

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 **2013 to 2017**. Information is provided for enrolments and completions for a range of teacher education courses offered by the following South Australian universities:

Flinders University

Adelaide University

University of South Australia

Tabor College

Source: Data presented in this report is provided by the Australian Government Department of Education and Training.

Due to requirements regarding privacy and confidentiality, student characteristics showing data for fewer than 5 individuals are not reported. 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. Comparisons of data for different demographic characteristics has also been restricted.

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

PLEASE NOTE: Analysis provided by course level, teaching area or subject area is limited due to the level of detail available for the data. The Department for Education has grouped some course names to enable data to be reported in line with privacy and confidentiality requirements.

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 relevant to the 'supply' of teachers to the education system.

Overview

The overall trend in teacher education enrolments has been upward but with a notable downturn in 2017. Despite the more recent downturn in enrolments, there has been a 4.9% increase between 2013 and 2017. Total enrolments reached 6466 in 2016.

Completions have also increased marginally by 1.5% between 2013 and 2017 despite a slight downturn both in 2015 and 2017. The highest number of completions (1335) over this period was reached in 2016.

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

Trend over the Last 5 years	2013	2014	2015	2016	2017	% change since 2013	
	Total Enrolments	5971	6262	6383	6466	6263	4.9%
	Completions	1206	1304	1247	1335	1224	1.5%

Total Enrolments and Completions – Universities

Total enrolments

Almost half (46.7%) 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 5.1% (142 additional enrolments).

Total enrolments at Flinders University have also gradually increased over the period despite a further downturn in 2017, to represent 37.8% of the overall total. Despite the more recent downturn in enrolments there has still been an overall growth of 4.9% over the 5 year period. This represents 110 additional enrolments.

Total enrolments at the University of Adelaide reached a high point in 2016, declining again in 2017 to represent 12.1% of total enrolments. The overall increase in enrolments over the reporting period was 4.0%.

Total enrolments at Tabor College have gradually increased over the period to represent 3.4% of total enrolments in 2017. The overall increase in enrolments over the reporting period was 5.4%.

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

University Name	2013	2014	2015	2016	2017	% change since 2013
Tabor College Adelaide	205	191	189	222	216	5.4%
The Flinders University of South Australia	2259	2527	2569	2538	2369	4.9%
The University of Adelaide	727	775	818	844	756	4.0%
University of South Australia	2780	2769	2807	2862	2922	5.1%
TOTAL	5971	6262	6383	6466	6263	4.9%

Completions

The overall pattern of completions is consistent with enrolments whereby half are with the University of South Australia (50.0%), followed by Flinders University (38.5%), University of Adelaide (9.3%) and Tabor College (2.2%).

With the exception of Flinders University, completions have decreased over the reporting period for the remaining universities, the most notable for The University of Adelaide (35.2% decrease, 62 less students in 2017 compared to 2013). Completions from Flinders University increased by 46.7% over the reporting period (150 more students in 2017 compared to 2013).

Despite the downturn in completions for the University of South Australia, they have consistently reported in excess of 600 completions per year.

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

University Name	2013	2014	2015	2016	2017	% change since 2013
Tabor College Adelaide	32	38	26	29	27	-15.6%
The Flinders University of South Australia	321	415	418	477	471	46.7%
The University of Adelaide	176	181	177	202	114	-35.2%
University of South Australia	677	670	626	627	612	-9.6%
TOTAL	1206	1304	1247	1335	1224	1.5%

Age and gender profile

Total enrolments

Enrolments into teacher education continue to be 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 increased (3.5%) over the five years to 2017, male enrolments increased at a higher rate (8.5%) during the same period.

Enrolments into teacher education courses from students aged <25 years gradually increased each year to represent an overall increase of 2.0% since 2013.

By comparison, enrolments from students aged >=25 years have increased by 13.9% over the period.

In line with the trend seen for enrolments overall, there were decreases across all groups in 2017.

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

	2013	2014	2015	2016	2017	% Change since 2013
Age Group						
<25	4507	4675	4771	4724	4595	2.0
>=25	1464	1587	1612	1742	1668	13.9
Total	5971	6262	6383	6466	6263	4.9
Gender						
Male	1665	1760	1829	1825	1807	8.5
Female	4306	4502	4554	4641	4456	3.5
Total	5971	6262	6383	6466	6263	4.9

Completions

Completions for males have increased over the period by 4.8% compared to an overall increase in female completions of only 0.3%. However, the ratio of female to male students completing a degree still remains at almost 3:1 each year.

