



Australian Government  
Department of Education

# Undergraduate applications and offers 2025

February 2026



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The document must be attributed as the Undergraduate applications and offers 2025.

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## Introduction

This report explores trends in the number of applications and offers for university admission to Commonwealth Supported Places in undergraduate higher education courses by domestic students in Australia for the first semester of the 2025 academic year. The data in this report provide an indicator of demand for higher education, measured through applications, and corresponding sector response, measured through offers

It is important to bear in mind that this report does not provide a complete picture of higher education demand. The collection is limited to undergraduate level study at Table A universities in the first study period of each year, as of 15 May each year. This data collection contains no information on applications and offers for postgraduate level study and no information in relation to international students. It contains no information on second (or third) study period undergraduate study and so does not capture the full cohort of prospective students for each academic year.

### **Applications and offers do not align precisely with subsequent enrolments in higher education.**

In reading this report it is important to bear in mind that students in Australia can make multiple applications as well as receive multiple offers for entrance to university degrees. This report presents data on a per student basis and applies various treatment rules to the data based on assumptions about student decision making (as detailed in the explanatory notes). The data reflect students' highest preference when applying and the latest offer they subsequently receive.

The relationship between applications and offers and subsequent enrolments should be considered indicative only. Not all offers result in a student commencing a course and not all applicants receive an offer for their highest preference for study. The most recent offer made may not be the one the student accepts and up to 10% of offers may be deferred to a future year. Therefore, enrolments at the field of education level may differ substantially from patterns reported in these applications and offers data.

Enrolment statistics, as published in the Higher Education Statistics – Student Data collection cover a broader scope of higher education providers and students. Readers should particularly bear in mind the important contribution of postgraduate level study on overall provider and field of education enrolments. This varies year to year, across and within different fields of study, and these students are not reflected in these data.

Data are derived from the University Applications and Offers Data Collection. The collection consists of data on:

- applications and offers processed through Tertiary Admissions Centres (TACs), and
- applications made directly to universities and resulting offers.

The full data are available in tables and visual analytics form on the department's website, along with previous Applications and Offers reports and data at

<https://www.education.gov.au/undergraduate-applications-offers-and-acceptances-publications>

Prior to 2022, data for the University Applications and Offers collection were collated in the Higher Education Information Management System (HEIMS). From 2022, applications and offers data were

collected in Tertiary Collection of Student Information (TCSI). Most of the applications and offers data collected through TCSI are consistent with the data previously collected via HEIMS. However, there are some differences (e.g. under TCSI CHESSN is not collected, Basis for Admission has different outcomes) which means that caution should be taken in the interpretation of time series data due to the series break in the collection system.

## Key terms used in this report

Term	Definition
Tertiary Admission Centre (TAC)	Central agencies which manage the application and offers on behalf of their member universities. They allow students to apply for multiple institutions in a single application by allowing for preferences.
Australasian Curriculum Assessment Certification Authorities (ACACA) Year 12 programs	Each State and territory has its own approved Year 12 program. ACACA is the national body responsible for monitoring senior secondary curricula and certification in Australia and New Zealand. ACACA Year 12 programs may be undertaken in schools, VET institutions or higher education providers. Current programs by state are: <ul style="list-style-type: none"> <li>• NSW Higher School Certificate</li> <li>• Victorian Certificate of Education,</li> <li>• Queensland Certificate of Education</li> <li>• Queensland Senior Certificate</li> <li>• Western Australian Certificate of Education</li> <li>• South Australian Certificate of Education</li> <li>• Tasmanian Certificate of Education</li> <li>• ACT Year 12 Certificate</li> <li>• Northern Territory Certificate of Education.</li> </ul>
Applicant	Applicant refers to an Australian or New Zealand citizen, permanent resident or permanent humanitarian visa holder who has applied through a TAC or a Table A higher education provider and who expressed at least one preference for a Commonwealth supported place in higher education.
Application	A submission by an applicant directly to a university, or to a Tertiary Admission Centre (TAC) for admission to a particular course of study.
Offer	A formal notification from a university or a TAC to an applicant for an offer to study a particular course. This offer may be conditional or unconditional.
Preferences	TACs and some universities allow applicants to rank a range of courses within an application which reflects an applicant's course of study preference.
Offer rate	The offer rate is a percentage calculated as the number of valid offers made to applicants with at least one valid preference divided by the number of applicants with at least one valid preference.

Term	Definition
Current Year 12 applicant	An applicant who attempted an ACACA Year 12 program or the International Baccalaureate in the year of application.

## Acknowledgements

The department would like to thank all officers of TACs and universities for their submission of applications and offers data for the 2025 academic years.

