



Independent Schools
Council of Australia

Submission to the House of Representatives Standing Committee on Education and Vocational Training

Inquiry into Teacher Education

The Independent Schools Council of Australia (ISCA) is the peak national body covering the independent school sector. It comprises the State and Territory Associations of Independent Schools. Through these Associations it represents a sector with over 1,000 schools and almost 468,000 students accounting for some 14 per cent of Australian school enrolments.¹

Independent schools are a diverse group of non-government schools serving a range of different communities. Many independent schools provide a religious or values-based education. Others promote a particular educational philosophy or interpretation of mainstream education. Independent schools include:

- *Schools affiliated with Christian denominations, such as Anglican, Catholic, Greek Orthodox, Lutheran, Presbyterian, Seventh Day Adventist and Uniting Church schools*
- *Non-denominational Christian schools*
- *Islamic schools*
- *Jewish schools*
- *Montessori schools*
- *Rudolf Steiner schools*
- *Schools constituted under specific Acts of Parliament, such as Grammar schools in some states*
- *Community schools*
- *Indigenous community schools*
- *Schools that specialise in meeting the needs of students with disabilities.*

Independent schools are not-for-profit institutions founded by religious or other groups in the community and are registered with the relevant state or territory education authority. Most independent schools are set up and governed independently on an individual school basis. However, some independent schools with common aims and educational philosophies are governed and administered as systems, for example the Lutheran system. Systemic schools account for nearly 20 per cent of schools in the independent sector.

Selected statistical information about the independent school sector is at Attachment A.

¹ This data is inclusive of Catholic independent schools.



Background to submission

1. The independent sector makes a significant and increasing contribution to the education of Australian school students and provides school education to a wide range of students. Since 1970 there has been steady growth in enrolments in the independent school sector. The proportion of students attending independent schools has increased from 4 per cent in 1970 to some 14 per cent in 2004. Including enrolments in Catholic independent schools, there were 1,057 independent schools with a total of nearly 468,000 students in 2004.
2. The independent school sector is characterised by diversity in terms of factors like school size, religious affiliation, educational philosophy and geographic location. Diversity is apparent also in the individual ethos of each school and the nature of its particular community. Each independent school or system is an employer, and has staffing policies and guidelines that reflect the school's particular focus and mission. It is significant that, unlike school systems, the responsibility for the selection and employment conditions of teaching staff in independent schools rest with the school itself. Independent schools employ about 15 per cent of all teachers in Australian schools.
3. Many independent schools and systems have specific criteria and requirements for the selection of school staff based on factors such as particular religious beliefs, values and education philosophy. A small number of higher education institutions in Australia are affiliated with a particular church or religious philosophy and offer teacher education courses reflecting the ethos and values of the church. Examples are the Australian Catholic University, the University of Notre Dame, Avondale, Tabor College and the Australian Lutheran College. Some non-government schools and education systems with religious affiliations give preference in their staff selection processes to graduates of these courses.
4. The wide diversity within the sector is reflected in the range of attitudes and responses of independent schools to the teacher education issues which are the subject of this Inquiry. This submission focuses on selected items from the terms of reference on which there is broad agreement and consensus within the independent school sector.
5. In making this submission, ISCA is conscious of the frequency with which inquiries into teacher education have occurred in Australia. As Dr Gregor Ramsey noted in 2000 in the *Review of Teacher Education in NSW*, 'Teaching is the most reviewed profession in Australia...since 1980 there have been 20 significant national and state reviews of teacher education. The most common characteristic of these reviews has been the lack of action on their recommendations. This situation contrasts markedly with other professions.'
6. ISCA is however encouraged by the decision of the Australian Government to establish the National Institute for Quality Teaching and School Leadership, and welcomes its role as the national body for the teaching profession. The Institute's decision to identify possible models for a national accreditation system for pre-service teacher education programs, which recognises the States' accreditation frameworks, is a valuable step towards improving the quality of Australia's graduate teachers.