Completions for students aged ≥ 25 years have increased by 4.8% over the last 5 years, reaching a high point of 460 in 2016.

Completions for students aged <25 decreased marginally over the period (-0.3%). However, for every completion for a student aged ≥ 25 years, there are still approximately two completions for students aged <25 years.

In line with overall completions, there were decreases across all categories in 2017.

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

	2013	2014	2015	2016	2017	% Change since 2013
Age Group						
<25	790	871	831	875	788	-0.3
≥ 25	416	433	416	460	436	4.8
Total	1206	1304	1247	1335	1224	1.5
Gender						
Male	315	346	357	364	330	4.8
Female	891	958	890	971	894	0.3
Total	1206	1304	1247	1335	1224	1.5

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

Enrolments by subject

The subject area with the greatest share of teacher education enrolments across all years continues to be junior primary/primary level teaching. In 2017 this group represented 24.0% of total enrolments. The next highest group in 2017 was society and environment/English - 18.0% of total enrolments.

STEM (Design and Technology, Maths and Science) representation remained relatively consistent over the reporting period (9.3% of all enrolments in 2017).

In 2017, enrolments for students aged 25 years or over were highest for early years (26.9%) followed by junior primary/primary (19.4%) while for students aged less than 25 years the highest was junior primary/primary (25.6%) followed by society and environment/English (19.9%). This pattern has been similar for the majority of the five-year period.

Enrolments into special education courses increased by almost 43% since 2013, with almost three quarters of enrolments being students less than 25 years of age.

Relatively large numbers of female teacher education enrolments were in junior primary/primary (26.2%) followed by early years (21.2%). Among male education enrolments, relatively larger numbers were enrolled in society and environment/English (24.4%).

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

Subject Area	2013			2014			2015			2016			2017		
	<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	170	74	244	111	67	178	128	68	196	111	59	170	121	58	179
Early Years	626	315	941	607	372	979	591	377	968	546	434	980	550	448	998
Health and PE	266	31	297	304	44	348	351	47	398	370	44	414	322	49	371
Junior Primary/Primary	1041	331	1372	1107	299	1406	1120	333	1453	1131	346	1477	1178	324	1502
Mathematics	29	20	49	31	16	47	40	19	59	51	21	72	55	20	75
Middle School	710	171	881	773	211	984	768	189	957	750	201	951	741	202	943
Other Education	8	12	20	34	24	58	29	26	55	35	28	63	32	28	60
Science	243	71	314	252	58	310	266	71	337	280	91	371	259	72	331
Secondary	114	160	274	124	170	294	121	156	277	138	165	303	126	145	271
Society and Environment/English	1097	199	1296	1066	215	1281	1072	230	1302	996	232	1228	913	216	1129
Special Education	203	80	283	266	111	377	285	96	381	316	121	437	298	106	404
Total	4507	1464	5971	4675	1587	6262	4771	1612	6383	4724	1742	6466	4595	1668	6263

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

Subject Area	2013			2014			2015			2016			2017		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Design and Technology	102	142	244	79	99	178	86	110	196	82	88	170	86	93	179
Early Years	39	902	941	43	936	979	48	920	968	45	935	980	53	945	998
Health and PE	184	113	297	224	124	348	244	154	398	252	162	414	232	139	371
Junior Primary/Primary	265	1107	1372	260	1146	1406	283	1170	1453	292	1185	1477	336	1166	1502
Mathematics	27	22	49	21	26	47	34	25	59	38	34	72	40	35	75
Middle School	269	612	881	312	672	984	283	674	957	260	691	951	287	656	943
Other Education	5	15	20	18	40	58	19	36	55	20	43	63	18	42	60
Science	156	158	314	154	156	310	174	163	337	195	176	371	169	162	331
Secondary	107	167	274	126	168	294	119	158	277	139	164	303	117	154	271
Society and Environment/English	487	809	1296	492	789	1281	508	794	1302	466	762	1228	441	688	1129
Special Education	24	259	283	31	346	377	31	350	381	36	401	437	28	376	404
Total	1665	4306	5971	1760	4502	6262	1829	4554	6383	1825	4641	6466	1807	4456	6263