## Key Findings

### There are diverse pathways to university commencement

The 2024-2025 Applications & Offers cycle generally starts around August 2024 whereby Tertiary Admission Centres (TACs) open their admissions portal for university study commencing in 2025. Most current Year 12 applicants apply through TACs although some will also apply directly to universities or through both routes. The majority of offers for entry to courses are made in December and January, soon after ATAR is released. Depending on the TACs and universities, the admissions period differs slightly. Mature age applicants are generally able to apply and receive offers outside of this period.

#### *Applications*

In the lead up to first semester 2025, 318,629 applicants submitted a total of 429,813 applications, consisting of a total of 1,249,389 preferences for course commencement at different universities. Forty-two per cent of these applicants were Year 12 students in 2024. The majority of all course preferences were made by Year 12 students, which is partly a reflection of TAC's application processes, which allow applicants to rank a range of courses within one application. Not all universities have this process. Ninety-four per cent of Year 12 applicants applied through TACs and 16% of Year 12 applicants applied directly to universities. Around 10% of Year 12 applicants applied through TACs and directly to universities.

The number of applicants (318,629) for 2025 was an increase of 5.4% on the previous year, following an increase of only 1% between 2023 and 2024. The number of applicants in 2025 were at their highest since 2022 (see Table 1).

The number of direct applications to universities have increased slowly. In 2025, they comprised 41% of all applications, increasing from 40% in 2024 and 38% in 2023.

#### *Offers*

In the period up to the first study period, a total of 429,813 offers were made to the above applicants (272,744 via TACs and 157,069 directly from universities). Some of these were declined or superseded leading to a final count of 270,179 'latest' offers to unique applicants. Around 79% of latest offers to TAC applicants were for their first preference. For direct offers from universities this was 90%, though only 16% of direct applications had multiple preferences.

Some offers made for commencement in 2025 were reported as deferred, presumably as a result of prior negotiation between applicants and the offering university. Of most recent offers made through TACs, 9% were deferred, while for direct offers from universities this was 5%. Some latest offers were also reported as rejected by applicants (20,148 of the 270,179).

The number of most-recent offers made to unique applicants (270,179) was an increase of 5% on the previous year. This follows an increase of 2% from 2023 to 2024. Direct offers accounted for 40% of total offers in 2025 (it was 39% in 2024 and 37% in 2023).

Of the 48,450 applicants who did not receive an offer, the majority (74%) of these were non-year 12 applicants. Of these applicants who had an ATAR, more than half (55%) had an ATAR of 60 or below. Health (37%) was the most common field of education preferred among this group. Applicants from low socio-economic status (SES) background were less likely to receive an offer (18% of low SES applicants received no offer, compared with 16% from medium SES background and 12% from high SES background).

## Offer rates have been increasing steadily since 2010

- In 2025, the offer rate (the proportion of unique applicants receiving at least one offer) was 85%, which is steady compared with 2024, and the highest since 2010 (see Table 1).

**Table 1: Growth in applicants, offers and offer rate, 2010-2025, Australia**

Year	Applicants	Change in applicants on previous year	Offers	Change in offers on previous year	Offer rate
2010	292,854		234,999		80%
2011	302,472	3%	244,431	4%	81%
2012	309,639	2%	256,472	5%	83%
2013	316,607	2%	267,244	4%	84%
2014	324,877	3%	272,155	2%	84%
2015*	333,514	4%	280,672	3%	84%
2016	341,421	2%	285,846	2%	84%
2017***	346,800	2%	286,216	0.1%	83%
2018	335,100	-3%	280,733	-2%	84%
2019	330,608	-1%	276,489	-2%	84%
2020**	327,332	1%	273,504	1%	83%
2021	341,983	2%	280,662	1%	82%
2022	317,190	-7%	263,555	-6%	83%
2023	300,111	-5%	250,551	-5%	84%
2024	302,254	1%	256,226	2%	85%
2025	318,629	5%	270,179	5%	85%

