

## Chapter 11

# Australian Capital Territory Report on Activities and Outcomes

## Introduction

In the Australian Capital Territory in 2010 there were 65,412 students enrolled in 121 government and non-government schools representing an increase of 1,032 (1.6 per cent) since 2009. There were 1,480 Aboriginal and Torres Strait Islander students in Australian Capital Territory schools in 2010. This figure represents an increase of 150 students (11.1 per cent) over that recorded for 2009.

The 83 schools in the government sector enrolled the highest proportion of students in the Australian Capital Territory with a total of 38,853 (59.4 per cent) of all students in Australian Capital Territory schools. The government sector also enrolls the highest proportion of Aboriginal and Torres Strait Islander students (1,208 or 3.1 per cent of total government school enrolments).

The Catholic system in the Australian Capital Territory supports 23 schools with a total of 26,559 (40 per cent) of all students in the Australian Capital Territory.

The independent schooling sector supports 15 schools offering programs from preschool through to Year 12.

The Australian Capital Territory is meeting the educational outcomes of Aboriginal and Torres Strait Islander students using a coordinated and targeted approach across mainstream and specific programs and strategies.

The Australian Capital Territory includes a focus on Aboriginal and Torres Strait Islander students, disadvantaged schools, literacy and numeracy and students with a disability in implementation plans aimed at progressing objectives of national partnership agreements.

## Profile of Focus Schools

In 2010 there were 31 focus schools in the Australian Capital Territory – 30 government sector and 1 in the Catholic sector. All focus schools in 2010 were primary schools.

The total number of Aboriginal and Torres Strait Islander students enrolled in these focus schools is 543 representing 1.7 per cent of the total primary school enrolment.

Ten focus schools are Smarter Schools National Partnership schools with six literacy and numeracy schools and four low SES schools. All schools in the Australian Capital Territory are classified as metropolitan.

All focus schools are members of the Dare to Lead program and participate regularly in activities to support ongoing leadership in Aboriginal and Torres Strait Islander education.

## Australian Capital Territory Report on Indicators with National Data Sources

### Readiness for School

#### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

## Engagement and Connections

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.
- Proportion of focus schools with a school – community partnership agreement in place.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, the Australian Capital Territory will report on this domain in the 2011 Annual Report.

## Attendance

### Performance Indicators

- Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.
- Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.
- Retention rates for Aboriginal and Torres Strait Islander students.
- Grade progression ratios for Aboriginal and Torres Strait Islanders students.

**Table ACT1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	87	88	91	89	88	89	83	79	75	72	..	..
Non-Aboriginal and Torres Strait Islander	94	94	94	94	94	93	92	90	87	87	..	..
<b>Total</b>	94	94	94	94	94	93	92	89	87	86	..	..
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	92	88	96	93	93	93	90	85	85	87	..	..
Non-Aboriginal and Torres Strait Islander	94	94	95	94	93	94	92	89	90	89	..	..
<b>Total</b>	94	94	95	94	93	94	92	89	90	89	..	..
<b>Independent</b>												
Aboriginal and Torres Strait Islander	98	87	93	83	33	90	76	73	85	83	..	..
Non-Aboriginal and Torres Strait Islander	93	94	95	93	96	94	95	94	94	94	..	..
<b>Total</b>	93	94	95	93	96	94	95	94	94	94	..	..

Notes: Wide variation in Aboriginal and Torres Strait Islander attendance rates may occur in Tasmanian and ACT independent schools due to low student numbers.

Caution is advised in the interpretation of attendance rates for Aboriginal and Torres Strait Islander students due to the small number of students.

.. not applicable

n/a not available

Source: ACARA data (unpublished)

## Attendance Rates

Attendance rates for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in the Australian Capital Territory continued to remain high, although attendance rates were lower, in general, for Aboriginal and Torres Strait Islander students. High school attendance rates for Aboriginal and Torres Strait Islander students were substantially lower than for non-Aboriginal and Torres Strait Islander students. This gap was less apparent in Catholic schools, for both primary (Years 1 to 6) and high school (Years 7 to 10) students.