¹ Enrolment high points are highlighted in red



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

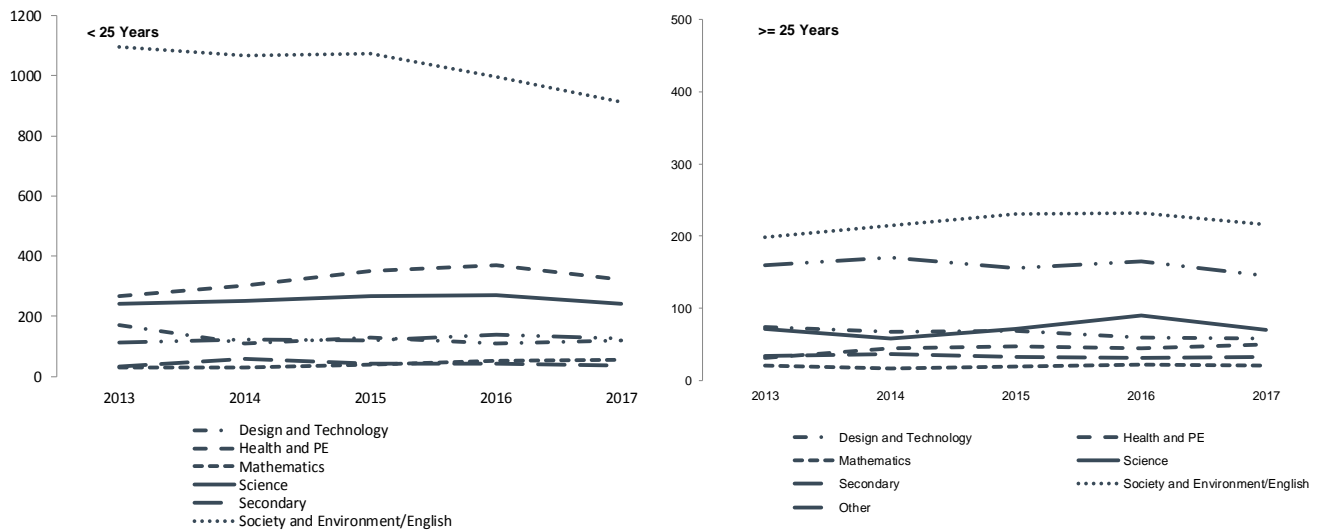
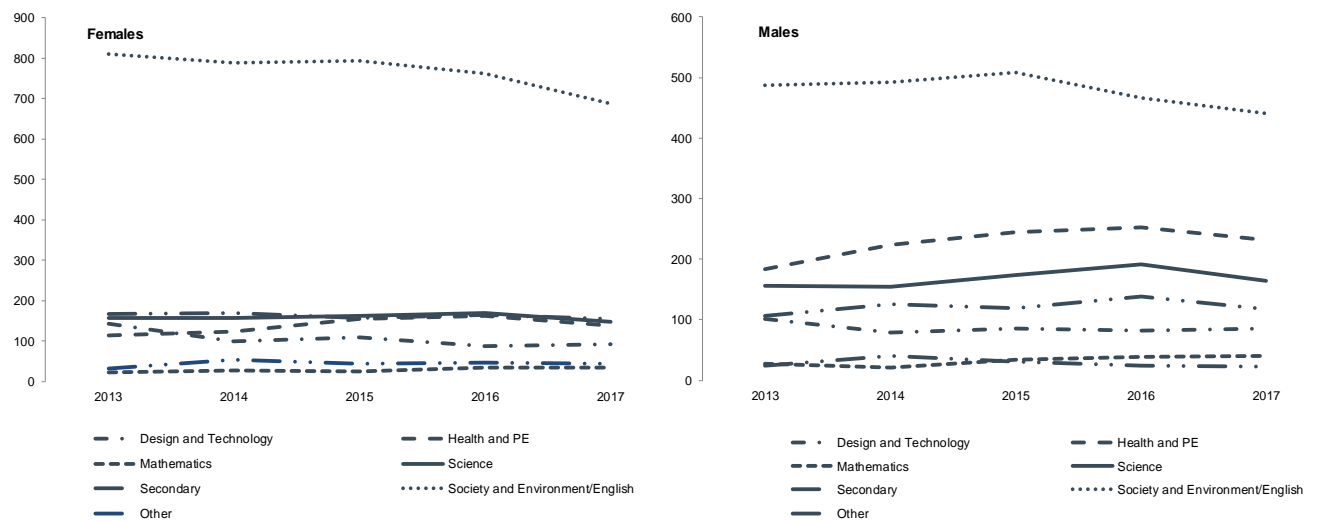