Comments in relation to selected Terms of Reference

1.	Examine and assess the criteria for selecting students for teacher training courses
-----------	--

7. Currently the reality is that most teacher training institutions do not actively select students: rather, they accept applicants who meet academic entry requirements until their quotas are complete. It is evident from attrition rates from teacher training courses and from the teaching profession itself that current practices are not always working to select the best or most suitable students.
8. ISCA believes that teacher training institutions might where appropriate take into account factors additional to academic results such as prior career or other relevant experience. The issue is not just about attracting people to teaching, it is about attracting the right sort of people – those with good communication skills and an ability to engage with children and young people, who have a passion for what they do and are able to create a desire to learn and to bring out the best in their students. Some institutions offering teacher education are successfully using additional selection criteria, for example, Tabor College in Adelaide ‘takes a holistic approach to entry and considers both academic achievement and other aspects of suitability for each course’. Other professional and vocational training institutions, such as medical schools, also look for particular personal qualities and communication skills in their students, and have entry requirements which take account of these. While these additional requirements may involve an element of subjectivity, they can be a useful selection tool provided a balance is maintained in regard to technical and academic competence.
9. The attractiveness or otherwise of teaching as a profession is obviously highly significant in attracting high quality students. In considering their future careers school students are in a position to base their views on teaching on personal experience. If this experience has been positive they are more likely to consider teaching. Some independent schools take the opportunity to draw on this positive experience in encouraging suitable students to consider teaching as a career.
10. Other proactive approaches aimed at attracting good quality students into teacher education courses, such as information sessions and public advertising campaigns, should also be used where appropriate.

2.	Examine the extent to which teacher training courses can attract high quality students, including students from diverse backgrounds and experiences.
-----------	---

11. The independent school sector is diverse, and includes many school communities with a particular educational or religious philosophy. Schools need to recruit teachers whose backgrounds and experiences are appropriate to their particular school communities. ISCA believes that it is of fundamental importance that students from diverse backgrounds and experiences are attracted to and retained in teacher education courses. Institutions have a responsibility to promote in all their students an awareness of the diversity of school environments and to ensure students have practical experience in as wide a range of school settings as possible.

12. High quality students must include those with a depth of subject knowledge, and it is important to ensure that appropriate pathways are offered to attract more of these people into teacher training courses. There is a significant pool of potential talent amongst mature people from backgrounds such as industry, business, art and music, who wish to take up teaching as a second or later career. These people bring with them a variety of career and life experiences that can enrich teaching and learning and contribute to the essential vitality of schools.
13. It is important that institutions should try to accommodate the particular financial and family circumstances of such people. The present models of teacher education and employment structures may act as a disincentive to mid-career professionals considering a move into teaching. Graduate programs in education offered on a fee-paying basis are a significant barrier to many seeking retraining to become a teacher. Mid-career professionals are likely to have family responsibilities and other commitments which require a stable income and affect their ability to undertake study. While many professionals in other fields undertake retraining or additional formal education and may do so at considerable personal expense, often this occurs with the financial support of their employer.
14. A number of institutions offer alternative course delivery options such as evening lectures, short courses and summer schools and on-line course delivery. Flexible learning programs are important components of any strategy to facilitate the transition of mid career professionals. With increasing accessibility to the internet and broadband technology, alternative pathways to study are being developed and accessed widely, regardless of geographic location. Developments in information and communications technology are such that many teachers will be acting as facilitators of learning, rather than deliverers of information, and could be operating across more than one campus or area within a school. It can be an advantage for teachers to train within an environment that they will ultimately be teaching in, so that they can better understand the needs of their students.
15. In the Northern Territory, a model of teacher education has been successfully developed which involves a mix of pre and in-service delivery. New entrants undertake an initial short course and then complete a postgraduate diploma over two or more years, through part-time, on and off campus study. This study is directly related to an internship within a school. The model requires suitable mentoring and support arrangements within the school as well as a close and effective working relationship between the school and the education faculty concerned. It may also require arrangements between tertiary institutions to ensure the availability of teaching methods in off-campus mode. Such a model has the advantage of allowing the recruitment of potential teachers who are already resident in regional areas and can therefore be expected to remain within that community for some years.
16. New shorter employment based pathways into the teaching profession have been developed in recent years in the United Kingdom. These pathways include one year courses where a significant part of the course is spent teaching in the classroom. These pathways are not currently recognised in Australia as meeting the requirements of state and territory teacher registration authorities. Nevertheless ISCA believes that employment based pathways have the potential to offer significant benefits and that teacher education institutions in collaboration with

teacher registration authorities should explore and develop alternative models which would be appropriate for Australian circumstances. It is important that the requirements of regulatory authorities do not act as disincentives to the development of innovative programs. A culture of innovation in teacher education requires collaboration with, and flexibility of, state and territory regulatory authorities.