Primary school attendance rates were in general higher than high school attendance rates. This was consistent for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

## Enrolment to Population Ratio

The participation rate of Australian Capital Territory children in education continued to be amongst the highest in Australia. Rates for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander children were above the national rates. The participation rate for Aboriginal and Torres Strait Islander children in the Australian Capital Territory was comparable to the rate for non-Aboriginal and Torres Strait Islander Australian Capital Territory children.

## Apparent Retention Rates

The Australian Capital Territory Government places a high priority on retention of Aboriginal and Torres Strait Islander students.

**Table ACT2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	ACT	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	1,114	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	1,026	129,308
Proportion of 6–15 year old population enrolled in school	108.60%	103.60%
Non-Aboriginal and Torres Strait Islander children <sup>(d)</sup>		
Number of children aged 6–15 years enrolled in school	44,908	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	40,971	2,657,227
Proportion of 6–15 year old population enrolled in school	109.60%	98.70%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

**Table ACT3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, government schools, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	96.40	100.60
Year 7/8 – Year 12	58.80	91.40

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010 (Cat.No.4221.0)*

The rate of retention has been improving over time, although retention rates for Aboriginal and Torres Strait Islander students remained lower than for non-Aboriginal and Torres Strait Islander students. However, the overall improvement in the retention rate for Aboriginal and Torres Strait Islander students has seen this gap close. The gap for retention from Year 7 to Year 10 was only 4.2 percentage points in 2010.

This increase in retention was a reflection of the implementation of programs specifically targeting increased retention, such as the Australian Capital Territory Government’s Aboriginal and Torres Strait Islander Aspirations program.

## Apparent Grade Progression Ratios

Year level to year level retention rates for 2010 for Australian Capital Territory students showed very high levels of engagement with education through the years of schooling. For Years 8 to 11, rates were close to, or more than, 100 per cent. The retention rates from Year 11 to Year 12 were also high, at 90.5 per cent for Aboriginal and Torres Strait Islander students and 89.6 per cent for non-Aboriginal and Torres Strait Islander students. These rates were well above the equivalent national rates, of 67.9 per cent and 86.5 per cent respectively.

Of particular note, in the Australian Capital Territory year level to year level retention rates for Aboriginal and Torres Strait Islander students were equivalent to, or higher than, the rates for non-Aboriginal and Torres Strait Islander students. For Year 8 to Year 9 retention, the retention rate for Aboriginal and Torres

**Table ACT4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	111.6	100.6
Year 9 to Year 10	99.1	100.2
Year 10 to Year 11	101.4	103.0
Year 11 to Year 12	90.5	89.6

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

Strait Islander students was 11.0 percentage points higher than the rate for non-Aboriginal and Torres Strait Islander students. From Year 11 to Year 12, the retention rate for Aboriginal and Torres Strait Islander students was nearly one percentage point higher.

## Literacy and Numeracy

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.*
- *Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.*

## NAPLAN Outcomes

In the Australian Capital Territory, a higher proportion of Aboriginal and Torres Strait Islander students achieved above the national minimum standard in NAPLAN 2010 in all assessed domains and all year levels when compared with national results for Aboriginal and Torres Strait Islander students. However, a gap remained between the achievement of non-Aboriginal and Torres

**Table ACT5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, Australian Capital Territory, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	83.0	78.9	88.5	84.0
Non-Aboriginal and Torres Strait Islander	96.0	94.5	97.1	93.9
Gap	13.0	15.6	8.6	9.9
Aboriginal and Torres Strait Islander confidence intervals	± 9.0	± 9.0	± 6.2	± 10.4
<b>Writing</b>				
Aboriginal and Torres Strait Islander	84.6	83.2	81.8	71.3
Non-Aboriginal and Torres Strait Islander	96.9	95.1	94.9	89.4
Gap	12.3	11.9	13.1	18.1
Aboriginal and Torres Strait Islander confidence intervals	± 6.7	± 8.5	± 8.6	± 11.5
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	84.4	82.1	85.6	83.1
Non-Aboriginal and Torres Strait Islander	96.9	95.6	97.1	95.0
Gap	12.5	13.5	11.5	11.9
Aboriginal and Torres Strait Islander confidence intervals	± 9.5	± 8.7	± 7.3	± 8.9

Note: The confidence intervals for 2010 in this table are specifically for the Australian Capital Territory.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

Strait Islander and Aboriginal and Torres Strait Islander students in the Australian Capital Territory. In Reading and Numeracy, the gaps reduced in Year 3, 5, 7 and Year 9.