Figure 2: Total enrolments –secondary level subject areas by gender trends over last 5 years.



Completions by subject

The highest level of teacher education completions in 2017 was for the subject area of junior primary/primary with 21.0%, followed by society and environment/English with 19.0%.

Completions for students aged over 25 years in 2017 were concentrated in the early years subject area (24.5%) followed by the junior primary/primary subject areas (18.6%).

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 (20.8%). A further 18.5% completed in the middle years subject area.



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

Subject Area	2013			2014			2015			2016			2017		
	<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	35	14	49	26	13	39	34	24	58	21	24	45	7	10	17
Early Years	125	68	193	114	77	191	100	59	159	103	77	180	84	107	191
Health and PE	42	9	51	40	8	48	54	10	64	74	14	88	82	20	102
Junior Primary/Primary	178	95	273	192	68	260	198	78	276	195	83	278	176	81	257
Mathematics	<5	10		<5	<5		<5	<5		<5	<5		6	<5	
Middle School	135	38	173	159	68	227	138	57	195	144	49	193	146	57	203
Other Education	<5	6		<5	6		<5	5		5	8	13	<5	6	
Science	43	30	73	47	14	61	34	14	48	41	25	66	45	20	65
Secondary	49	92	141	58	97	155	55	93	148	54	87	141	22	41	63
Society and Environment/English	173	44	217	197	50	247	174	62	236	179	59	238	164	68	232
Special Education	<5	10		33	28	61	38	11	49	56	31	87	54	25	79
Total	699	371	1070	790	416	1206	871	433	1304	875	460	1335	788	436	1224

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

Subject Area	2013			2014			2015			2016			2017		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Design and Technology	17	32	49	18	21	39	24	34	58	26	19	45	6	11	17
Early Years	6	187	193	<5	187		7	152	159	6	174	180	13	178	191
Health and PE	27	24	51	32	16	48	38	26	64	54	34	88	61	41	102
Junior Primary/Primary	44	229	273	41	219	260	52	224	276	50	228	278	44	213	257
Mathematics	9	5	14	<5	5		<5	5		5	<5		<5	<5	
Middle School	47	126	173	66	161	227	69	126	195	36	157	193	61	142	203
Other Education	<5	7		<5	6		<5	6		<5	9		<5	6	
Science	34	39	73	27	34	61	16	32	48	22	44	66	24	41	65
Secondary	61	80	141	72	83	155	62	86	148	68	73	141	21	42	63
Society and Environment/English	66	151	217	79	168	247	82	154	236	88	150	238	90	142	232
Special Education	<5	11		<5	58		<5	45		5	82	87	5	74	79
Total	315	891	1206	346	958	1304	357	890	1247	364	971	1335	330	894	1224

Analysis of completions by gender shows -

The highest number of teacher education completions for females in 2017 was in the subject area of junior primary/primary with 23.8%, followed by early years with 19.9% and middle school and society and environment/English with 15.9% each.

By comparison for males the highest number of completions was for society and environment/English with 27.3% followed by middle school and health and Physical Education (each with 18.5%).

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.

² Completion high points are highlighted in red

Enrolments by teaching area

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

An overall increase of 4.5% over the five year period compared to 2% growth for all <25yr enrolments.

Over the 5 year period, the highest increase in enrolment growth was in secondary level teacher education courses (78.3%, 235 more enrolments in 2017 than 2013).

