

**Filling the Data Gap:  
International Engagement in the School Sector  
National Report – Key Findings**

**March 2020**



**Australian Government**  
**Department of Education,  
Skills and Employment**

This project was funded by the Australian Government Department of Education, Skills and Employment's *Enabling Growth and Innovation* program. Projects funded under this program support the implementation of the *National Strategy for International Education 2025*, a 10 year plan for developing Australia's role as a global leader in education, training and research. For further information please visit:

[www.internationaleducation.gov.au](http://www.internationaleducation.gov.au).

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## Executive Summary

The current capacity to measure the school sector's contribution to Australia's international education industry is limited. Data are collected and reported in disparate ways and no one source provides a full picture of international engagement by schools across the country. In 2018, in response to increasing interest amongst schools, representative agencies and government departments in demonstrating and measuring international engagement activities undertaken by the school sector, the federal Department of Education, Skills and Employment (the department) funded the *Filling the Data Gap: International Engagement in the School Sector* project. This project was undertaken by Tribal Group Pty Ltd (trading as i-graduate) in partnership with Australian Government Schools International (AGSI) and the Independent Schools Council of Australia (ISCA). A reference group was established to guide the project, with formal reporting to the department as per project funding requirements.

Following extensive consultation across the sector regarding the usability of existing data sets a survey methodology was developed to capture different forms of international engagement in Australian schools. Approvals to conduct the survey were obtained from appropriate education authorities and the survey was conducted from May to June 2019. 232 schools registered to participate, with 188 submitting data (105 government and 83 non-government schools). Participation was open to all schools across the country, provided they met one or more of the following broad criteria and had appropriate authorisation to participate:

- have one or more formal sister school relationship/s in place in 2018;
- host one or more overseas students or visitors at junior and/or senior secondary school level who commenced their program in 2018; and
- have one or more Australian secondary student (Years 7 – 13) who participated in an overseas study or cultural experience commencing in 2018.

The *Filling the Data Gap* survey focused on three broad areas of international engagement:

- Sister school relationships;
- Inbound school students and visitors; and
- Outbound students.

Existing data sets were not available in consistent formats, and as such, could not be usefully applied to this project. All data relevant to the project were collected directly from participating schools during the survey process. This bespoke data set was then used as the basis for project reporting.

Although schools require an active registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to enrol international students on a student visa, schools without a CRICOS registration can educate students from other countries on a range of other visas. These include visitor, working holiday, diplomatic, dependent or secondary visas. Six inbound student and visitor experience types in three visa-based categories were included in the survey:

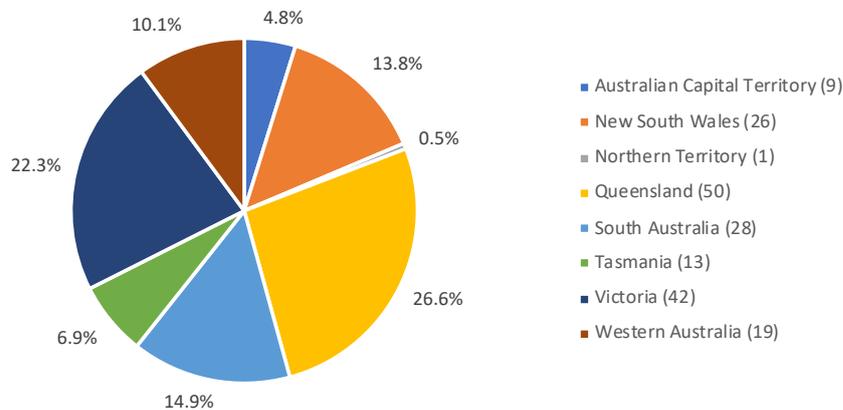
- Student visa holders
  1. International Students (full fee-paying)
  2. Approved Secondary Exchange Program students
- Dependents of Student visa holders
  3. Dependents of Student visa holders (subclass 500)

- Visitor visa holders
  4. Study Tours or Visiting Groups (non-sister school-based)
  5. Individuals (non-sister school-based)
  6. Sister School-based (individual, study tour or group).

Six outbound experience types were included in the survey:

1. Approved Secondary Exchange Program students
2. Sister School-based (any duration)
3. Overseas Excursion
4. Service Learning Abroad
5. International Conference or Competition
6. Immersive Language and Culture Program.

The survey attracted participation by schools from each Australian state and territory as in the following chart:



Of the 188 participating schools, 78% were based in metropolitan areas and 56% were government schools. 87% of all participating schools were registered on CRICOS to host international students on a student visa.

Nationally, according to the survey, the majority of inbound experiences in 2018 were undertaken by visitor visa holders - 9,792 experiences or 60% of all experiences. This is significant as the *Filling the Data Gap* project is the first national study in Australia to quantify the proportion of inbound student visitor visa holders studying in Australian high schools.

The 176 Australian schools reporting inbound experiences in the survey hosted commencing inbound students and visitors from 84 different countries in 2018. The majority of inbound experiences were undertaken by students and visitors from Japan and China, together accounting for more than 70% of all experiences. Vietnam was the third highest source of inbound students and visitors. 80% of inbound experiences undertaken by visitor visa holders had a duration of two weeks or less.

127 schools reported a total of 6,049 outbound experiences undertaken by Australian high school students in 2018. Overseas excursions accounted for nearly half of all outbound experiences, followed by Service Learning Abroad and sister school-based overseas visits. Only 3% of all outbound experiences were part of an Approved Secondary Exchange Program. The remaining 5,852 experiences, or 97% of the total, are types not known to be formally or systematically recorded by any central authority at a state or national level. The majority of outbound experiences were for a period of three months or less (97%).

Overall, Japan and China were the two most popular destinations for Australian secondary school students, followed by the UK, USA and France. Of the schools surveyed<sup>1</sup>, 3.9% of Australian domestic students participated in an outbound experience in 2018.

It is important to note that international students enrolled to study in Australia on a student visa are covered under Australia's legal and regulatory frameworks for international students, the *Education Services for Overseas Students Act 2000* (ESOS Act) and *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (National Code). These frameworks ensure students receive the quality education that they have the right to expect. Standard 5 of the National Code sets out particular requirements regarding welfare arrangements for international students under the age of 18 on a student visa. In addition, the Tuition Protection Service (TPS) is a key mechanism under the ESOS Act to protect the tuition fees of international students studying in Australia on a student visa. Students studying in Australian schools on other types of visas are not covered under ESOS or the National Code.

The National Coordinating Committee for International Secondary Student Exchange (NCCISSE) has developed *National Guidelines for the Operation of International Secondary Student Exchange Programs in Australia*. These Guidelines are intended to complement respective state/territory guidelines for secondary exchange programs. Sister school relationships, short-term cultural exchanges, twinning arrangements and Memoranda of Understandings (MOUs) between the Australian and state/territory governments, and governments of other countries, do not form part of international secondary student exchange programs in Australia.

## Key Findings

*Filling the Data Gap* findings support implementing regular, ongoing data collection if the school sector's contribution to Australia's international education is to be more accurately measured. Key findings from surveying the 188 schools participating in the study include:

1. 60% of inbound experiences with Australian secondary schools are undertaken by students holding a visa other than a student visa.
2. 97% of Australian students going overseas as part of their high school studies do not participate in an approved Secondary Exchange Program, and data for these 5,852 experiences is not collated systematically.
3. Japan and China are the largest source countries for inbound international students.
4. Japan and China are the two most popular destinations for outbound experiences by Australian high school students.
5. Non-sister school-based study tours and visiting groups are the most popular inbound experience type.
6. The most popular outbound experience type for Australian students is an overseas excursion.
7. 59% of Australian schools surveyed have formal sister school relationships, with an average of 3.2 relationships per school.

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<sup>1</sup> 126 schools provided *both* the number of outbound student experiences *and* student population figures.

## Introduction

The *Filling the Data Gap* project was an exercise to design and implement a methodology and system to capture 2018 data on international engagement activities in the Australian secondary school sector.

The research aimed to address the current challenge in measuring school sector contribution to the international education industry by counting the number of international students in Australia's secondary schools, the types of programs they enrol in and the types of visas they hold. Data for award and non-award experiences of inbound student and non-student visa holders was collected. The project also counted the overseas study experiences of Australian high school students and the types of programs they participated in, as well as data on the number of sister school relationships in place and the overseas location of those partner schools.

Stakeholder consultation was undertaken face-to-face and electronically in the first phase of the project. Significant contribution was made by both government and non-government school system representatives in identifying and prioritising international engagement activities of most interest to the sector.

Existing data sources of potential relevance were identified and assessed for collation suitability in the preliminary phase of the research, again with significant assistance from school representatives. Due to the varying characteristics of those data sources, including accessibility, this assessment process determined the need to collect data on all key areas of sector interest directly from secondary schools through participation in a tailored online survey, rather than trying to assemble a data set from disparate data sources.

To participate in the survey, schools were required to meet one or more of the following broad criteria:

- Have one or more formal sister school relationship in place in 2018;
- Host one or more overseas students or visitors at junior and/or senior secondary school level who commenced their program in 2018; and
- Have one or more Australian secondary student (Years 7 – 13) who participated in an overseas study or cultural experience commencing in 2018.