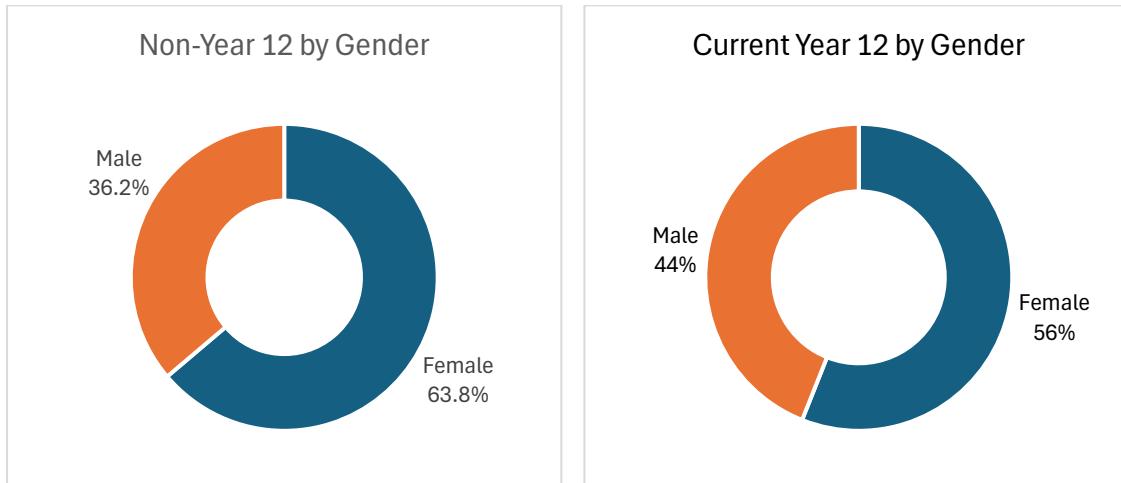
In 2015 \* and 2020 \*\* applications and offers data were affected by the school year progression in Western Australia and Queensland, respectively. Hence, percentage changes are calculated: in 2014, 2015 and 2016 excluding WA TISC data and in 2019, 2020 and 2021 excluding Queensland TAC data. University of Notre Dame (UND) excluded medical applications from 2018, hence percentage change is calculated excluding medical applications in 2017 \*\*\*. Please note, the number of applicants has not been adjusted in this table, just the percentage changes.

## Most applicants were not Year 12 students

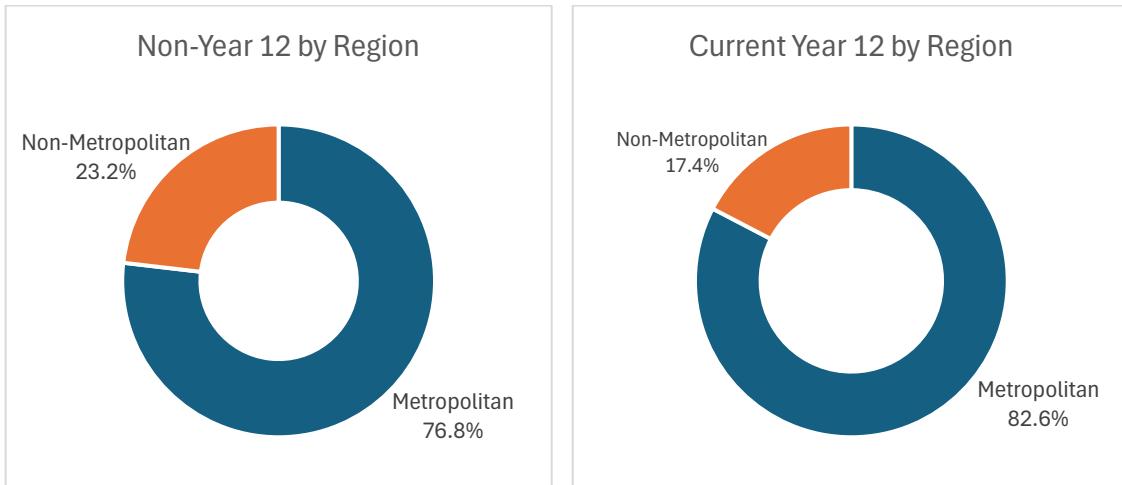
- In 2025, Year 12 applicants represented 42% of all unique applicants. In 2024, it was around 41%.
- Nonetheless, Year 12 applicants were more likely to receive an offer (92% offer rate) than non-Year 12 applicants (80% offer rate) in 2025. Offers made to Year 12 applicants represented 45% of the most-recent offers in 2025.

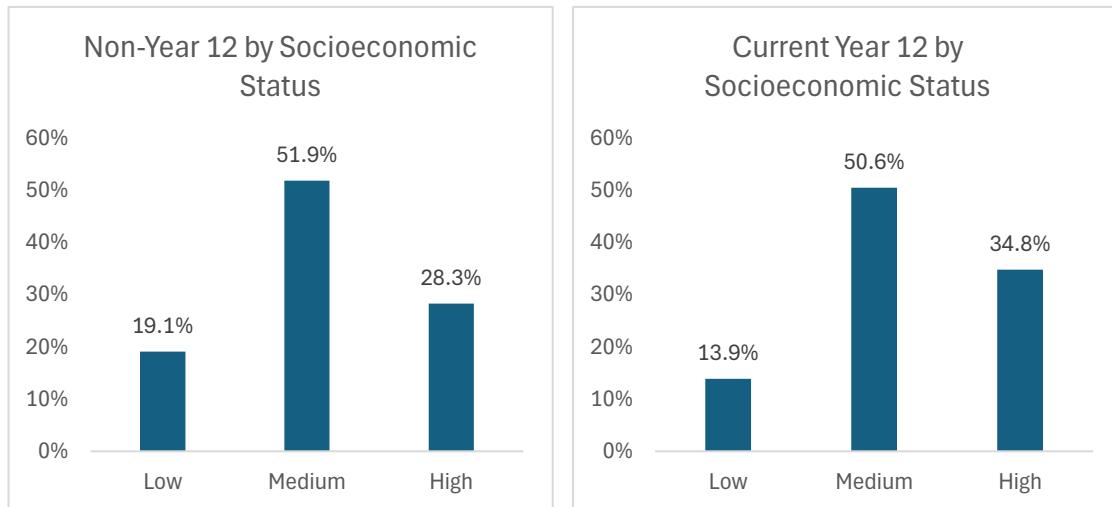
- Among the non-Year 12 applicants, 36% were male (Figure 1), 23% were from non-metropolitan areas (Figure 2), and 19% were from low SES backgrounds (Figure 3).