Two thirds of enrolments by males aged <25 years are for the middle/secondary and secondary teaching areas. A further 34.3% 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	2013	2014	2015	2016	2017	% change since 2013
Early Childhood Education	18	27	30	20	27	50.0
Junior Primary/Primary	184	178	186	199	238	29.3
Primary/Middle	204	224	203	189	208	2.0
Middle/Secondary	525	521	494	441	277	-47.2
Secondary	300	336	395	428	535	78.3
Other	14	16	20	23	16	14.3
TOTAL Males <25yrs	1245	1302	1328	1300	1301	4.5
TOTAL ENROLMENTS <25 yrs	4507	4675	4771	4724	4595	2.0

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

The table below shows 42.7% of males less than 25 years undertaking teacher education at the middle/secondary or secondary level specialise in the society and environment/English subject group.

Enrolments into STEM subject areas represented 25% of the cohort in 2017.

The subject area of Health/PE represents the second highest level of enrolments in 2017 (24.8%).

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

Subject Area	2013	2014	2015	2016	2017	% change since 2013
Design and Technology	72	51	52	49	46	-36.1
Health and PE	166	198	215	226	201	21.1
Mathematics	15	16	25	27	30	100.0
Middle/Secondary(subject not specified)	52	68	60	63	54	3.8
Science	118	123	132	140	129	9.3
Society and Environment/English	398	392	398	358	347	-12.8
Other	<5	9	7	6	5	NA
Subtotal	825	857	889	869	812	-1.6
TOTAL Males <25 yrs	1245	1302	1328	1300	1301	4.5%

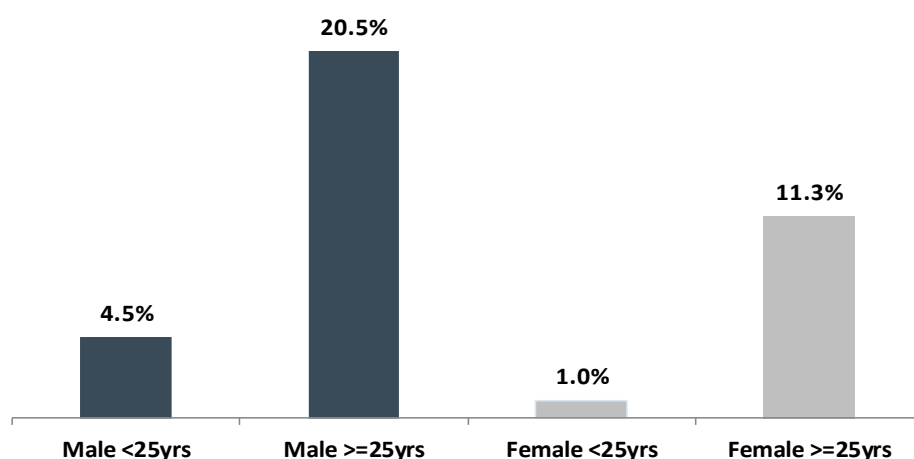
³ Teaching area has been defined internally by the Department for Education

⁴ Teaching area and main subject has been defined internally by the Department for Education.

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 20.5% increase between 2013 and 2017.

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, 2013 to 2017



Aboriginal profile

There has been a gradual increase in the total number of Aboriginal student enrolments over the five year period (reaching 106 in 2017). In 2017 Aboriginal students represented only 1.7% of all students enrolling into teacher education courses.

Aboriginal students represented only 0.8% of all completions in teacher education courses in 2017.

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

Trend Over Last 5 Years		2013	2014	2015	2016	2017
	Aboriginal	90	99	105	102	106
	TOTAL	5971	6262	6383	6466	6263
	% Aboriginal	1.5	1.6	1.6	1.6	1.7
	Aboriginal	10	15	18	19	10
	TOTAL	1206	1304	1247	1335	1224
	% Aboriginal	0.8	1.2	1.4	1.4	0.8

Aboriginal students are represented across all the various teaching areas. The most popular area of teacher education in 2017 is for junior primary/primary (27.4%), marginally higher than the number of enrolments into

early childhood education courses (24.5%). The highest rate of growth in enrolments over the five year period was for secondary teaching, almost doubling from 10 to 18 in total.