Providing they met eligibility criteria, research participation was open to any Australian school enrolling secondary students, including both CRICOS and non-CRICOS registered schools across the country.

The survey ran between May and June 2019. 232 schools registered to participate in the survey, with 188 submitting data included in the results. 105 were government schools and 83 were non-government schools.

This was the first time an attempt has been made to provide a comprehensive picture of the depth and breadth of international engagement in secondary schools nationally. The research methodology designed for the project supports annual or biennial implementation and benchmarking.

i-graduate partnered with Australian Government Schools International (AGSI) and the Independent Schools Council of Australia (ISCA) to conduct the project and a project reference group was established at project initiation. Membership of the project reference group is detailed in [Appendix 1](#).

## Filling the Data Gap Survey

Approval requirements to conduct the *Filling the Data Gap* survey in schools differed between jurisdictions and school systems. Government school authorities in each state and territory provided approval; Catholic education authorities were approached and 13 provided approval; other non-government education authorities were approached and one, Lutheran Education Australia, provided approval; non-government non-systemic schools made independent decisions to participate at the school level.

i-graduate undertook extensive consultation with key sector stakeholders to determine and define international engagement activities of greatest interest to secondary schools, with a particular focus on activities not currently captured and/or reported nationally through existing mechanisms. Findings of the International Education Association of Australia's (IEAA's) international education data gap exercise<sup>2</sup> supported the agreed survey inclusions.

The *Filling the Data Gap* survey focused on three broad areas of international engagement, sister school relationships, inbound school students and visitors, and outbound students.

Six inbound student and visitor experience types in three visa-based categories were included in the survey:

- Student visa holders
  1. International Students (full fee-paying)
  2. Approved Secondary Exchange Program students
- Dependents of Student visa holders
  3. Dependents of Student visa holders (subclass 500)
- Visitor visa holders
  4. Study Tours or Visiting Groups (non-sister school-based)
  5. Individuals (non-sister school-based)
  6. Sister School-based (individual, study tour or group).

Six outbound experience types were included in the survey:

1. Approved Secondary Exchange Program students
2. Sister School-based (any duration)
3. Overseas Excursion
4. Service Learning Abroad
5. International Conference or Competition
6. Immersive Language and Culture Program.

Student population data were also collected for all student enrolments in a school. This involved collecting international student visa holder enrolments and Australian domestic student enrolments in 2018 to enable calculation of relative size of international student visa holder cohorts and participation rates of domestic students in outbound mobility. A data dictionary providing definitions of terminology and data categories used in the survey was provided to all participating schools and is provided at [Attachment 1](#). The survey instrument was designed to enable benchmarking of international engagement activity levels at school, state/territory and national levels and to support future time series analysis of key measures.

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<sup>2</sup> Project 2017/08a Data Stocktake and Data Gaps Analysis funded by the Australian Government Department of Education, Skills and Employment's *Enabling Growth and Innovation* program. International Education Association of Australia (IEAA), June 2018.

## Existing and Available Data Sets

A number of government and non-government organisations were identified as holding data with potential for inclusion in the research. These organisations included the federal departments of Education, Skills and Employment and Home Affairs, each state/territory government tasked with managing state/territory-level international student programs and the National Coordinating Committee for International Secondary Student Exchange (NCCISSE).

The project team decided not to use existing data sources as inputs in the data collection phase of the project, due to significant variations across jurisdictions in the quality, consistency, accessibility, format and availability of the data.

However, data provided by the department and NCCISSE is referenced below to provide context for analysis and interpretation of two specific student types included in the research - international student visa holders and approved secondary exchange students (inbound and outbound).

### Department of Education, Skills and Employment

The department regularly publishes data showing international student enrolments and commencements<sup>3</sup>. Data allows disaggregation by student, sector, nationality and location (state/territory) of studies.

June 2019 data show 13,073 commencements across all study levels in the school sector in 2018, representing 2.7% of all international student commencements in all sectors in the same year.

Subscribers to Austrade's Marketing Information Package are also able to disaggregate data by provider type and level of studies.

### National Coordinating Committee for International Secondary Student Exchange

At an organisational level, NCCISSE supported the *Filling the Data Gap* project and each state and territory provided data for inbound and outbound<sup>4</sup> Approved Secondary Exchange Program students commencing their exchange in 2018.

NCCISSE data show a total of approximately 937<sup>5</sup> inbound Approved Secondary Exchange Program students commencing their experience in 2018. Data provided by all states and territories other than Victoria show a total of 721 formal outbound exchanges commencing in the same year.

In addition to overall student exchange participant numbers, detail of home country (inbound), destination country (outbound), school type, year level, duration and gender was collected. This detail is not included in reporting as it was not provided by all states, preventing an accurate profile of Approved Secondary Exchange Program participants.

All other data included in the National Report were collected from individual schools participating in the research.

<sup>3</sup> Department of Education, Skills and Employment International Student Enrolment Data 2019 - <https://internationaleducation.gov.au/research/International-Student-Data/Pages/InternationalStudentData2019.aspx>

<sup>4</sup> Victoria did not provide outbound Approved Secondary Exchange Program data.

<sup>5</sup> Victoria provided inbound Approved Secondary Exchange Program data for the 2017/18 financial year rather than the 2018 calendar year.

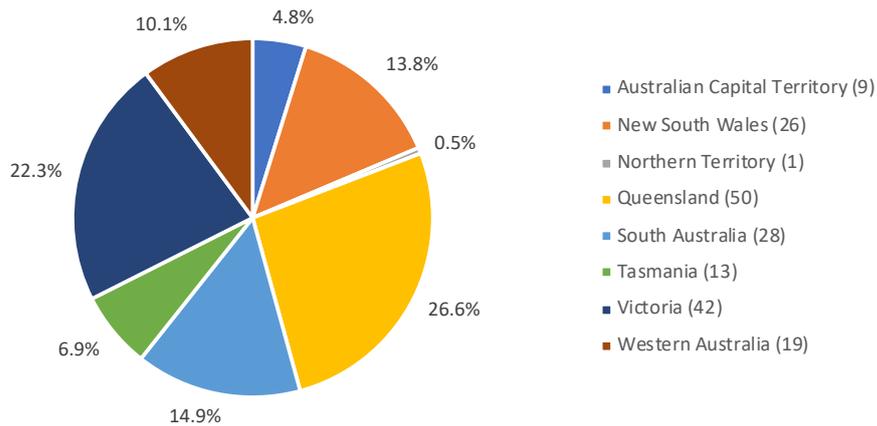
## Profile of Participating Schools - *Filling the Data Gap* Survey

A total of 188 schools successfully submitted data in the *Filling the Data Gap* survey<sup>6</sup>.

### Location

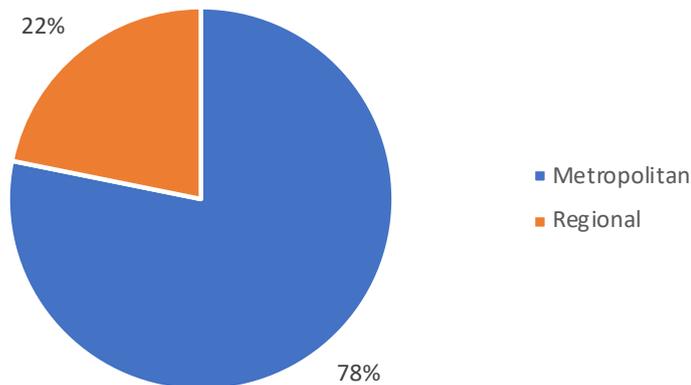
The survey attracted participation by schools from each Australian state and territory. Participating school numbers varied from one in the Northern Territory to 50 in Queensland. Queensland schools account for just over a quarter of all participating schools (27%) followed by Victoria (22%) and South Australia (15%).

### Participating schools by state/territory



The majority of schools participating in the survey were based in a metropolitan location (78%). The remainder were classified as regional based on the Australian Bureau of Statistics definition<sup>7</sup>.

### Participating schools by location



<sup>6</sup> For data to be included in the final data set, schools had to submit positive data for at least one of three categories – *active sister school relationship/s*, *inbound students and visitors* or *outbound students*.