17. We suggest that it is important that teacher education institutions focus on the learning outcomes of graduates rather than on inputs, and that this focus is also recognised by teacher registration authorities. Within the independent sector there are a number of highly regarded practising teachers with in-depth subject knowledge and talent who do not have a recognized teacher qualification. ISCA believes there is a need for innovative approaches by teacher education institutions in collaboration with teacher registration authorities to ensure appropriate pathways are offered which recognise the prior learning, experience and skills of these teachers and enable them to gain accreditation.
18. In considering the need to attract high quality students the potential pool of students and teachers from overseas should not be overlooked. There may be a need to review both institutional selection processes and the policies of teacher registration authorities with a view to removing any unnecessary or inappropriate barriers. The conditions set by teacher registration authorities in relation to provisional registration can act as a barrier to teachers seeking to gain requisite experience in order to qualify for full registration. In states with defined curriculum structures, for example Western Australia, it is important that requirements of familiarity with the framework do not prevent teachers or students with overseas qualifications from gaining provisional registration.
19. The independent sector includes schools with particular teacher needs, such as those in rural and remote locations, schools catering for indigenous students, and special schools for students with disabilities. It is vital that the teaching profession attracts people who want to work in these areas, and teacher education institutions have a responsibility to take account of this in the selection of teacher education students.

7.	Examine the preparation of primary and secondary teaching graduates to:
(i)	teach literacy and numeracy;
(ii)	teach vocational education courses;
(iii)	effectively manage classrooms;
(iv)	successfully use information technology;
(v)	deal with bullying and disruptive students and dysfunctional families;
(vi)	deal with children with special needs and/or disabilities;
(vii)	achieve accreditation; and
(viii)	deal with senior staff, fellow teachers, school boards, education authorities, parents, community groups and other related government departments.

20. The specific teaching and communication skills identified in this list are undoubtedly essential for a graduate teacher to function effectively in a school. There are other factors that are also important however, including depth of subject

knowledge and skills in curriculum development, as well as preparation for undertaking the basics of classroom set-up and organisation. Independent schools generally place a high importance on pastoral care and values education, and expect teachers to be prepared for this focus on student well-being.

21. Many of the areas listed above have been identified as priorities in a range of programmes which address teacher improvement issues, most notably the federal government Quality Teacher Programme. A significant number of independent schools have participated in these programmes, and the independent school sector believes that its schools are operating in an environment of continuous improvement.
22. Much of the quality improvement work has taken place at the school level, and teacher education faculties which do not participate in or monitor closely school-based research have found themselves left behind in this process. Schools believe that many teacher education institutions do not take account of the findings of school-based research and the changing policy environment of schools in designing their course content and delivery, or at best that there can be a considerable time lag. As a result some teacher education faculties have lost credibility both with their students and among practising teachers.
23. One way to address this would be for teacher education institutions to draw on the skills of practising teachers and school administrators in key areas such as curriculum development, law and risk assessment in developing and delivering their courses, in particular drawing on the experiences of staff who have been involved in innovative research and effective practice at the school level.
24. It is questionable however whether any pre-service course can adequately prepare a teacher with the wide range of skills and experiences he or she needs in order to be fully effective. It could be argued that the pre-service teacher education course needs to be followed by an internship period in which the beginning teacher learns to deal with practical issues like classroom management and school structures. The internship phase would also provide an opportunity for both the school employer and the beginning teacher to assess his or her suitability for the teaching profession. The feasibility of the internship approach would depend on the willingness of higher education institutions and teacher registration authorities to support it. ISCA is aware that at least one institution (Notre Dame in WA) provides a one term Teaching Internship in the final year of the teacher education course.
25. The following comments are addressed to some of the identified issues:

(ii) preparation to teach vocational education courses

26. Vocational education is a significant and growing area in nearly all independent schools which offer senior secondary curriculum, and some 20,000 students are enrolled in VET in schools programmes in independent schools. In some states independent schools are Registered Training Organisations (RTOs), and in others the Association of Independent Schools functions as the RTO under an umbrella arrangement. In order to comply with national standards teachers delivering

vocational education courses in RTOs are required to have appropriate training and qualifications.