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	2013	2014	2015	2016	2017	% change since 2013
Early Childhood Education	19	26	29	28	26	36.8
Junior Primary/Primary	21	23	18	19	29	38.1
Primary/Middle	13	10	15	18	20	53.8
Middle/Secondary	22	23	22	16	8	-63.6
Secondary	10	11	14	16	18	80.0
Other	5	6	7	5	5	0.0
TOTAL Aboriginal Enrolments	90	99	105	102	106	17.8

Course level and teaching area profile

Please note the following analysis may not match other published data due to internal mapping undertaken by the Department for Education based on course name provided by the Australian Government Department of Education and Training. 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 at the undergraduate level have varied over the five year period, reaching a high point of 5393 in 2015. There has only been a 1% increase overall.

By comparison, postgraduate enrolments have increased by 27.7% over the five years, reaching a high point of 1098 in 2017.

Undergraduate enrolments are highest at the primary level (41.9%) followed by enrolments to secondary level courses (35.8%). Undergraduate enrolments to early childhood courses represent a further 15% of the total.

Postgraduate enrolment patterns vary to the undergraduate patterns whereby the highest group of enrolments is notably to secondary level courses (50.4%), followed by primary level (26.7%) and early childhood education (20.5%).

Table 12: Total enrolments by course level and teaching area trends over last 5 years⁵

Trends Over Last 5 Years	Teaching Area	2013	2014	2015	2016	2017
<i>Undergraduates</i>						
	Early Childhood	827	844	807	780	773
	Primary	1979	2100	2115	2140	2164
	Secondary	2051	2060	2118	2043	1851
	Other	254	347	353	416	377
	TOTAL	5111	5351	5393	5379	5165
<i>Postgraduates</i>						
	Early Childhood	114	135	161	200	225
	Primary	237	253	277	289	293
	Secondary	480	493	524	577	553
	Other	29	30	28	21	27
	TOTAL	860	911	990	1087	1098
TOTAL		5971	6262	6383	6466	6263

Completions

Primary and secondary level completions for undergraduates are relatively evenly proportioned with 42% being primary and 35.5% being secondary level.

The majority of post graduate completions are for secondary level schooling (54.1%), which aligns with post graduate enrolment proportions.

40.7% of all completions in 2017 are for secondary level courses compared to 37.3% for primary level courses and 15.6% for early childhood level courses. 6.5% of completions are for 'other' courses (includes special education courses).

Table 13: Completions by course level and teaching area trends over last 5 years⁶

Trends Over Last 5 Years	Teaching Area	2013	2014	2015	2016	2017
<i>Undergraduates</i>						
	Early Childhood	158	156	123	126	130
	Primary	351	387	369	374	370
	Secondary	309	331	339	354	313
	Other	<5	55	37	82	69
	TOTAL	820	929	868	936	882
<i>Postgraduates</i>						
	Early Childhood	35	35	36	54	61
	Primary	89	94	98	94	86
	Secondary	251	240	233	246	185
	Other	11	6	12	5	10
	TOTAL	386	375	379	399	342
TOTAL		1206	1304	1247	1335	1224

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

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

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 the Department for Education based on Course name provided by the Australian Government Department of Education and Training. 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 postgraduate 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 postgraduate 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 2017 data but the overall trend still applies across the five year period. However, the analysis must be interpreted with caution.

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 (26.8%). Undergraduate enrolments for primary and secondary level courses are reasonably evenly proportioned each year over the five years, although slightly higher for primary level courses in 2017.

The society and environment/English subject area represents more than half of the secondary teaching area for undergraduate enrolments (53.4%).

Almost one quarter (24.4%) 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 in the secondary teaching area only for health and PE courses have been relatively consistent over the five year period, representing 15.8% in 2017.

Undergraduate enrolments to special education courses have increased significantly over the five year period (48.4% increase) representing 7.3% of all undergraduate enrolments in 2017 compared to 5.0% in 2013.

There has been a shift in the highest level of postgraduate enrolments in 2017 to early childhood level teaching (20.5%). Enrolments into this course type have doubled since 2013.

The next highest level of postgraduate enrolments are for the secondary level teacher education courses defined only as ‘secondary’ (18.9%) where actual subject specialisation is not available for analysis.

Postgraduate enrolments to middle school level courses represent 15.8% of all post graduate enrolments in 2017. Postgraduate enrolments to society and environment/English courses represented 12.8% and Junior primary/primary represented 10.9% of the total.