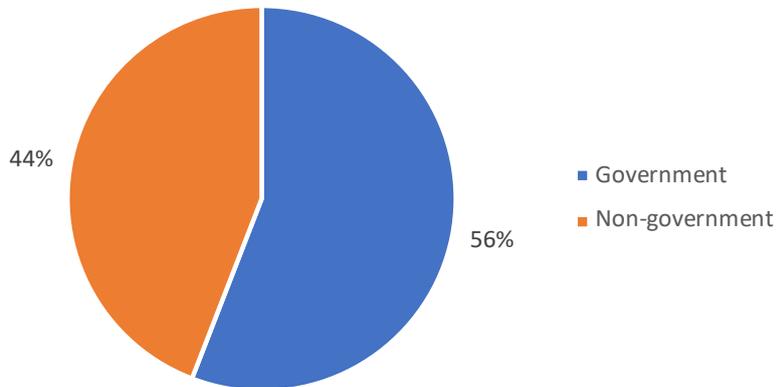
<sup>7</sup> Regional includes all non-Major Cities of Australia as defined in the Australian Bureau of Statistics Australian Statistical Geography Standard (ASGS) Remoteness structure -

<https://www.abs.gov.au/websitedbs/D3310114.nsf/home/remoteness+structure>

### Provider Type

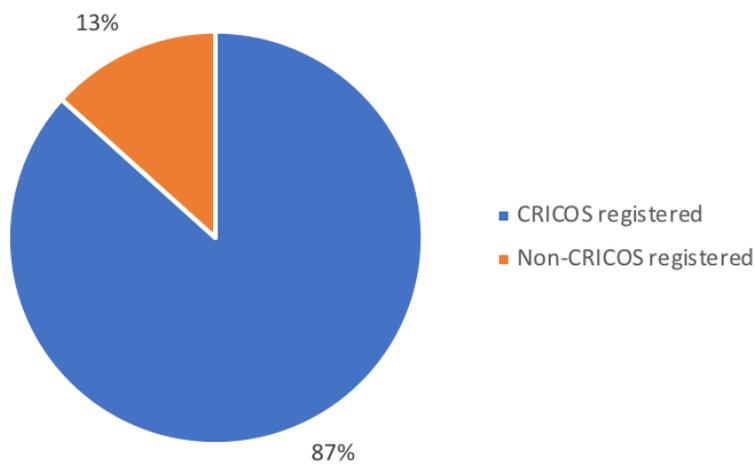
More than half the participating schools were government schools (56%). Non-government schools (44% of all participating schools) included independent and systemic Catholic schools.

#### Participating schools by provider type



87% of participating schools were CRICOS registered. The remaining 13% actively engage in one or more forms of international engagement covered by the survey, activities that do not require schools to be CRICOS registered.

#### Participating schools by CRICOS registration status



## Survey Insights

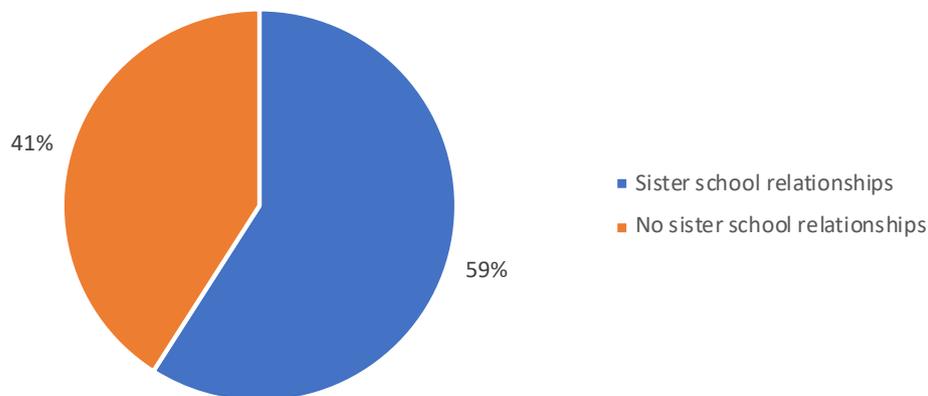
The *Filling the Data Gap* survey focused on three broad areas of international engagement: *sister school relationships*, *inbound students and visitors* and *outbound students*. Key findings for each of these areas are provided below along with high-level findings on the proportion of total enrolments that international student visa holders represent, and the participation rate of Australian students in outbound overseas experiences.

### Sister Schools

Participating schools were asked whether they have any formal sister school relationships and if so, how many relationships the school has and in which countries the sister schools are located.

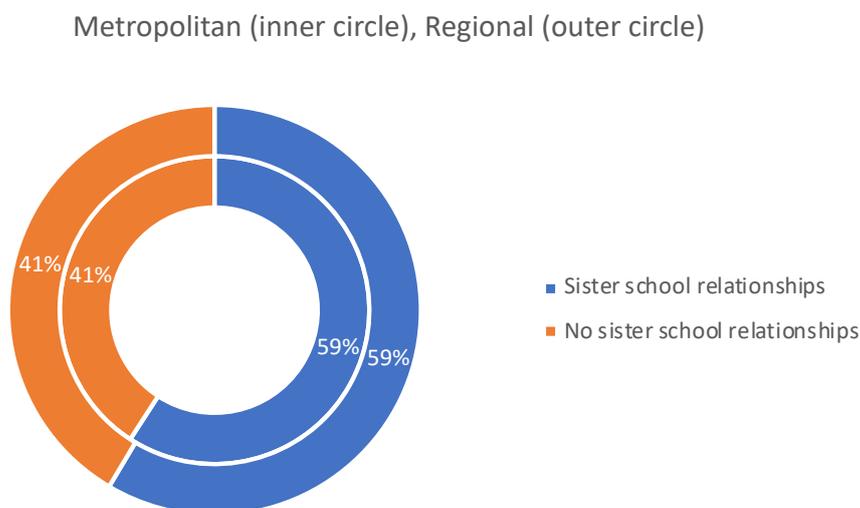
More than half of participating schools nationally reported one or more formal sister school relationship (59%).

#### Schools with formal sister school relationships, national



The proportion of schools with formal sister school relationships in both metropolitan and regional locations is identical to the proportion nationally.

#### Metropolitan and regional schools with formal sister school relationships



The 111 schools with sister school relationships reported a total of 359 formal sister school relationships, an average of 3.2 per school.

Number of sister-school relationships, national

	Total Number	Average Number
Australia	359	3.2

The average number of sister school relationships for metropolitan-based schools (3.6) is above the national average and significantly higher than the average for schools in regional locations (2.0).

Number of sister-school relationships, metropolitan and regional schools

	Total Number	Average Number
Metropolitan	310	3.6
Regional	49	2.0

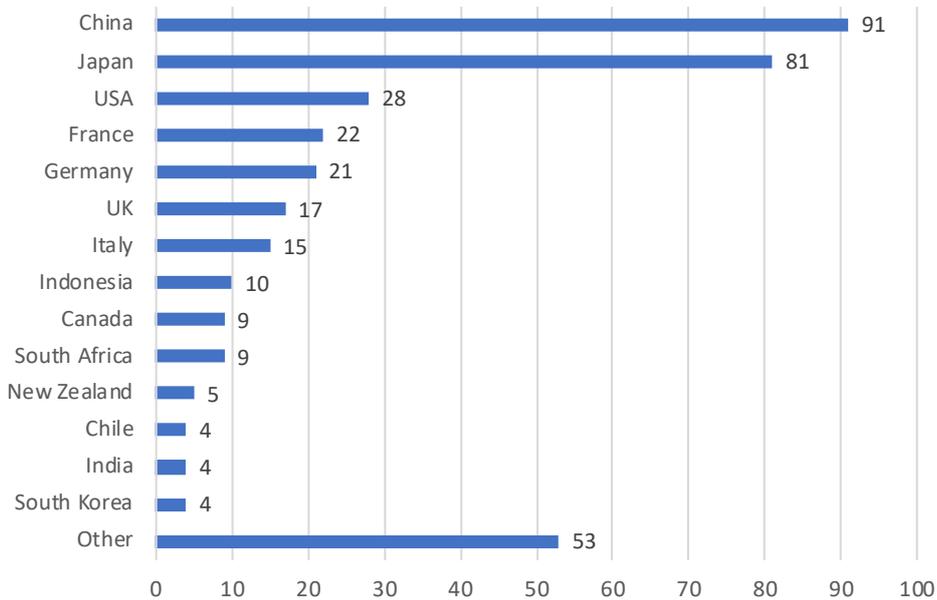
There was notable variation in the average number of sister school relationships by location, ranging from 1.5 (ACT and NT combined) to 6.2 in Western Australia.

Number of sister-school relationships, state/territory

	Total Number	Average Number
ACT & NT	6	1.5
NSW	57	5.7
QLD	75	3.0
SA	29	1.9
TAS	16	1.6
VIC	89	2.7
WA	87	6.2

Nationally, schools reported formal sister school relationships with schools in 42 different countries. The largest number of formal sister school relationships are in place with schools in China closely followed by Japan, and nearly half all reported sister school relationships are with schools in one of these two countries. More than twenty sister school relationships were reported for each of the USA, France and Germany.

#### Number of formal sister school relationships by country, national



### Inbound Students and Visitors

176 schools reported a total of 16,436 inbound students and visitors in 2018, an average of 93 per school nationally.

#### Inbound students and visitors, national

	Total Number	Average Number
Australia	16,436	93

More than three quarters of all inbound experiences were hosted by metropolitan-based schools (78%). However, the average number of inbound students and visitors hosted by schools in regional locations (107) exceeded that of metropolitan schools (90).