27. ISCA notes that few teacher education courses have a focus on vocational education, and that few beginning teachers are adequately prepared to teach in this area unless they have relevant prior learning or career experience. Flexible entry paths which allow teachers to meet accreditation conditions could increase the pool of teachers available for vocational education courses.

(iii)	preparation to effectively manage classrooms;
--------------	--

28. Contrary to some assumptions, effective classroom management is not an 'instinctive' or 'commonsense' matter, but something which needs to be learned. Teacher training institutions should provide both primary and secondary teaching undergraduates with sufficient opportunities throughout their training to develop a clear understanding of the theoretical underpinnings of effective classroom management, taking into account factors such as gender, cultural background and ability of students, and the school community environment.
29. It is essential that trainee teachers have sufficient opportunities through the practicum and internship experience to learn to apply the skills of classroom management in a practical context, and to critically reflect on and review their effectiveness.

(iv)	preparation to successfully use information technology;
-------------	--

30. ISCA believes that it is important for teachers to be prepared to use a variety of teaching strategies and methodologies, including the effective use of information technology. It is also important that the development of skills in the effective use of information technology is integrated into teaching and learning across the curriculum, and all teachers therefore need to have a pedagogical understanding of the effective use of information technology in teaching and learning.

(v)	preparation to deal with bullying and disruptive students and dysfunctional families;
------------	--

31. As noted above, ISCA recognises that no teacher education course can prepare teachers for all of the wide-ranging skills they will need to be fully effective in the current school environment. The pre-service course must however prepare teachers to support their students in achieving appropriate learning outcomes, and this will involve recognising where issues such as bullying, disruptive behaviour and dysfunctional families are barriers to learning. It is important that the pre-service course equips teachers with the skills to engage with students and recognise where external issues are affecting performance, and that they also have the knowledge and skills to be able to refer students to appropriate help and professional expertise. While the pastoral care role of the teacher is very significant, it is also important that teachers recognise there are boundaries between this role and the role of other professionals such as health care workers.

32. Trainee teachers need to be made aware that effective teaching strategies for academic behaviours can also be effective for teaching social behaviours. The application of best teaching practice principles in regard to content, values and problem solving can provide a schema for the management of a range of difficult situations. Independent schools generally take a positive, whole school approach to behaviour support, and look for teachers who have skills in team work and collaborative planning.

(vi) preparation to deal with children with special needs and/or disabilities
--

33. While teachers should be prepared to teach, support, include and value children with special needs and/or disabilities, the notion that they have to 'deal with' children with special needs/disabilities is negative and sets these children apart from their peers.
34. An important element of preparation to teach children with special needs and/or disabilities involves developing an understanding of the principles of inclusion. It is a common perception that all students with disabilities require separate instruction and a program which differs significantly from that being offered to their peers. In fact, a separate curriculum is not necessarily required, but rather a shared curriculum which accommodates their learning needs and fosters success for all. (NSW Department of Education and Training, *Learning Together* 1999). While pre-service training should prepare teachers to teach the same material effectively to all students, successful inclusion practices also require teachers to have the skills to develop individual education programmes to fit particular needs of students with disabilities, and to be able to ensure these students are integrated socially within the class.
35. To support and teach children with special needs and/or disabilities, teachers need effective communication skills and the ability to work collaboratively with parents/caregivers and other professionals. Teachers need some basic understanding of terminology used by professionals and specific skills in linking the needs of the student to appropriate teaching and learning strategies. In supporting students with special needs/disabilities it is important that teachers see the student as a person rather than the medical label attached to them. Teachers also need to understand how to support students with special needs and/or disabilities to develop positive and effective behaviours that lead to greater participation and access throughout the student's life.

8. Examine the role and input of schools and their staff to the preparation of trainee teachers.

36. The practicum provides the most significant, though not the only, opportunity for schools and their staff to be involved in the preparation of trainee teachers.
37. The practicum is a vitally important element of teacher education, and should begin as early as possible and continue throughout the pre-service program. The practicum should involve more than simply taking classes, important though this is. Theory and practice should be integrated and mutually informing, enabling

students to relate their formal studies to their own observations and experiences in school by means such as collegial discussion and collaborative project work.

