%.
- On the basis the majority of teacher education courses take four years to complete, subject specific completions compared to subject specific enrolments four years prior may not directly align. This may be due to a number of factors including internal student movements over the duration of the degree programs.

Enrolments by teaching area

A more detailed analysis of teacher enrolments for **males aged less than 25 years** shows –

- An overall increase of 20.6% over the five year period.
- Over the 5 year period, the highest increase in enrolment growth was in secondary level teacher education courses (74.7%, 183 enrolments).
- The rate of growth in enrolments for junior primary/primary education over the 5 year period was the second highest (32.7%, 49 enrolments).
- Two thirds of enrolments by males aged <25 years are for the middle/secondary and secondary teaching areas and a further 29.8% are for the junior primary/ and primary/middle teaching areas.

Table 8: Total enrolments – males aged less than 25 years by teaching area ³

Teaching Area	2012	2013	2014	2015	2016	% change since 2012
Early Childhood Education	19	18	27	30	20	5.3
Junior Primary/Primary	150	184	178	186	199	32.7
Primary/Middle	196	204	224	203	189	-3.6
Middle/Secondary	457	525	521	494	441	-3.5
Secondary	245	300	336	395	428	74.7
Other	11	14	16	20	23	NA
TOTAL Males <25yrs	1078	1245	1302	1328	1300	20.6
TOTAL ENROLMENTS <25 yrs	4172	4507	4675	4771	4724	13.2

Due to significant data limitations when analysing enrolments at the subject level, the table below can only be used to identify overall trends.

³ Teaching area has been defined internally by DECD.



The table below shows it is more likely for males less than 25 years undertaking teacher education at the middle/secondary or secondary level to specialise in the society and environment/english subject group. Enrolments to this subject area represented 41.2% (358 of 869 enrolments) in 2016.

In line with all enrolments, there has been an overall increase in the number of males aged <25 years specialising in the STEM subject areas. This amounted to a 30.1% increase over the period, representing one quarter of this cohort of enrolments in 2016.

Enrolments to the subject area of health/PE have increased each year over the reporting period whereby they have almost doubled by 2016. Health/PE represents the second highest level of enrolments in 2016 (26%).

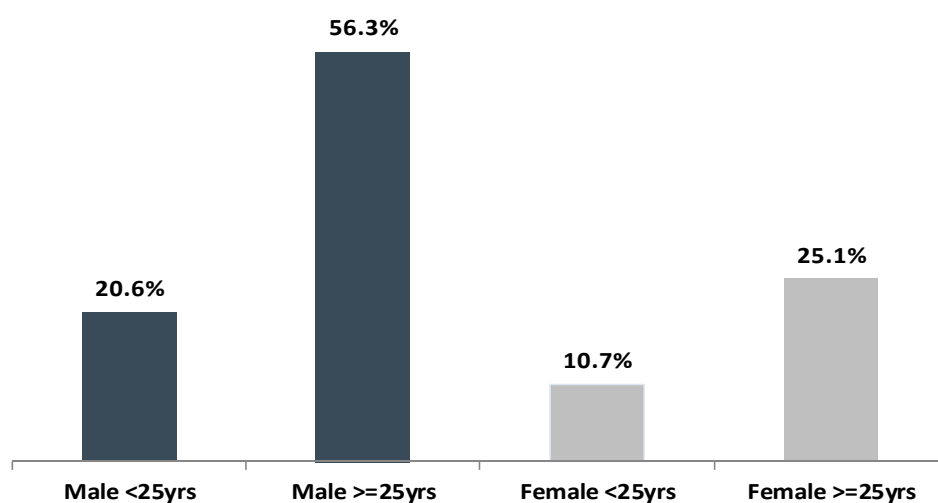
Table 9: Total enrolments – males aged < 25 Years – teaching area of middle/secondary by main subject ⁴

Subject Area	2012	2013	2014	2015	2016	% change since 2012
Design and Technology	55	72	51	52	49	-10.9
Health and PE	117	166	198	215	226	93.2
Mathematics	18	15	16	25	27	50.0
Middle/Secondary(subject not specified)	63	52	68	60	63	0.0
Science	93	118	123	132	140	50.5
Society and Environment/English	356	398	392	398	358	0.6
Other	0	<5	9	7	6	NA
Subtotal	702	825	857	889	869	23.8
TOTAL Males <25 yrs	1078	1245	1302	1328	1300	20.6%

The changes in the age and gender mix over the five year period are clearly demonstrated in Figure 3 where the highest growth in enrolments has been for males aged ≥ 25 years. This represents a 56.3% increase between 2012 and 2016.