#### Inbound students and visitors, metropolitan and regional

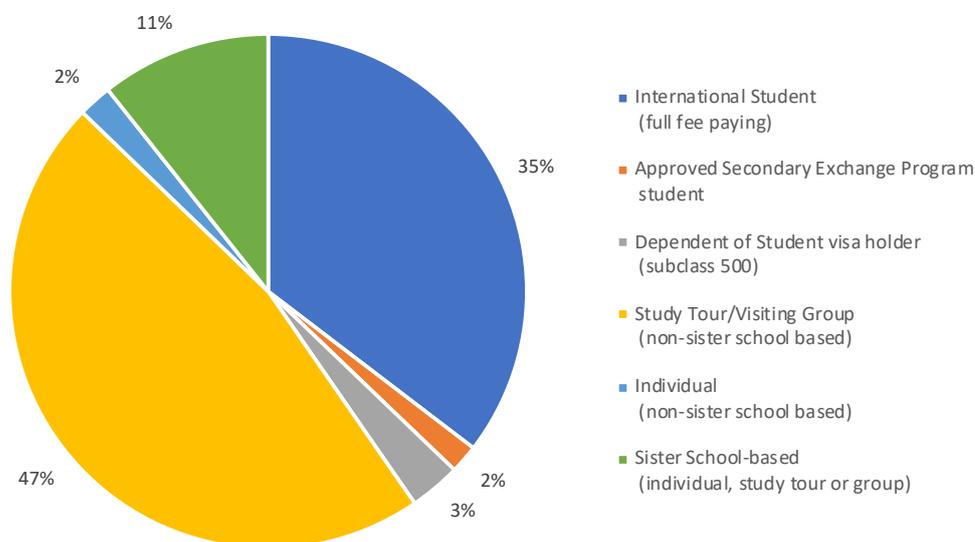
	Total Number	Average Number
Metropolitan	12,792	90
Regional	3,644	107

Nationally, the majority of inbound experiences in 2018 were undertaken by visitor visa holders (9,792 experiences, 60%). Close to half of these were non-sister school-based study tours and visiting groups (47%) and a further 11% were sister school-based and undertaken by individuals or as part of a study tour or group.

Full-fee paying international school students were the second largest inbound experience type with more than a third of reported experiences in this category (35%). Approved Secondary Exchange Programs were reported in the survey as the lowest number of inbound international student types (293 students, 2%).

The proportion of visitor visa holders attending short-term programs in Australian high schools at 60% is significant, even more so than in the English language teaching sector where one third of students are not on a student visa<sup>8</sup>. The *Filling the Data Gap* project is the first national study in Australia to quantify the proportion of inbound student visitor visa holders studying in Australian high schools. This is a significant finding, and indicates a need for further, ongoing data collection on inbound student experiences in Australian schools.

#### Proportion of inbound students and visitors by experience type, national



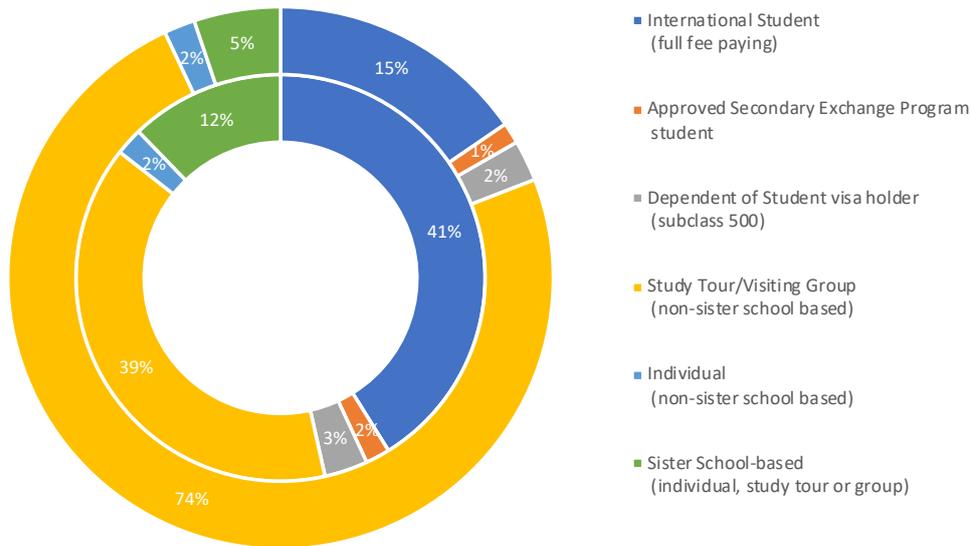
<sup>8</sup> English Australia National ELICOS Market Report 2018: Executive Summary, June 2019

Proportion of inbound school students and visitors by experience type, metropolitan and regional

There is significant variation in the type of inbound experiences hosted by metropolitan and regional schools. The most popular inbound experiences at regional schools were non-sister school study tours or visiting groups (74%), whereas this represented less than 40% of inbound experiences at metropolitan schools. The most popular inbound experiences at metropolitan schools comprised full fee-paying international students (41%), marginally ahead of non-sister school study tours or visiting groups.

More than one in ten experiences with metropolitan schools were sister school-based (12%) whereas this type of experience accounted for just 5% amongst regional schools.

Metropolitan (inner circle), Regional (outer circle)

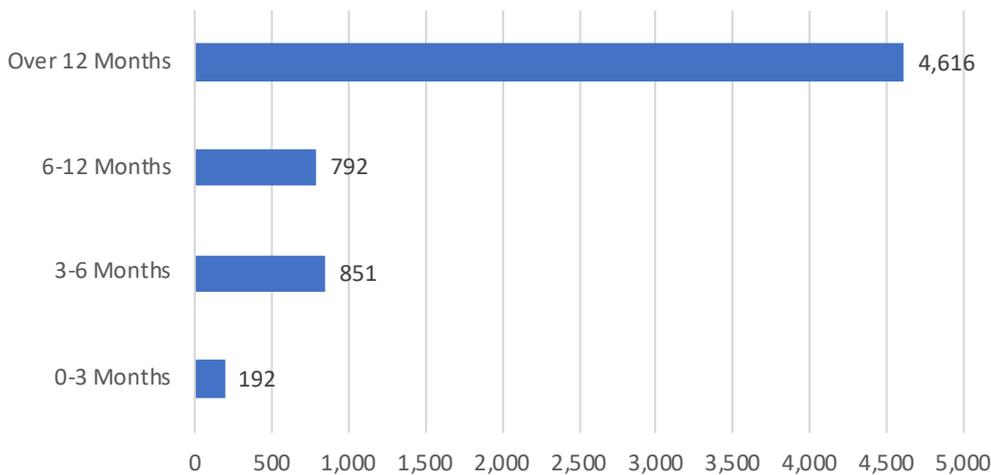


### Duration of inbound experiences

#### Students and Dependents of Student visa holders

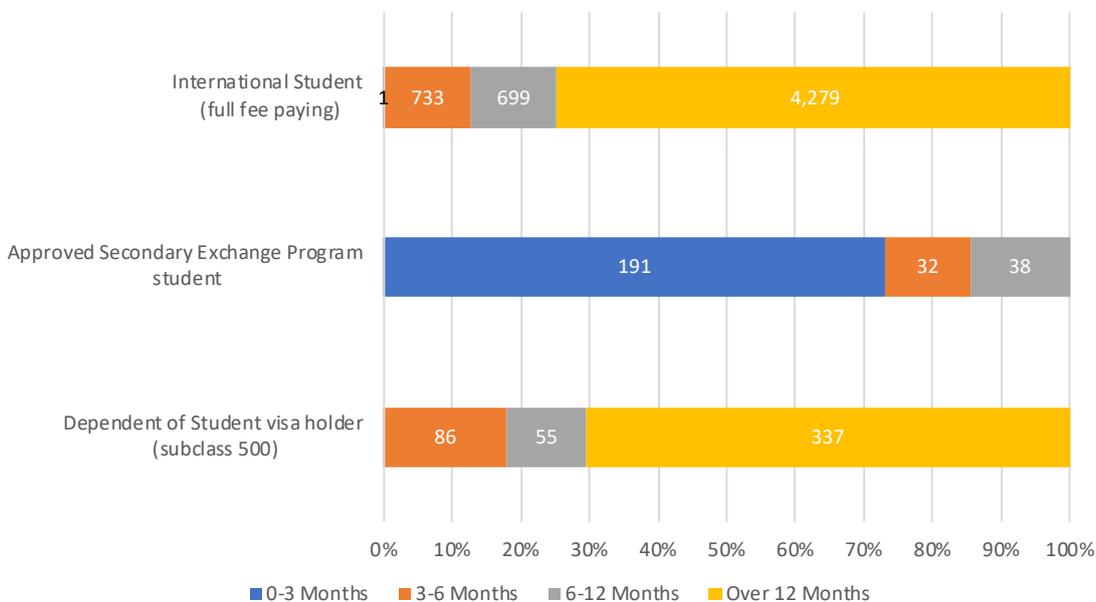
Nationally, 72% of students and dependent visa holders (full fee-paying international students, approved Secondary Exchange Program students and dependents of Student visa holders) studied or intend to study with their host school for more than 12 months.