38. ISCA sees it as important that the practicum should offer students experience in as diverse a range of schools as is possible, in a variety of community settings. It is also important that students are offered practicum experiences where appropriate in specialised subject areas. In all states and territories a significant proportion of independent schools work in cooperation with teacher education institutions to offer practicum arrangements. Some independent schools may be limited in their capacity to participate by particular factors such as small size and low staff numbers. It is essential that teacher education institutions are funded adequately to ensure that an appropriate range and frequency of practicum opportunities are included in their courses. ISCA notes in this context the additional \$110 million which the federal government has made available under the Quality Teaching Programme to support universities with the costs associated with the practicum.
39. It is the experience of some independent schools that the education faculty staff who supervise the practicum generally play a very low-key role, and often have no recent classroom experience or knowledge. Supervising teachers play an important role in mentoring and assessing trainee teachers undertaking the practicum. The professional judgment of experienced teachers should be highly valued, as they are often more in tune with modern curriculum development and delivery methodologies than education faculty staff. It is desirable for teachers to take part formally in assessment procedures, as well as having the opportunity to provide ongoing informal feedback.
40. School teaching staff have an awareness of the school environment which is generally more current than that of teacher educators, and they can play an important role in the preparation of trainee teachers beyond the practicum experience. Examples drawn from the independent sector of the involvement of practising teachers in the preparation of trainee teachers include opportunities for trainee teachers to visit schools to observe successful teachers in action; the organisation of exchange visits by overseas trainee teachers; and the conduct of information sessions and presentations by independent school principals and staff of the Association of Independent Schools to students at teacher education institutions.
41. One way to improve both the real and the perceived quality of teacher education is to encourage interchange between professionals in teacher education faculties and the schools. This involves tertiary institution staff working in a school for a significant period (eg a semester or year), while suitably qualified and recognised teaching practitioners work in the faculty. This promotes a currency of awareness in teacher educators of school organisation, curriculum, assessment requirements and broader policy changes affecting schools, as well as an immediate understanding of the attitudes, values and behaviour of young people which impact on the teaching and learning process. It can facilitate closer cooperation across the profession in educational research and the promotion of best practice, and improve the timeliness of updates and changes to teacher education course content.

42. It is relevant to note here that in the case of practising teachers without teaching qualifications who are seeking to gain accreditation, the independent sector considers that the teaching experience of those who demonstrate appropriate skills and effectiveness should be recognized for qualification and accreditation purposes, for example as meeting the requirements of the practicum.

9.	Investigate the appropriateness of the current split between primary and secondary education training.
-----------	---

43. Most teacher education institutions continue to structure their programs around a split between primary and secondary education training which goes back many decades. There is certainly a case in the light of societal and educational developments over recent years to review the appropriateness of the traditional divide.
44. A significant proportion (58 percent) of independent schools are combined primary/secondary schools, as are now a number of government schools. Many independent schools have structures that are different from the traditional primary/secondary divide, such as schools offering early childhood education and middle school provision, and those following non-traditional educational philosophies such as Montessori and Steiner schools.
45. ISCA suggests that teacher education institutions should examine the merits of designing courses based on a recognition of the different phases of learning and of the need for teachers to address appropriately the particular requirements of students in each learning phase. The University of Notre Dame, for example, offers a range of teacher education courses based on the identification of a comprehensive list of areas of specialisations, including Early Childhood, Middle School, Primary and Secondary as well as Special Needs and Vocational Education. Flinders University in South Australia offers a Middle School course as well as Junior Primary and Secondary courses.

10.	Examine the construction, delivery and resourcing of ongoing professional learning for teachers already in the workforce.
------------	--

46. The support provided to teachers in their first two years of teaching is a key factor in their success and continuation in the profession. Ongoing support, guidance and mentoring should be provided during these years, requiring a commitment of resources by the school. A structured induction programme is an approach many schools find useful, which can include induction into the school community, particularly important for schools in rural and remote locations. Teacher education institutions can also play an important role in supporting teachers in their early years in the profession, for example by offering voluntary discussion and recall sessions, occasional lectures, and by sponsoring networking arrangements among their former students.
47. Ongoing professional development is critical in most professions and teaching is no exception. Teaching practice is constantly affected by change: in community expectations and priorities, resource levels, delivery of curriculum, and the legal

and policy environment in which schools operate. A flexible approach to teaching and learning is required that allows for the further development of teachers either in their own areas of expertise or in new areas. Interdisciplinary studies are becoming increasingly significant, as are developments in ICT and availability of online curriculum material. These developments impact on the way in which teachers carry out their role and suggest that teachers will require considerable support to help them maximise the potential of the opportunities that are emerging.