The high level of growth in male enrolments (both <25 years and ≥ 25 years) although still outnumbered by female enrolments, is significant for a workforce where female representation has been historically high.

Figure 3: Patterns of growth/decline for enrolments by age and gender, 2012 to 2016



⁴ Teaching area and main subject has been defined internally by DECD.



Aboriginal profile

There has been a gradual increase in the total number of aboriginal student enrolments over the five year period (39.7% increase). The increase in enrolments of aboriginal students into teacher education in 2014 reached a level of representation of 1.6%. This level of representation has been maintained over the last three years of the reporting period.

Although the level of completions for aboriginal students is low, they still represent 1.4% of all completions in teacher education courses in 2016.

Table 10: Aboriginal total enrolments and completions trends over last 5 years

Trend Over Last 5 Years	2012	2013	2014	2015	2016	
Total Enrolments						
	Aboriginal	73	90	99	105	102
	TOTAL	5481	5971	6262	6383	6466
	% Aboriginal	1.3	1.5	1.6	1.6	1.6
Completions						
	Aboriginal	15	10	15	18	19
	TOTAL	1055	1206	1304	1247	1335
	% Aboriginal	1.4	0.8	1.2	1.4	1.4

Aboriginal students are represented across all the various teaching areas. The most popular area of teacher education in 2016 is for early childhood education, doubling in numbers since 2012. Representation across the other areas of teaching are more evenly distributed with enrolments into junior primary/primary and secondary level teaching areas also doubling over the five year period.

The only reduction in enrolment numbers over the five year period was at the middle/secondary level of teaching.

Table 11: Aboriginal total enrolments by teaching area trends over the last 5 years

Teaching Area	2012	2013	2014	2015	2016	% change since 2012
Early Childhood Education	14	19	26	29	28	100.0
Junior Primary/Primary	18	21	23	18	19	5.6
Primary/Middle	9	13	10	15	18	100.0
Middle/Secondary	21	22	23	22	16	-23.8
Secondary	8	10	11	14	16	100.0
Other	<5	5	6	7	5	
TOTAL Aboriginal Enrolments	73	90	99	105	102	39.7

Course level and teaching area profile

Please note the following analysis may not match other published data due to internal mapping undertaken by DECD based on course name provided by DoE. A more detailed breakdown of teaching area is available if required. University changes in course structure over time (ie the introduction of new courses, change in focus of existing courses, change of name of courses, etc) are likely to impact on apparent trends over time for course level, teaching area and more specifically subject area.

For the purpose of the following analysis, courses focused on teacher education for primary/middle level schooling have been included in 'Primary' and courses focused on teacher education for middle/secondary level schooling have been included in 'Secondary'.

Total enrolments

- Total enrolments to teacher education courses have increased by 10.8% at the undergraduate level and by 73.6% over the five year period. In 2016 there was an overall total of 1087 post graduate enrolments, the highest over the five year period.
- Undergraduate enrolments into primary and secondary level courses are almost equally represented with 39.8% being primary level and 38.0% being secondary level of all undergraduate enrolments.
- Undergraduate enrolments to early childhood courses represent a further 14.5% of the total.
- Although smaller in number, the total undergraduate enrolments to other courses have more than doubled over the period (126.1% increase). This includes a range of special education courses being offered by universities.
- Postgraduate enrolment patterns vary to the undergraduate pattern whereby the highest group of enrolments is notably to secondary level courses (53.1%), followed by primary level (26.6%). The overall growth in post graduate enrolments is most significant for secondary level courses reaching an overall total of 577 in 2016.

Table 12: Total enrolments by course level and teaching area trends over last 5 years ⁵

Trends Over Last 5 Years	Teaching Area	2012	2013	2014	2015	2016
<i>Undergraduates</i>						
	Early Childhood	835	827	844	807	780
	Primary	1893	1979	2100	2115	2140
	Secondary	1943	2051	2060	2118	2043
	Other	184	254	347	353	416
	TOTAL	4855	5111	5351	5393	5379
<i>Postgraduates</i>						
	Early Childhood	111	114	135	161	200
	Primary	227	237	253	277	289
	Secondary	248	480	493	524	577
	Other	40	29	30	28	21
	TOTAL	626	860	911	990	1087
TOTAL		5481	5971	6262	6383	6466











⁵ "Other" represents Indigenous Education, Special Needs Education, Adult/Vocational Education and Other Education.