#### Duration – Student and Dependent visa holder experience types, national



#### Duration by experience type – Student and Dependent visa holder experience types, national

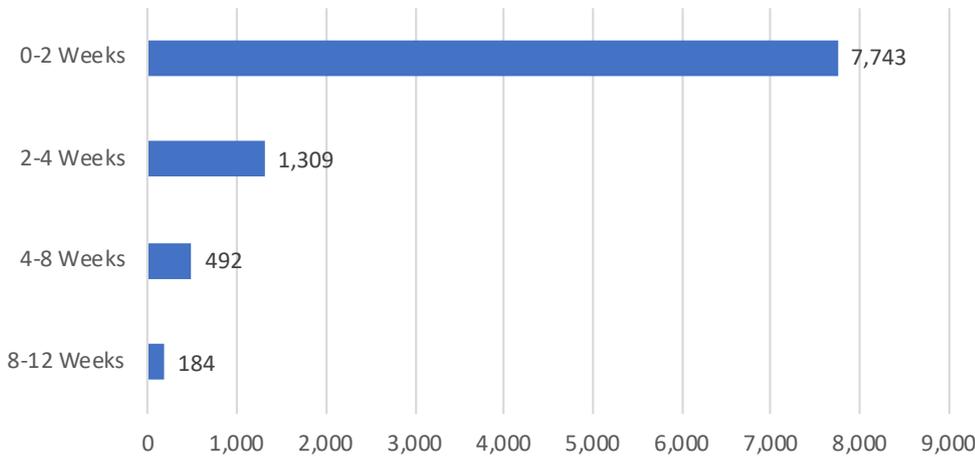
The largest number of full-fee paying international students and dependents of Student visa holders intend to study with their host school for more than twelve months (75% and 71% respectively). By contrast, close to three quarters of all inbound Approved Secondary Exchange Program experiences were less than three months in duration (73%).



Visitor visa holders

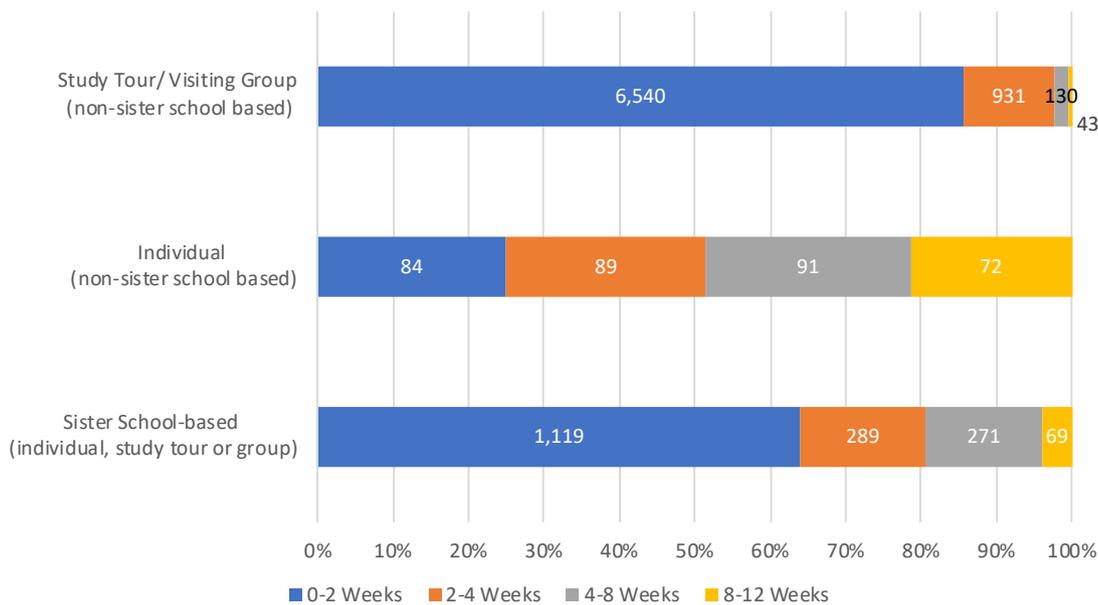
Duration – visitor visa holder experience types, national

The majority (80%) of inbound experiences undertaken by visitor visa holders had a duration of two weeks or less. Over 1,300 experiences were greater than two weeks but less than four in duration (13%).



Duration by experience type – visitor visa holder experience types, national

The largest number of experiences undertaken as part of a non-sister school-based study tour or visiting group were for two weeks or less (86%). This was true also for sister school-based experiences (individual, study tour or group), although less marked (64%). Individual non-sister school-based experiences were more evenly spread across the four durations, ranging from 72 (8-12 weeks, 21%) to 91 (4-8 weeks, 27%).

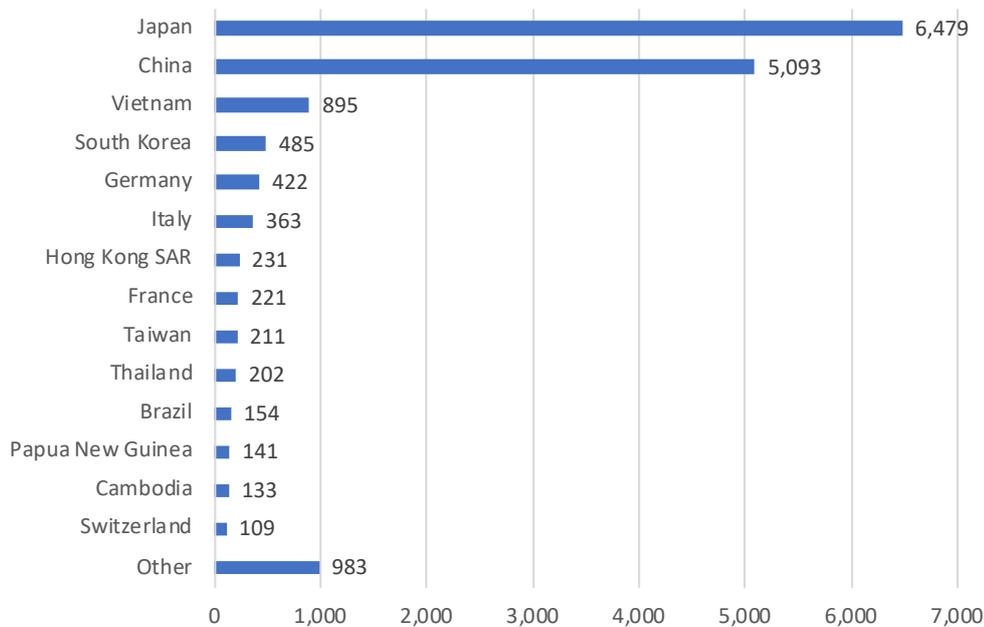


### Source countries of inbound students and visitors

The 176 Australian schools reporting inbound experiences in the study hosted commencing inbound students and visitors from 84 different countries in 2018.

The majority of inbound experiences were undertaken by students and visitors from Japan and China, collectively accounting for 72% of all experiences in 2018. With close to 900 experiences, Vietnam was the third highest source of inbound students and visitors (6%).

#### Source countries – all inbound experiences<sup>9</sup>, national

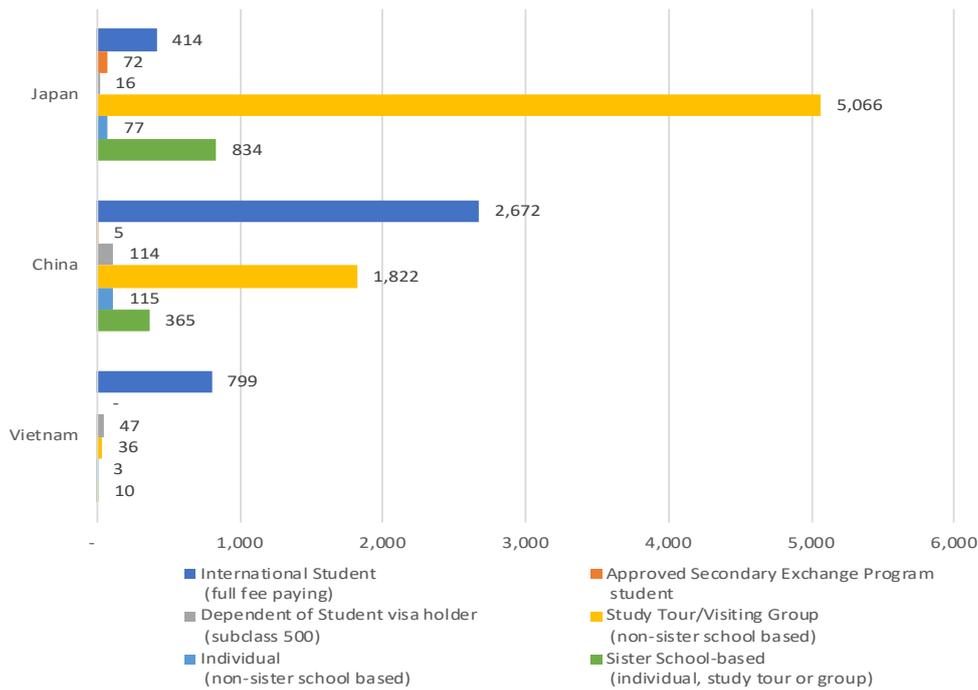


<sup>9</sup> Country inclusions based on national inbound volume.

Top 3 source countries<sup>10</sup> by inbound experience type, national

The majority of Japanese students and visitors commencing an international engagement experience with a school in 2018 did so as part of a non-sister school-based study tour or visiting group (78%). More than a third of Chinese students also took part in a non-sister school study tour or visiting group (36%) but greater numbers were full-fee paying international students (52%). The majority of Vietnamese students (89%) were full-fee paying international students.

Sister school-based experiences varied in popularity, representing between 1% (Vietnam) and 13% (Japan) of inbound experiences for the top three source countries.