Table 14: Total enrolments by course level, teaching area and subject area, trends over 5 years ⁷

Trends Over Last 5 Years	Teaching Area	Subject Area	2013	2014	2015	2016	2017
<i>Undergraduates</i>							
	Early Childhood	Early Years	827	844	807	780	773
	Primary	Junior Primary/Primary	1289	1318	1346	1357	1382
		Middle School	690	782	769	773	763
		Science				10	19
	Secondary	Design and Technology	227	160	178	149	153
		Health and PE	267	299	324	338	292
		Mathematics	28	33	45	56	57
		Middle School	37	37	18	9	7
		Science	248	264	277	280	244
		Secondary	57	54	56	66	64
		Society and Environment/English	1187	1175	1186	1106	988
		Other Education	0	38	34	39	46
	Other	Special Education	254	347	353	416	377
	TOTAL		5111	5351	5393	5379	5165
<i>Postgraduates</i>							
	Early Childhood	Early Childhood	114	135	161	200	225
	Primary	Junior Primary/Primary	83	88	107	120	120
		Middle School	154	165	170	169	173
	Secondary	Design and Technology	17	18	18	21	26
		Health and PE	30	49	74	76	79
		Mathematics	21	14	14	16	18
		Other Education	20	20	21	24	14
		Science	66	46	60	81	68
		Secondary	217	240	221	237	207
		Society and Environment/English	109	106	116	122	141
	Other	Special Education	29	30	28	21	27
	TOTAL		860	911	990	1087	1098
TOTAL			5971	6262	6383	6466	6263

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.



Total completions

Undergraduate completions are highest in the junior primary/primary (25.2%) subject area as well as the secondary subject specific area of society and environment/English (20.6%), middle school (16.8%) and the early childhood teaching area (14.7%).

42% of undergraduate completions are at the primary level and 35% at the secondary level. This aligns to undergraduate enrolments for primary and secondary level courses which are similarly distributed.

Undergraduate completions in the STEM subject areas have decreased by almost half in 2017 whereas there had been significant growth in the previous years. The decrease in 2017 can be attributed to a significant reduction in total completions for Design and Technology courses (over 70% reduction in 2017).

The highest level of postgraduate completions is in the early childhood area of teaching (17.8%). The next highest group of postgraduate completions is for the secondary level subject area of 'secondary' (17%). There has been a notable shift in 2017 as in previous years the 'secondary' subject area completions were consistently the highest reported.








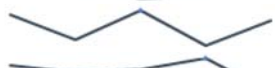



Although low in number, the total postgraduate completions in the STEM subject areas has increased in 2017 to represent 11.7% of all postgraduate completions.

Table 15: Completions by course level, teaching area and subject area, trends over 5 years⁸

Trends Over Last 5 Years	Teaching Area	Subject Area	2013	2014	2015	2016	2017
<i>Undergraduates</i>							
	Early Childhood	Early Years	158	156	123	126	130
	Primary	Junior Primary/Primary	239	227	239	242	222
		Middle School	112	160	130	132	148
		Secondary	Design and Technology	41	33	51	38
	Secondary	Health and PE	38	35	34	52	70
		Mathematics	<5	<5	<5	<5	<5
		Middle School	6	6	<5	<5	<5
		Science	38	43	36	42	33
		Secondary	<5	7	7	11	5
	Secondary	Society and Environment/English	179	205	202	202	182
		Other Education	0	0	<5	<5	5
	Other	Special Education	<5	55	37	82	69
	TOTAL		820	929	868	936	882

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 completion 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 cont.

Trends Over Last 5 Years	Teaching Area	Subject Area	2013	2014	2015	2016	2017
<i>Postgraduates</i>							
	Early Childhood	Early Childhood	35	35	36	54	61
	Primary	Junior Primary/P	34	33	37	36	35
		Middle School	55	61	61	58	51
	Secondary	Design and Tech	8	6	7	7	6
		Health and PE	13	13	30	36	32
		Mathematics	11	6	<5	<5	<5
		Other Education	9	7	6	11	<5
		Science	35	18	12	24	32
		Secondary	137	148	141	130	58
		Society and Envi	38	42	34	36	50
	Other	Special Educatio	11	6	12	5	10
	TOTAL		386	375	379	399	342
TOTAL			1206	1304	1247	1335	1224

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.