Completions

- Primary and secondary level completions for undergraduates are relatively evenly proportioned with 40% being primary and 37.8% being secondary level.
- The majority of post graduate completions are for secondary level schooling (61.7%), which aligns with post graduate enrolment numbers.
- Almost half (44.9%) of completions in 2016 are for secondary level courses compared to just over one third (35.0%) for primary level courses.

Table 13: Completions by course level and teaching area trends over last 5 years ⁶

Trends Over Last 5 Years	Teaching Area	2012	2013	2014	2015	2016
<i>Undergraduates</i>						
	Early Childhood	140	158	156	123	126
	Primary	324	351	387	369	374
	Secondary	263	309	331	339	354
	Other	11	<5	55	37	82
	TOTAL	738	820	929	868	936
<i>Postgraduates</i>						
	Early Childhood	42	35	35	36	54
	Primary	110	89	94	98	94
	Secondary	170	251	240	233	246
	Other	10	11	6	12	5
	TOTAL	332	386	375	379	399
TOTAL		1070	1206	1304	1247	1335

Subject area profile – secondary and other teaching areas

Please note the following analysis may not match other published data due to internal mapping undertaken by DECD based on Course name provided by DoE. University changes in course structure over time (ie the introduction of new courses, change in focus of existing courses, change of name of courses, etc) are likely to impact on apparent trends over time for course level, teaching area and more specifically subject area.

Further, for the majority of post graduate courses available, the main subject area is identified as 'Secondary' rather than the specific subject specialist area. Subject speciality is not usually recorded as part of the post graduate data, therefore secondary subject analysis is limited. For subjects that have been identified, specific detail has been derived from course name only.

Given the subject area identified for the teaching areas of early childhood and primary is predominately the same, only limited analysis will be provided in this section. The focus (although restricted due to data limitations) will be on the secondary and other teaching areas cohorts and their main subject areas studied. Specific points made will be based on 2016 data but the overall trend still applies across the five year period. However, the analysis must be interpreted with caution.

⁶ "Other" represents Indigenous Education, Special Needs Education, Adult/Vocational Education and Other Education.

For the purpose of the following analysis, courses focused on teacher education for primary/middle level schooling have been included in 'Primary' and courses focused on teacher education for middle/secondary level schooling have been included in 'Secondary'.

Total enrolments

- The highest level of enrolments for undergraduates is in the junior primary/primary subject area (25.2%). However, the variation between undergraduate enrolments for primary and secondary level courses has reduced significantly over the five years to be almost equal, although slightly higher for primary level courses in 2016.
- The society and environment/english subject area represents more than half of the secondary teaching area for undergraduate enrolments (54.1%).
- A further 16.5% of enrolments in the secondary teaching area only are in health and PE courses. Almost one quarter (23.7%) of secondary enrolments are in the STEM subject areas. This aligns to areas of potentially tighter supply in the teaching workforce identified at the state level and nationally.
- Undergraduate enrolments to special education courses have more than doubled since 2012. Universities have expanded the range of special education focused courses on offer, attracting increased enrolments.
- Postgraduates are most likely to enrol in secondary level teacher education defined only as 'secondary' (21.8%) as actual subject specialisation is not available for analysis.
- The next highest level of postgraduate enrolments is to early childhood level teaching (18.4%). Enrolments into this course type have doubled since 2012.
- Postgraduate enrolments to middle school level courses have increased by four times over the five years to represent 15.5% of all post graduate enrolments.
- In 2016, postgraduate enrolments to society and environment/english courses represented 11.2% of the total. Middle school level enrolments in these subject areas represented 11%.

Table 14: Total enrolments by course level, teaching area and subject area, trends over 5 years⁷

Trends Over Last 5 Years	Teaching Area	Subject Area	2012	2013	2014	2015	2016
<i>Undergraduates</i>							
	Early Childhood	Early Years	835	827	844	807	780
	Primary	Junior Primary/Primary	1216	1289	1318	1346	1357
		Middle School	677	690	782	769	773
		Science					10
	Secondary	Design and Technology	203	227	160	178	149
		Health and PE	216	267	299	324	338
		Mathematics	35	28	33	45	56
		Middle School	43	37	37	18	9
		Science	233	248	264	277	280
		Secondary	45	57	54	56	66
		Society and Environment/English	1168	1187	1175	1186	1106
		Other Education	0	0	38	34	39
	Other	Special Education	184	254	347	353	416
	TOTAL		4855	5111	5351	5393	5379

⁷ Primary/Middle level courses are included with Primary, Middle level/Secondary courses are included with Secondary.