48. Professional learning may be provided in variety of ways, including formal course delivery, in-house training, exchanges with business, universities and other relevant institutions, exchanges with overseas teachers, sabbaticals, by visiting experts in their field, and individual research, and could be conducted one on one , in group situations, face to face, via tele- or video-conference. Links with teacher professional associations and industry associations provide additional opportunities for professional learning.
49. A flexible approach to professional learning is essential to facilitate ongoing learning for all teachers and is particularly important in reducing the sense of isolation often felt by teachers in rural and remote areas. The increasing accessibility of broadband technology has implications for the way professional learning can be delivered, which together with related developments will change the way teachers teach. As a more flexible learning environment becomes available for students, it is essential to provide the same opportunities to teachers to maximise the potential of future technologies.
50. A significant issue for independent schools is making the time available for teachers to undertake professional learning, and to deal with its operational impact on the school. Flexible delivery practices such as summer schools and in-house and shared resource models can assist in this.
51. ISCA and the state and territory Associations of Independent Schools acknowledge and appreciate the substantial assistance which has been provided by the federal government over the last five years through the Quality Teacher Programme. With assistance from this programme, Associations of Independent Schools play a significant role in the provision of professional learning for teachers in independent schools. Examples of course provision include:
 - Professional development linked to the federal government Targeted Programmes including First Steps Literacy and Numeracy, Stepping Out, Action Learning, Critical Literacy and working with students with special needs, including gifted and talented.
 - Quality Teacher Programme projects, for example on ICT, directed at upgrading teachers' skills in new and changing curriculum areas.
 - Individual teacher and whole of school support in the implementation of curriculum frameworks, programming and assessing in an outcomes-based curriculum and the implementation of a new model of post-compulsory education.
 - Addressing emerging issues in curriculum and school leadership, as identified by consultants and member schools.

52. In general independent schools have a preference for professional learning which is developed and delivered either on an in-house basis or offered by the state and territory Associations of Independent Schools, because schools value the expertise of those who are based in schools or are close to them. The resources of teacher education faculties are less frequently utilised because of a perception that faculty staff are not in touch with current policies and practices in schools. It is important to the independent sector that the funds provided under the Quality Teacher Programme may be used in the way most valued by the schools and teachers themselves.

Attachment A: Independent School Sector Selected Statistics 2004

Source: ABS Schools Australia 2004. Note that in categorising independent schools for statistical purposes, ABS data does not include independent Catholic schools. These schools are a significant part of the independent sector and when included there were a total of 1,057 schools and 467,810 full time equivalent students in 2004.

Schools

Number of independent schools

Primary	294	30%
Secondary	76	8%
Combined	570	58%
Special schools*	42	4%
Total	982	100%

*Special schools provide for students with disabilities – eleven percent are in the independent sector.

School type

Boys schools	7%
Girls schools	9%
Coeducational schools	84%

Number of boarding schools 137

School Size

- 16% of schools have less than 50 students
- 45% of schools have less than 200 students
- 42% of schools have 200 – 1,000 students
- 13% of schools have 1,000 – 2,000 students
- 1%, or nine schools, have more than 2,000 students
- The average size of independent schools is about 448 students compared to the average size of a government school which is 326 students.

Location of independent schools

Metropolitan	68%
Provincial	29%
Remote	3%

Student enrolments

Share of all school enrolments by sector 2004 (FTE)

Government	2260,247	68%
Catholic	666,358	20%
Independent	417,289	12%

Enrolments in independent schools 2004

	Male	Female	Total
Primary	94,463	93,083	187,546
Secondary	114,577	115,,167	229,744

Indigenous students in independent schools	5,567
Students with disabilities in independent schools	8,691
Overseas students in independent schools	9,049

Teachers

Independent schools employ about 15% of all teachers in Australian schools.

FTE (full-time equivalent)	39,373
Number (full-time and part-time)	33,759

Teachers in the independent sector by gender and level (FTE) 2004

	Primary	%	Secondary	%
Male	2995	24%	9771	46%
Female	9621	76%	11372	54%
Total	12616	100%	21143	100%