**Figure 1: Current Year 12 applicants status by gender**



**Figure 2: Current Year 12 applicants status by region**



**Figure 3: Current Year 12 applicants status by socioeconomic status**

## Breakdown by key factors

Note that further details are available in the Appendices, Table A2

### Health is the most popular field of education

- Data on applications and offers by field of education reflect highest preference applications and most recent offers received. A prospective student may be made more than one offer and may not accept their most recent offer. As a result, these data may not reflect subsequent enrolment trends by field of education.
- The data in this report provide an indicator of demand for higher education, measured through applications, and corresponding sector response, measured through offers. They do not align precisely with subsequent enrolments in higher education, in part because they relate to only a subset of total higher education students in a given academic year, namely first semester undergraduate students. It is important that these data are considered in this context.
- Nationally, the most popular broad field of education for highest preference applications in 2025 was Health (86,525 applicants or 27% of all applicants). This was followed by Society and Culture (65,826 applicants or 21%) and Management and Commerce (36,003 applicants or 11%).
- Fields of education that recorded the strongest growth in applications in 2025 (compared to 2024) were Education (12.0%) followed by Engineering and Related Technologies and Management and Commerce (both at 8.6%), Natural and Physical Sciences (6.5%) and Health and Architecture and Building (both at 6.3%).
- The above-mentioned fields of education also saw the strongest growth in offers, with Education (11.6%), followed by Management and Commerce (9.1%), Natural and Physical Sciences (8.9%), Engineering and Related Technologies (8.5%) and Architecture and Building (5.7%).
- Further details on broad fields of education are available in Appendices, Table A 4.1 and 4.2.

## Equity groups

### *Socioeconomic status*

- The number of applicants from low SES background peaked in 2017 and then declined in most recent years (except in 2021) (Figure 4). The share of applications from low SES background decreased from 19.1% in 2019 (19.7% in 2021) to 16.7% in 2025<sup>1</sup>.
- In 2025, the number of applicants and offers increased by 6% compared with 2024 for students from low SES backgrounds. However, this was also the case for medium and high SES background groups.
- Applicants from a low SES background were less likely to receive an offer. Their offer rate was 82% compared with 84% for applicants from a medium SES background and 88% for applicants from a high SES background in 2025.

#### *Geographic context*

- In 2025, applicants from metropolitan and non-metropolitan regions increased by 5% and 3%, respectively, compared to 2024 levels (Figure 5). In 2024, applicants from metropolitan regions increased by 1% while applicants from non-metropolitan regions decreased by 0.8%.
- Applicants from non-metropolitan regions were more likely to result in an offer compared with applicants from metropolitan regions, with the offer rate for 2025 at 86% and 85%, respectively.