## 2010 NAPLAN Data by Geolocation

The Australian Capital Territory has no remote or very remote locations, and a very small number of people living in provincial areas.

The comparison of Australian Capital Territory NAPLAN 2010 results with results for metropolitan Australia shows that overall, for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, the Australian Capital Territory results were higher. The difference is not apparent at Year 3, where the results for Aboriginal and Torres Strait Islander metropolitan Australian Capital Territory students were generally slightly lower than their Australian counterparts. The equivalent

results for non-Aboriginal and Torres Strait Islander Australian Capital Territory students were slightly higher than their Australian counterparts.

By Year 5, the performance of Australian Capital Territory Aboriginal and Torres Strait Islander students had improved significantly and they outperformed Aboriginal and Torres Strait Islander students across metropolitan Australia.

The gap between Australian Capital Territory Aboriginal and Torres Strait Islander students and metropolitan Aboriginal and Torres Strait Islander students across Australia increased in Year 7 and again in Year 9, and was particularly noticeable in Reading in those two years.

However, Aboriginal and Torres Strait Islander metropolitan students in the Australian Capital Territory continued to perform at a lower level than non-Aboriginal and Torres Strait Islander metropolitan students in both the Australian Capital Territory and for Australia as a whole.

**Table ACT6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	Australian Capital Territory		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	82.3	96.0	83.1	95.3
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 5</b>				
Metropolitan	79.4	94.5	77.0	93.2
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 7</b>				
Metropolitan	88.5	97.1	85.0	96.0
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 9</b>				
Metropolitan	84.0	93.9	71.2	92.5
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	84.5	96.9	87.4	96.7
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 5</b>				
Metropolitan	84.4	95.1	81.9	94.8
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 7</b>				
Metropolitan	81.8	94.9	79.9	94.4
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 9</b>				
Metropolitan	71.3	89.4	67.5	89.6
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	84.3	96.9	84.1	95.5
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 5</b>				
Metropolitan	82.8	95.6	81.7	95.3
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 7</b>				
Metropolitan	85.6	97.1	85.0	96.3
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		
<b>Year 9</b>				
Metropolitan	83.1	95.0	77.4	94.6
Provincial	n.p.	n.p.		
Remote	n.a.	n.a.		
Very Remote	n.a.	n.a.		

n.a. not applicable

Note: n.p. indicates data not published as there were no students tested or the number of students was less than 30.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

## 2010 NAPLAN Data and 2010 Progress Points for the Australian Capital Territory

One of the Council of Australian Governments (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for the Australian Capital Territory are provided in Table ACT7.

Results for Australian Capital Territory Aboriginal and Torres Strait Islander students at or above the national minimum standard in 2010 showed improvement over the results for 2009, although the results in 2010 were lower than the 2008 results.

### Overall NAPLAN Outcomes

In NAPLAN 2010, a higher proportion of Australian Capital Territory Aboriginal and Torres Strait Islander students achieved

in the top two performance bands across all year levels and all domains compared with national results for Aboriginal and Torres Strait Islander students.

In 2010, the NAPLAN results for Aboriginal and Torres Strait Islander students who had sat the assessments in 2008 showed high levels of gain. In particular, the gain in mean scores for students in Year 7, who were in Year 5 in 2008, in general was higher than both the gain achieved by non-Aboriginal and Torres Strait Islander students in the Australian Capital Territory and the gain achieved by all Australian students.

### NAPLAN Participation

The percentage of Australian Capital Territory Aboriginal and Torres Strait Islander students participating in the assessments in Year 3 in 2010 (92.1 per cent) was higher than the Australian rate for Aboriginal and Torres Strait Islander students (89.9 per cent). Over the year levels of testing, the Australian Capital Territory participation rate for Aboriginal and Torres Strait Islander students decreased, to 76.9 per cent in Year 9 Reading and Numeracy.