Changes in the data structure provided by DoE since 2010 are likely to impact on enrolment patterns at the subject level. Enrolment high points are highlighted in red.



Table 14: Total enrolments by course level, teaching area and subject area, trends over 5 years ⁸ (cont.)

Trends Over Last 5 Years	Teaching Area	Subject Area	2012	2013	2014	2015	2016
<i>Postgraduates</i>							
	Early Childhood	Early Childhood	111	114	135	161	200
	Primary	Junior Primary/Primary	185	83	88	107	120
		Middle School	42	154	165	170	169
	Secondary	Design and Technology	0	17	18	18	21
		Health and PE	0	30	49	74	76
		Mathematics	0	21	14	14	16
		Other Education	0	20	20	21	24
		Science	0	66	46	60	81
		Secondary	248	217	240	221	237
		Society and Environment/English	0	109	106	116	122
	Other	Special Education	40	29	30	28	21
	TOTAL		626	860	911	990	1087
TOTAL			5481	5971	6262	6383	6466

Completions

Trends in both undergraduate and postgraduate course completions across the various teaching and subject areas are similar to enrolments.

- Undergraduate completions are highest in the junior primary/primary (25.9%) subject area as well as the secondary subject specific area of society and environment/english (21.6%), middle school (14.1%) and the early childhood teaching area (13.5%).
- 40% of undergraduate completions are at the primary level and 37.8% at the secondary level. Undergraduate completions to primary and secondary level courses are similarly distributed, showing only a slight variation in numbers between the two. This aligns to undergraduate enrolments for primary and secondary level courses which are also similarly distributed.
- Undergraduate completions in the STEM subject areas have increased by almost one fifth over the five year period. A range of initiatives have been in place at the State and national level to continue to address a tighter supply of STEM teachers. The increase in completion numbers in these subject areas is a positive trend.
- Almost a third (32.6%) of the postgraduate completions are in the secondary area of teaching within the subject specific area of 'secondary'.
- The next highest groups of postgraduate completions are for the middle school and early years subject areas (14.5% and 13.5% respectively), while there has been a notable reduction in completions in the junior primary/primary subject area by over half (55%) across the five years. This aligns with the reduction in postgraduate junior primary/primary enrolments over the reporting period.
- Although low in number, the total postgraduate completions in the STEM subject areas has increased over the five year period to represent 8.2% of all postgraduate completions in 2016.

⁸ Primary/Middle level courses are included with Primary, Middle level/Secondary courses are included with Secondary.

Changes in the data structure provided by DoE since 2010 are likely to impact on enrolment patterns at the subject level. Enrolment high points are highlighted in red.

Table 15: Completions by course level, teaching area and subject area, trends over 5 years⁹

Trends Over Last 5 Years	Teaching Area	Subject Area	2012	2013	2014	2015	2016
<i>Undergraduates</i>							
	Early Childhood	Early Years	140	158	156	123	126
	Primary	Junior Primary/Primary	203	239	227	239	242
		Middle School	121	112	160	130	132
	Secondary	Design and Technology	27	41	33	51	38
		Health and PE	32	38	35	34	52
		Mathematics	<5	<5	<5	<5	<5
		Middle School	<5	6	6	<5	<5
		Science	41	38	43	36	42
		Secondary	6	<5	7	7	11
		Society and Environment/English	153	179	205	202	202
		Other Education	0	0	0	<5	<5
	Other	Special Education	11	<5	55	37	82
	TOTAL		738	820	929	868	936
<i>Postgraduates</i>							
	Early Childhood	Early Childhood	42	35	35	36	54
	Primary	Junior Primary/Primary	80	34	33	37	36
		Middle School	30	55	61	61	58
	Secondary	Design and Technology	<5	8	6	7	7
		Health and PE	0	13	13	30	36
		Mathematics	0	11	6	<5	<5
		Other Education	0	9	7	6	11
		Science	0	35	18	12	24
		Secondary	169	137	148	141	130
		Society and Environment/English	0	38	42	34	36
	Other	Special Education	10	11	6	12	5
	TOTAL		332	386	375	379	399
TOTAL			1070	1206	1304	1247	1335

For Further Information

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A copy of the report can be found at

<https://www.decd.sa.gov.au/departments/research-and-data/workforce-reports/workforce-profiles>

⁹ Primary/Middle level courses are included with Primary; Middle level/Secondary courses are included with Secondary. Changes in the data structure provided by DoE since 2010 are likely to impact on completion patterns at the subject level. Enrolment high points are highlighted in red.