#### *First Nations peoples*

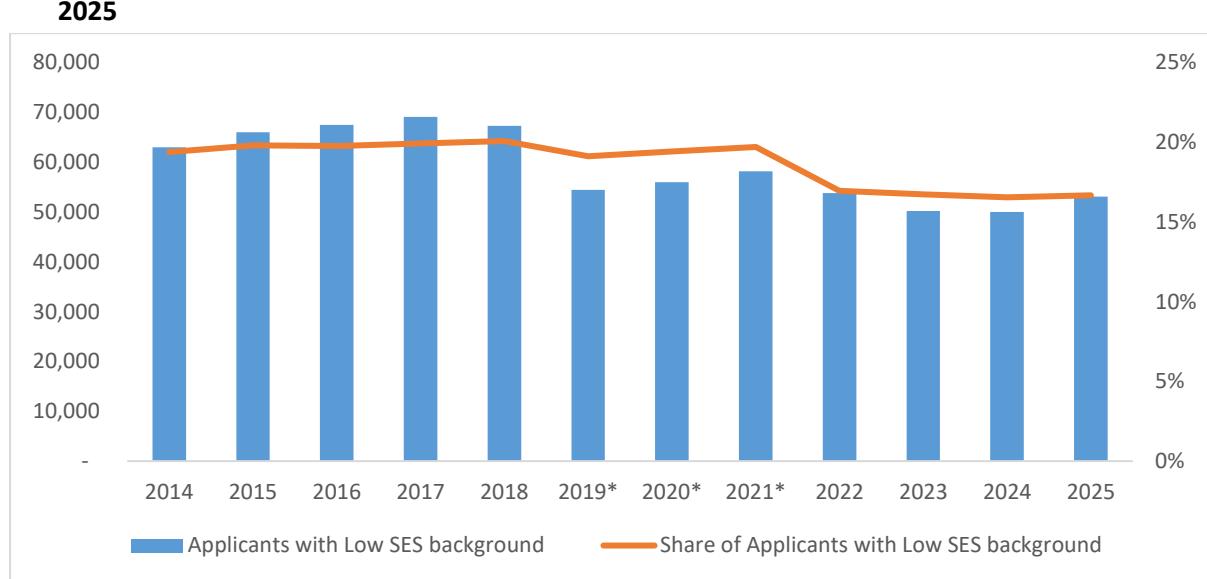
- Nationally, there were 8,008 applicants from a First Nations background in 2025, an increase of 9% compared with 2024 and representing 3% of all applications.
- Eighty-two per cent of applicants from a First Nations background were made an offer in 2025. This is a decrease of 0.1 percentage points compared with the same period in 2024. The offer rate for non-Indigenous applicants was 85% in 2025, remaining unchanged compared to 2024.
- Further details are available in Appendices, Tables A5, A6 and A7 and A9.1 and A9.2.

#### *Age*

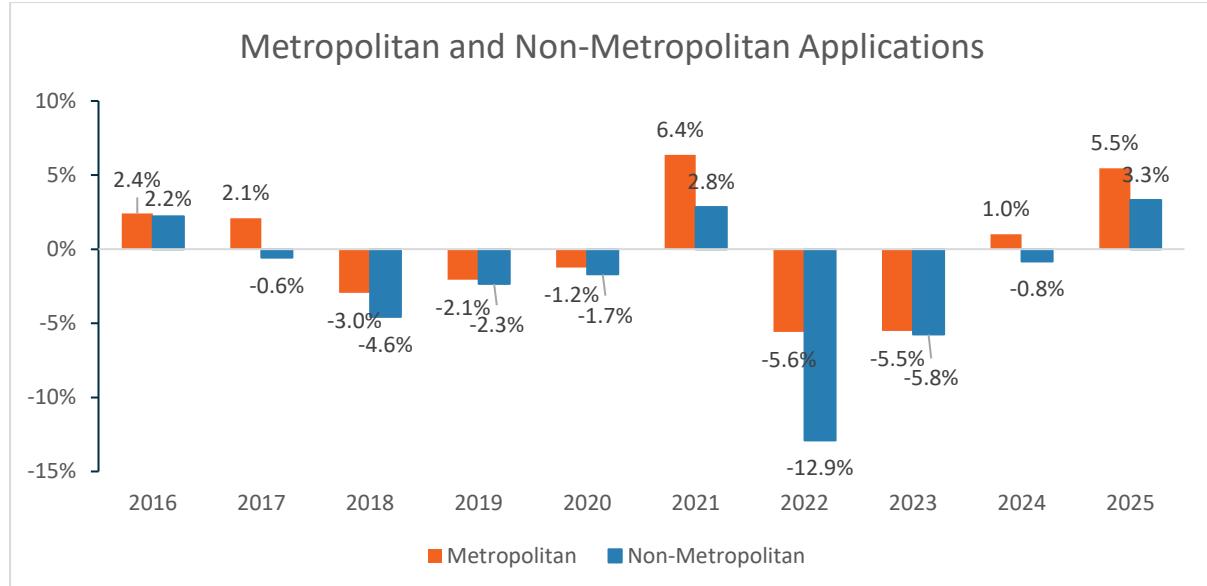
- Of all unique applicants, 62% were 19 years or under. Of all most recent offers, 65% were made to applicants 19 years or under.
- As noted earlier in this report, Year 12 students were more likely to receive an offer than non-Year 12 students. This outcome is also reflected in age groups, where 89% of applicants aged 19 and under received an offer, while only 78% of those over 19 years did. The offer rate for applicants 40 years and over (82%) was better than for those in the 20-39 year range (77%).

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<sup>1</sup> From 2022 onwards, the SES measure has been derived by using the SA1 concordance, whereas prior to 2021 it was based on postcode. Hence, caution is warranted when comparing across those years.