**Table ACT7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	83.0	78.9	88.5	84.0	84.6	83.2	81.8	71.3	84.4	82.1	85.6	83.1
Target 2018	90.0	88.4	95.4	90.8	93.2	89.0	89.0	81.7	92.7	89.1	93.9	90.6

Note: Caution is recommended in using these results due to the small number of Aboriginal and Torres Strait Islander students in each year level at testing in the Australian Capital Territory.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table ACT8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions, absences/withdrawals and assessed students in Australian Capital Territory and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	ACT	Aust.	ACT	Aust.	ACT	Aust.	ACT	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	92.1	89.9	89.5	91.2	84.5	89.1	76.9	79.7
Non-Aboriginal and Torres Strait Islander	95.0	96.1	95.6	96.6	96.0	96.5	92.1	93.7
<b>Writing</b>								
Aboriginal and Torres Strait Islander	91.1	90.3	90.5	91.0	84.5	89.5	77.9	80.2
Non-Aboriginal and Torres Strait Islander	94.9	96.0	95.5	96.5	96.1	96.5	92.7	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	92.1	89.1	90.5	90.0	87.3	88.6	76.9	78.8
Non-Aboriginal and Torres Strait Islander	94.8	95.8	95.1	96.3	95.8	96.2	92.0	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Between 2008 and 2010, the Aboriginal and Torres Strait Islander participation rate improved for most year levels across most domains. Between 2009 and 2010, the Aboriginal and Torres Strait Islander participation rate improved for Year 7 students across all domains.

In all cases, for all year levels and assessment domains, the participation rate for Aboriginal and Torres Strait Islander Australian Capital Territory students was lower than the participation rate for non-Aboriginal and Torres Strait Islander students, both in the Australian Capital Territory and nationally. The gap in the participation rate increased through the years of schooling.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*

- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

In 2010, the Directorate supported four aspiring school leaders to undertake intensive training through the Stronger Smarter Leadership Institute in Queensland. This training focuses on leadership in Aboriginal and Torres Strait Islander education. One participant has since been appointed to the position of principal of a primary school in the ACT.

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, the Australian Capital Territory will report on this domain in the 2011 Annual Report.



## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Jervis Bay	Primary	Metropolitan	79	57			
Ngunnawal	Primary	Metropolitan	553	46			
Richardson	Primary	Metropolitan	221	46		X	
Gilmore	Primary	Metropolitan	241	25	X		
Charles Conder	Primary	Metropolitan	412	26	X		
Taylor	Primary	Metropolitan	221	17	X		
Theodore	Primary	Metropolitan	310	22	X		
Torrens	Primary	Metropolitan	460	17			
Arawang	Primary	Metropolitan	437	14			
Wanniassa School (Junior)	P-10	Metropolitan	525*	41			
Wanniassa Hills	Primary	Metropolitan	419	14			
Kingsford Smith (Junior)	P-10	Metropolitan	884*	24		X	
Kaleen	Primary	Metropolitan	523	18			
Narrabundah	P-2	Metropolitan	124	39			
Gold Creek (Junior)	P-10	Metropolitan	1098*	14			
Namadgi (Junior)	P-10	Metropolitan	444*	29			
North Ainslie	Primary	Metropolitan	411	21			
Curtin	Primary	Metropolitan	412	6			
Red Hill	Primary	Metropolitan	684	15			
Latham	Primary	Metropolitan	285	12	X		
Fraser	Primary	Metropolitan	416	13			
Macgregor	Primary	Metropolitan	414	11	X		
Monash	Primary	Metropolitan	469	12			
Majura	Primary	Metropolitan	554	11			
Lyneham	Primary	Metropolitan	412	9			
Florey	Primary	Metropolitan	421	8		X	
Charnwood-Dunlop	Primary	Metropolitan	341	13		X	
Amaroo (Junior)	P-10	Metropolitan	1421*	7			
Ainslie	Primary	Metropolitan	460	14			
Weetangera	Primary	Metropolitan	411	7			