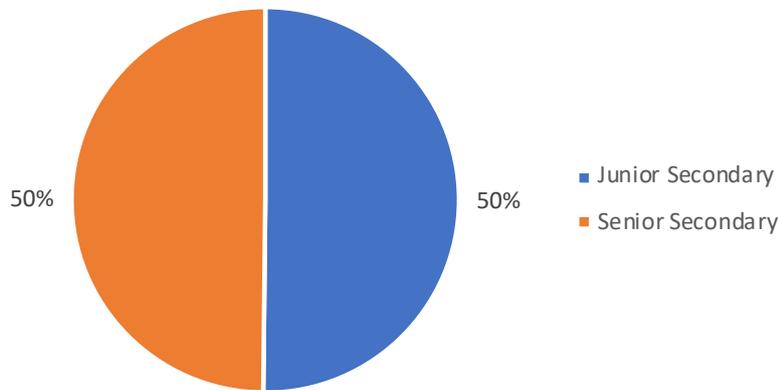


<sup>10</sup> Top 3 countries based on national inbound volume.

### Study level of inbound students and visitors

Nationally, the study level of inbound students and visitors was evenly distributed with junior (years 7-10) and senior secondary (years 11-13) levels each accounting for 50% of all inbound experiences.

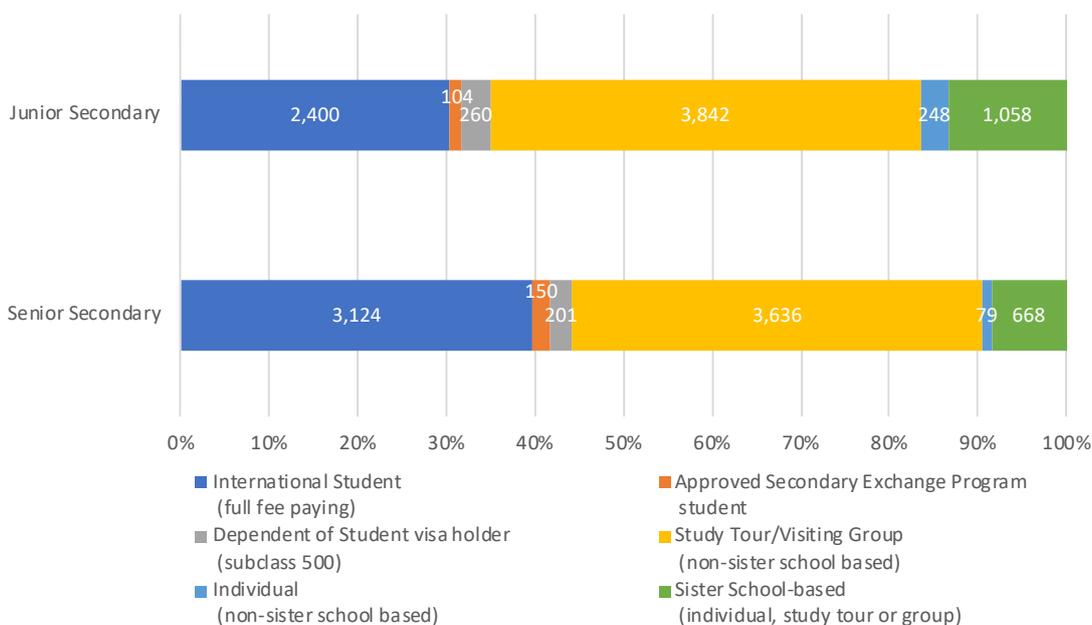
#### Study level – all inbound experiences, national



#### Study level by inbound experience type, national

The most popular inbound experience type for both junior and senior secondary students commencing their experience in 2018 was a non-sister school-based study tour or visiting group, with more than half of all experiences at both study levels taking this form (49% and 46% respectively). Full-fee paying international students were the second largest group at both study levels.

Sister school-based experiences were the third most popular type for junior secondary students, with more than one in ten inbound experiences at this study level sister school-based (13%). Approved Secondary Exchange Programs showed the lowest commencements for junior secondary students and the second lowest for seniors (after individual non-sister school-based experiences).



## Outbound School Students

127<sup>11</sup> schools reported a total of 6,049 outbound experiences undertaken by students in 2018, an average of 48 per school nationally.

### Outbound experiences, national

	Total Number	Average Number
Australia	6,049	48

The majority of reported outbound experiences were undertaken by students from metropolitan schools (88%) and the average number of outbound experiences reported by metropolitan schools was almost double the average for regional schools.

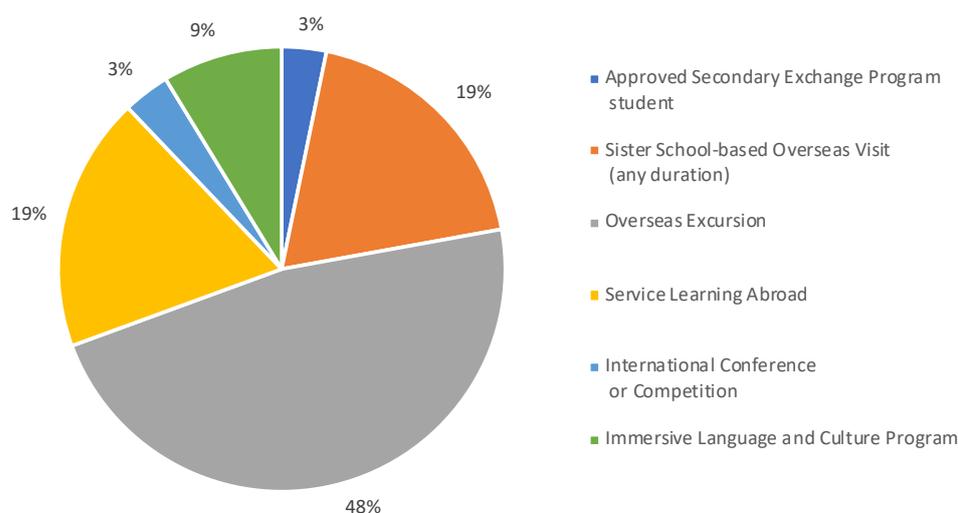
### Outbound experiences, metropolitan and regional

	Total Number	Average Number
Metropolitan	5,345	53
Regional	704	27

### Proportion of outbound experiences by experience type, national

Overseas excursions accounted for nearly half of all outbound experiences commencing in 2018 (48%). Service Learning Abroad and sister school-based overseas visits were the next most popular forms, each representing close to 20% of outbound experiences.

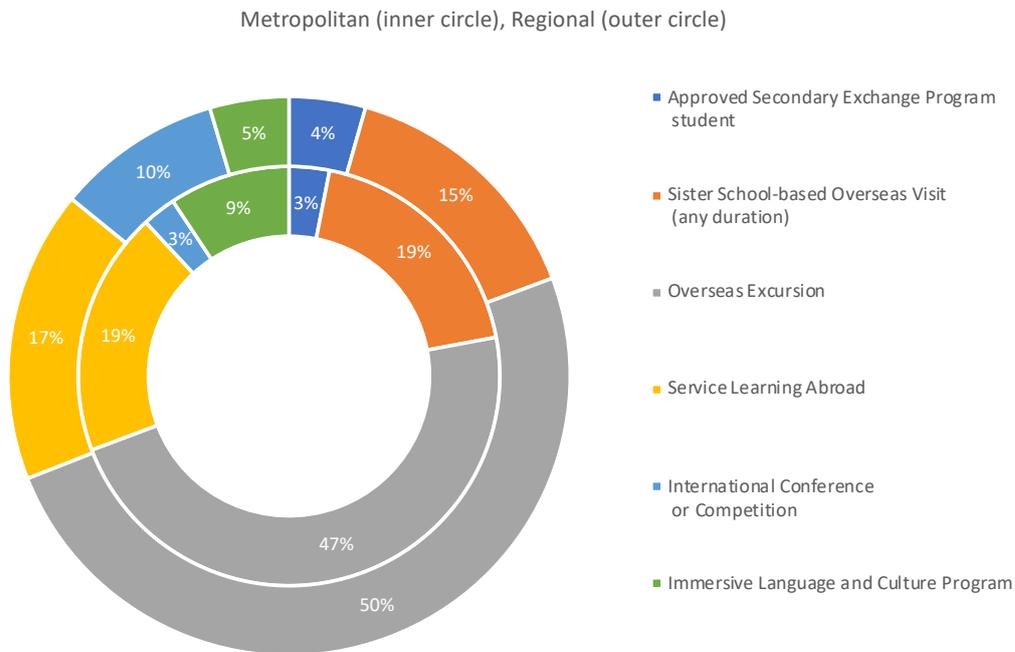
197 reported outbound experiences were part of an Approved Secondary Exchange Program, only 3% of all outbound experiences by Australian high school students. The remaining 5,852 experiences, or 97% of the total, are types not known to be formally or systematically recorded by any central authority at a state or national level, representing a sizable and complex area of measurement for the sector.



<sup>11</sup> Of the 188 schools in the study, 127 reported outbound mobility numbers, 61 either did not or could not report any numbers, or reported zero.