**Figure 4: Number of applicants from a low SES background and their proportional share, 2014-2025**

\*Excludes Queensland TAC which had issues with Year 12 cohort.

**Figure 5: Year on Year Metropolitan and Non-Metropolitan application change**

### Australian Tertiary Admission Rank (ATAR)

- The average ATAR of Current Year 12 applicants with ATARs who received an offer increased marginally from 78.4 in 2024 to 78.6 in 2025. This continues a longer-term trend towards increasing average ATAR since 2015, when the average ATAR was 76.5

**Table 2: Average ATAR for those receiving an offer, 2015 - 2025**

Average ATAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Courses	76.5	76.4	76.6	76.5	77.4	76.8	77.2	77.8	78.8	78.4	78.6

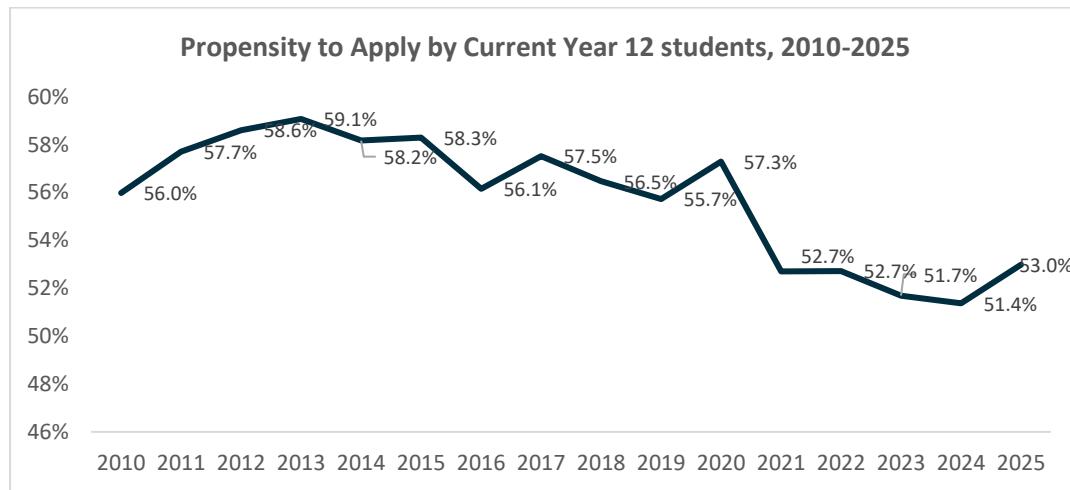
- In 2025, offers to applicants who achieved an ATAR above 90 accounted for 11.5% of all offers (see Table 3).
- In 2025, fields of education with an above average share of offers for applicants in the ATAR band 90.05 or more were Engineering and Related Technologies (24%), Natural and Physical Sciences (19.4%), Management and Commerce (13.6%) and Society and Culture (11.7%).
- The share of offers for applicants with no ATAR or who were non-Year 12 applicants was 60% in 2025, which is broadly consistent across 2022 - 2024.

### Propensity to apply to university by Current Year 12 students

The propensity of Year 12 students to apply for university undergraduate study is derived by dividing the number of applicants by the number of total Year 12 students. In 2025, the propensity to apply was 53.0%, which is broadly consistent with recent years (Figure 6). In 2013, the propensity to apply reached a peak at 59.1%.

It is important to note that the data collection covers only Commonwealth Supported Places for Table A universities, first study period applications. Students applying for second semester and non-Table A universities are excluded from the measure. However, majority of commencements do take place for first study period Table A universities, whereby in 2024 around 81% of total domestic undergraduate CSP commencing students were for first study period Table A universities.

**Figure 6: Propensity to Apply to semester one study by Current Year 12 students**



### University groups

- In 2025, Group of Eight (Go8) universities accounted for 25% of applications, followed by Australian Technology Network (ATN) (23%), Innovative Research Universities (IRU) (14%) and Regional Universities Network (RUN) (13%). A similar pattern was observed in 2023 and 2024.
- In terms of the distribution of offers, the ATN (20%) accounted for the highest proportion, followed by Go8 (19%), IRU (13%) and RUN (12%).

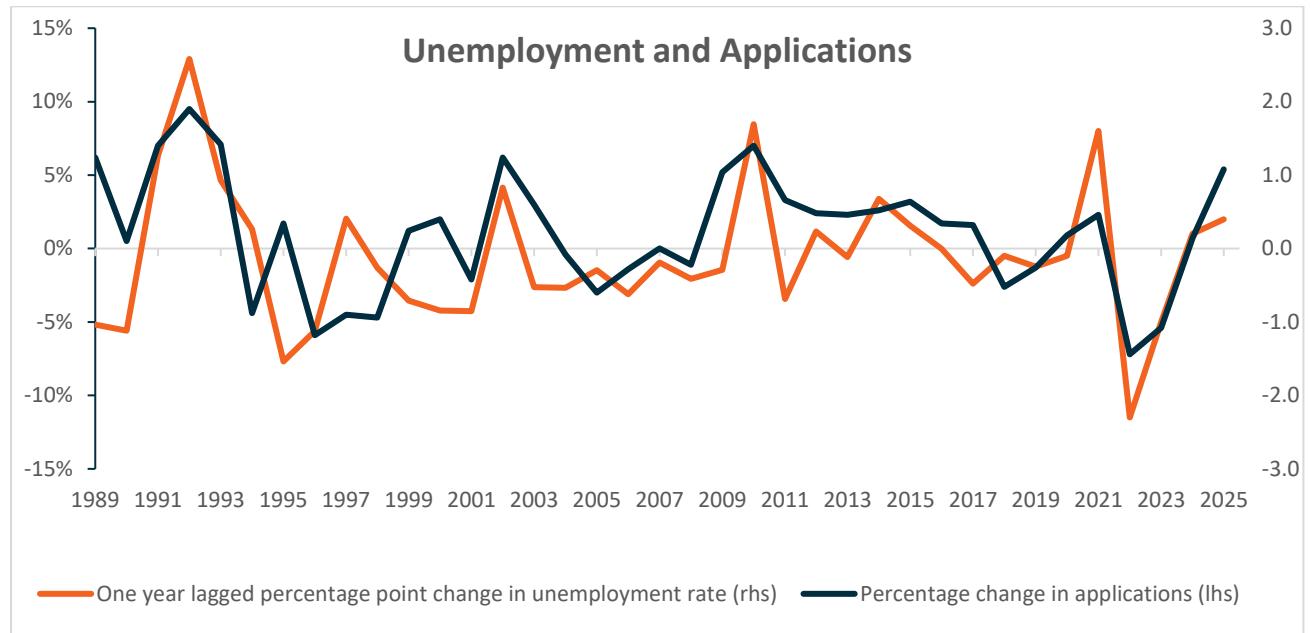
## **State and territory**

- In 2025, Northern Territory (NT) (11.4%) recorded the largest growth in applications, followed by Tasmania (9%), Victoria (6.8%), New South Wales (NSW) (6.2%) and Queensland (5.9%). South Australia (SA) (-0.5%) and Western Australia (WA) (-0.2%) recorded declines in applications.
- The above-mentioned state and territories also saw the strongest growth in offers, with NT recorded the largest growth in offers (8.7%), followed by NSW (6.7%), Queensland (6.2%) and Victoria (6.0%). WA offers decreased by 0.5% and SA offers marginally increased by 0.4%. In 2024, except for NT (-4.4%), SA (-0.2%) and Queensland (-0.1%), all states and territories recorded an increase in offers compared with 2023. For further details see Appendices, Table A1.

## Some key analytical findings from the 2025 report

### 1. Applications are closely related to the economic cycle

Figure 7. Change in applications and unemployment, 1988-2025



- There are many factors that influence demand for higher education, including basic population demographics such as the number of students completing their final year of school education.
- However, historically there has been a close relationship between changes in labour market conditions and changes in applications, as shown by the figure above (Figure 7). As unemployment increases, the opportunity cost of participation in higher education falls and the demand for higher education, as measured by applications, increases.
- In the lead up to the 2025 academic year when students were making their decision to apply to university, the unemployment rate increased by 0.4 percentage points to 4.1% over the year to August 2024.
- Reflecting the impact of a softening labour market, applications increased by 5.4% in the 2025 academic year.
- Broader economic conditions are also likely to be influencing decisions about higher education study. The increase in applications in 2025 may have been tempered by rising costs of living, particularly for applicants from low socioeconomic backgrounds.