Proportion of outbound experiences by experience type, metropolitan and regional

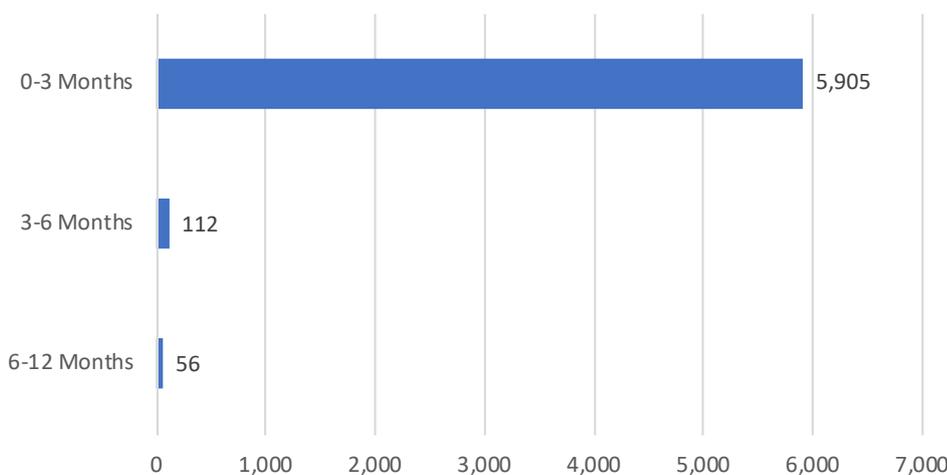
The three most popular forms of outbound mobility at both metropolitan and regional schools were overseas excursion, sister school-based overseas visit and Service Learning Abroad. A greater proportion of metropolitan students participate in immersive language and culture programs than their regional counterparts, and a greater proportion of regional students participate in international conferences or competitions than their metropolitan counterparts.



**Duration of outbound experiences**

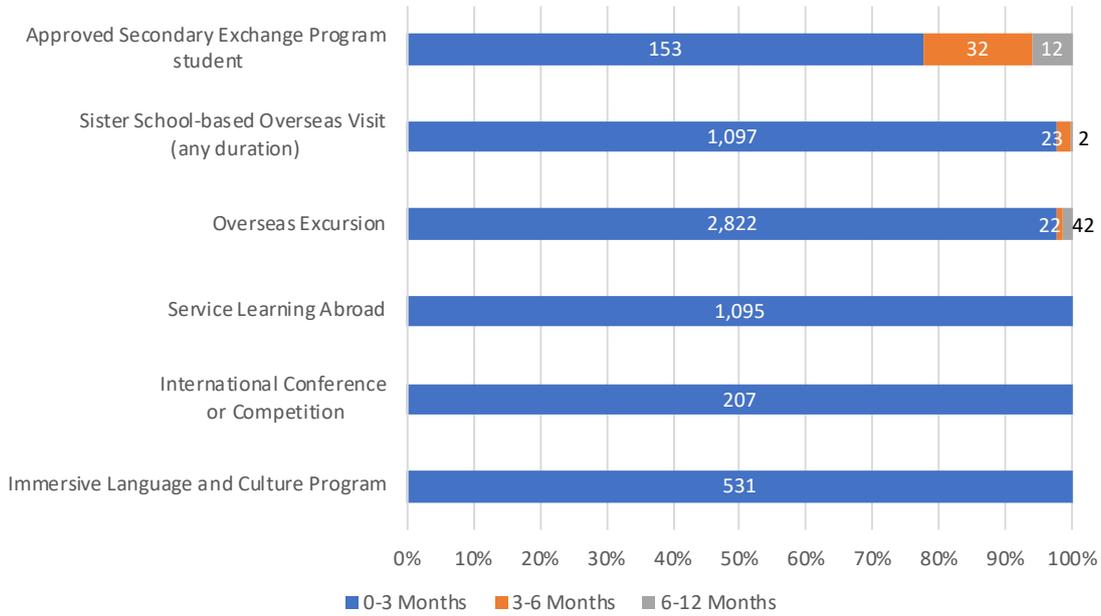
The overwhelming majority of outbound experiences commencing in 2018 were for a period of three months or less (97%).

Duration – all outbound experiences, national



Duration by outbound experience type, national

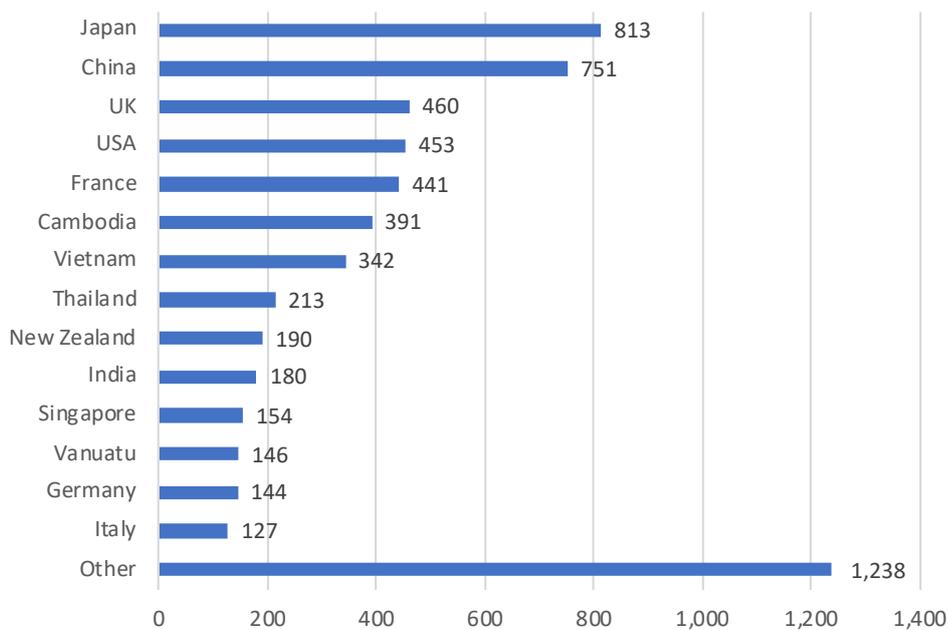
All Service Learning Abroad, immersive language and culture program and international conference or competition based outbound experiences were for three months or less in duration. The largest number of lengthier experiences - six to twelve months in duration - were as part of an overseas excursion, and Approved Secondary Exchange Program students were the most likely to spend a period of 3-6 months overseas.



## Destination of outbound experiences

The most popular destinations for outbound experiences show some variation to source countries for inbound international student experiences. However, both Japan and China share position as the Top 2 countries as both a source of inbound students and visitors and a destination for Australian students engaging in an outbound experience. The UK, USA and France follow as destinations attracting outbound students, with each hosting more than 400 student experiences commencing in 2018.

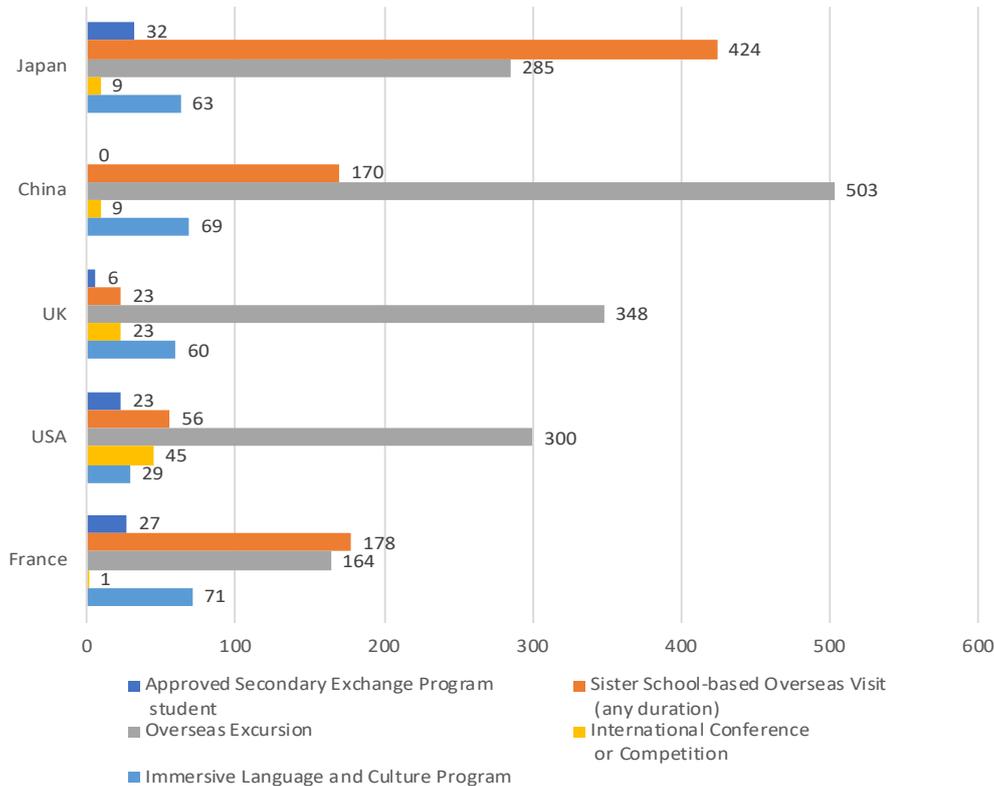
### Destinations – all outbound experiences<sup>12</sup>, national



<sup>12</sup> Country inclusions based on national outbound volume.

Top 5 destinations<sup>13</sup> by outbound experience type, national

Overseas excursions were the most popular type of outbound experience for Australian students visiting China, the UK and the USA. This type of experience drew the second largest numbers to Japan and France, where sister school-based visits were the most popular form of outbound activity. France attracted the most students engaging in an immersive language and culture program, whereas the USA saw the largest number of international conference or competition participants. No Service Learning Abroad experiences were undertaken in the Top 5 destinations.

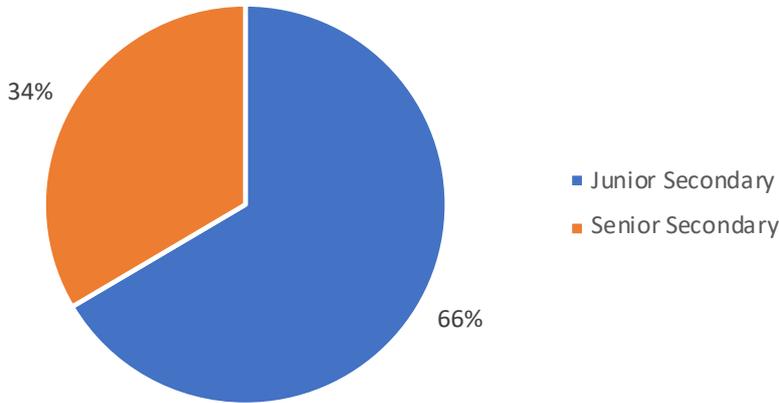


<sup>13</sup> Top 5 countries based on national outbound volume.

### Study level of outbound experiences

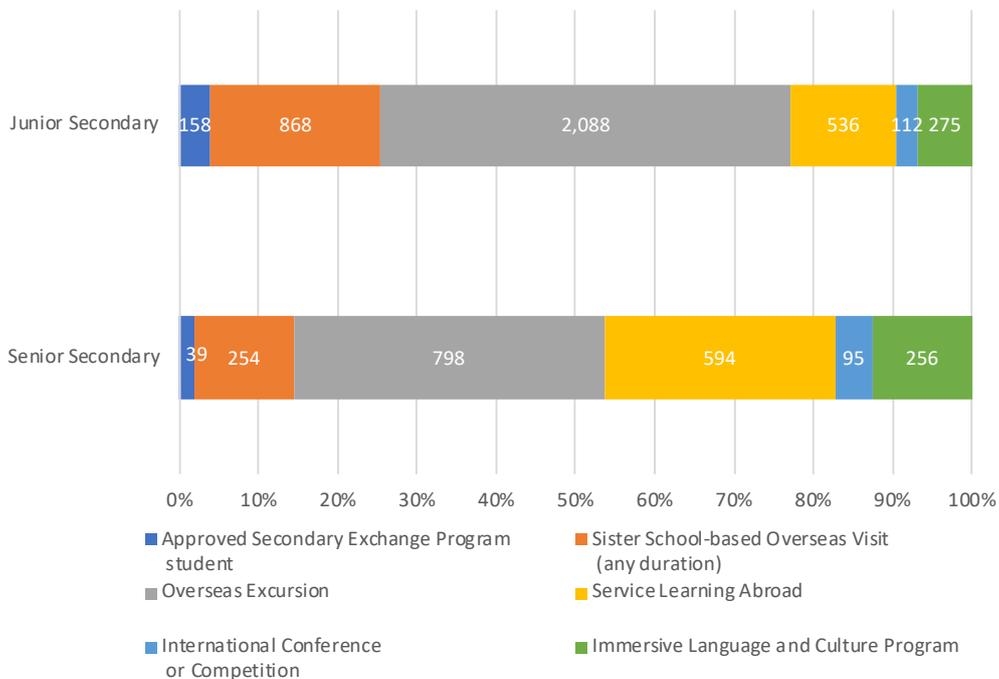
Two thirds of all outbound experiences nationally were undertaken by junior secondary level students (4,037 students).

#### Study level – all outbound experiences, national



#### Study level by outbound experience type, national

The most popular form of outbound experience for both junior and senior secondary students commencing their experience in 2018 was an Overseas excursion (52% and 39% respectively). Sister School-based overseas visits attracted the second largest group of junior secondary students (22%) whereas Service Learning Abroad experiences were the second most popular amongst senior secondary students (29%). Approved Secondary Exchange Programs attracted the lowest volume of senior students and the second lowest for junior students (after international conferences or competitions).



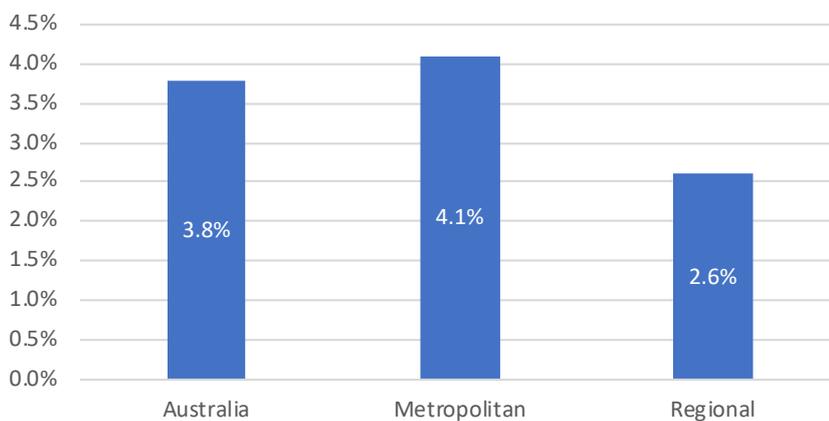
## Student Population and Participation

Schools were asked to provide:

- 1) the total number of students (whether domestic or international) enrolled in formal junior or senior secondary study program with their school in 2018;
- 2) how many of those students were student visa holders, that is, full fee-paying international students and approved Secondary Exchange Program students; and
- 3) how many were Australian domestic students.

Proportion of formal secondary enrolments who are student visa holders<sup>14</sup>, national, metropolitan and regional

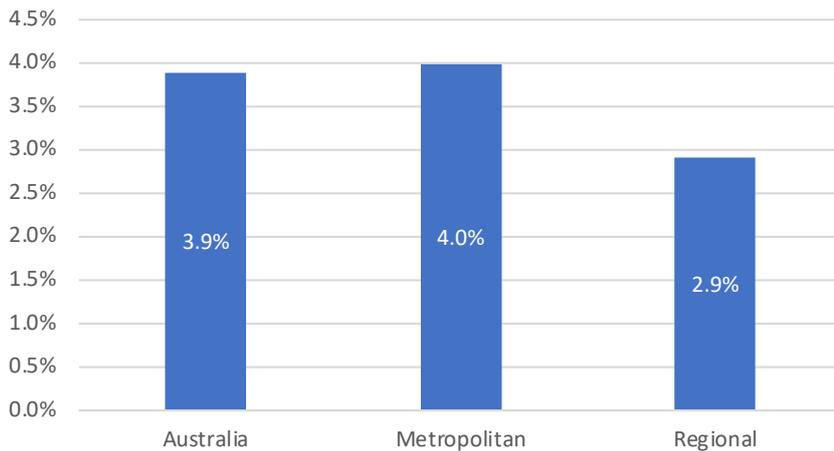
Data collected in the survey show 3.8% of the enrolled secondary student population of the 188 schools nationally were international student visa holders in 2018. The number of student visa holders as a proportion of total student population was slightly higher in metropolitan schools (4.1%) and more than a percentage lower than the national average in regional schools (2.6%).



<sup>14</sup> Student visa holders only – International Students (full fee-paying) and Approved Secondary Exchange students only.

Participation rates – proportion of domestic students<sup>15</sup> participating in an outbound experience, national, metropolitan and regional

The number of enrolled Australian domestic students (i.e. Australian citizens or permanent residents) in each participating school was used to calculate the participation rate of Australian domestic students in outbound experiences. Nationally, of the 188 schools surveyed, 3.9% of Australian domestic students participated in an outbound experience in 2018. The participation rate was higher amongst students enrolled with metropolitan schools (4.0%) compared with students enrolled at regional schools (2.9%).



Australian domestic student enrolment figures of schools that did not report outbound student experiences were not included in the participation rate calculation. The participation rates shown here are therefore averages for those schools that provided *both* the number of outbound student experiences *and* student population figures. Of the 188 schools in the survey, 126 provided the data required for this calculation. In addition, participation rates should be regarded as indicative, as some schools may have reported outbound experiences undertaken by students who were not Australian citizens or permanent residents.

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<sup>15</sup> Australian citizens and permanent residents only.

Appendix 1: *Filling the Data Gap* - Project Reference Group Members

		Reference Group Role
Stephen Connelly	Director i-graduate Australia	Convenor
Elizabeth Webber	Chief Education Officer NSW Department of Education - International <i>and</i> Chair Australian Government Schools International (AGSI)	Member
Caroline Miller	Director, Policy and Research Independent Schools Council of Australia (ISCA)	Member
Emily O'Callaghan	General Manager International Education Association of Australia (IEAA)	Member
Rachel Perkin	Manager, Client Relations i-graduate Australia	Secretary

## Attachments to the Report

**Attachment 1: *Filling the Data Gap* Data Dictionary**

**Attachment 2: Approved Government and non-Government Organisations, Reporting and Results Access**

**Attachment 3: Summary of Reporting Elements, Primary Results and available Benchmarks by Organisation and School Type**