## 2. Share of offers by ATAR band and field of education

Table 3. Share of offers by ATAR band and field of education, 2025\*

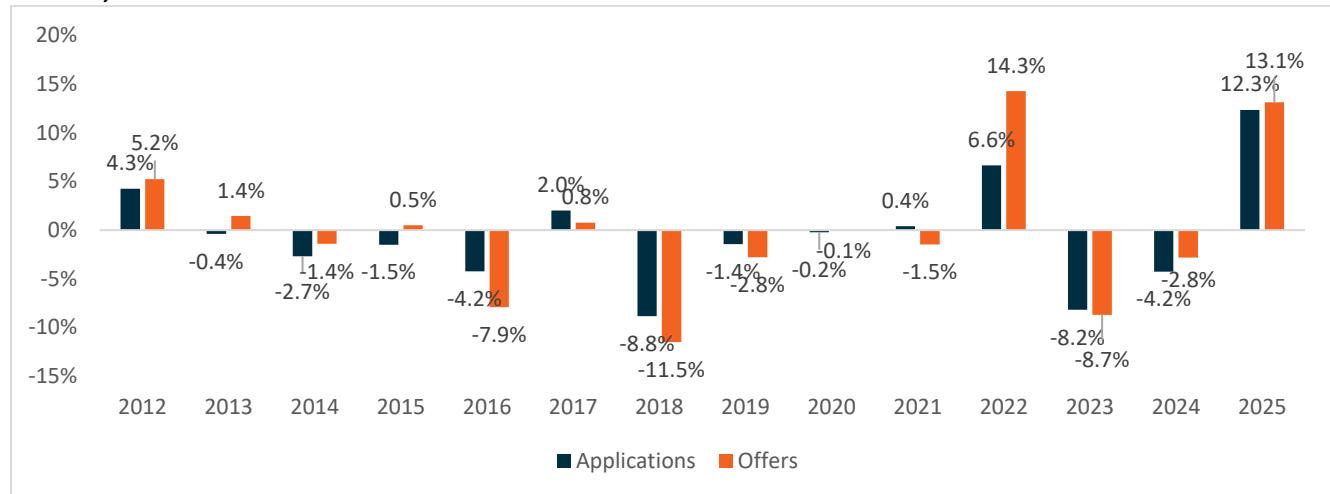
Field of education	50.00 or less	50.05-60.00	60.05-70.00	70.05-80.00	80.05-90.00	90.05 or more	No ATAR/Non-Yr 12	Total offers
Natural and Physical Sciences	375 (1.2%)	760 (2.5%)	1,407 (4.6%)	2,278 (7.5%)	3,604 (11.9%)	5,875 (19.4%)	15,992 (52.8%)	30,291 (100.0%)
Information Technology	259 (2.4%)	484 (4.5%)	773 (7.2%)	868 (8.1%)	888 (8.2%)	937 (8.7%)	6,561 (60.9%)	10,770 (100.0%)
Engineering	251 (1.2%)	501 (2.3%)	1,042 (4.8%)	1,935 (9.0%)	3,391 (15.7%)	5,165 (24.0%)	9,262 (43.0%)	21,547 (100.0%)
Architecture	209 (2.6%)	343 (4.3%)	665 (8.3%)	963 (12.0%)	1,017 (12.6%)	658 (8.2%)	4,189 (52.1%)	8,044 (100.0%)
Agriculture	49 (1.1%)	112 (2.5%)	219 (4.9%)	356 (8.0%)	337 (7.5%)	170 (3.8%)	3,232 (72.2%)	4,475 (100.0%)
Health	1,222 (1.9%)	1,952 (3.1%)	3,189 (5.0%)	4,351 (6.8%)	4,850 (7.6%)	5,476 (8.6%)	42,560 (66.9%)	63,600 (100.0%)
Medical Studies	9 (0.4%)	16 (0.8%)	69 (3.3%)	95 (4.6%)	99 (4.8%)	744 (35.8%)	1,046 (50.3%)	2,078 (100.0%)
Dental Studies	- (0.0%)	- (0.0%)	<5 (0.1%)	<15 (1.2%)	39 (4.1%)	249 (26.5%)	641 (68.1%)	941 (100.0%)
Veterinary Studies	11 (0.9%)	7 (0.6%)	<40 (3.0%)	<70 (5.8%)	111 (9.5%)	181 (15.5%)	752 (64.6%)	1,164 (100.0%)
Nursing	365 (1.5%)	810 (3.3%)	1,304 (5.2%)	1,556 (6.2%)	1,141 (4.6%)	458 (1.8%)	19,273 (77.4%)	24,907 (100.0%)
Education	694 (2.8%)	826 (3.3%)	1,306 (5.2%)	1,452 (5.8%)	1,157 (4.6%)	459 (1.8%)	19,162 (76.5%)	25,056 (100.0%)
Teacher Education	499 (2.3%)	666 (3.1%)	1,190 (5.5%)	1,394 (6.4%)	1,128 (5.2%)	450 (2.1%)	16,443 (75.5%)	21,760 (100.0%)
Management and Commerce	739 (2.2%)	1,383 (4.2%)	2,238 (6.8%)	3,085 (9.4%)	3,812 (11.6%)	4,494 (13.6%)	17,195 (52.2%)	32,946 (100.0%)
Society and Culture	1,485 (2.5%)	1,924 (3.3%)	2,957 (5.1%)	4,181 (7.2%)	5,522 (9.5%)	6,839 (11.7%)	35,456 (60.7%)	58,364 (100.0%)
Creative Arts	309 (2.1%)	775 (5.1%)	1,198 (8.0%)	1,663 (11.0%)	1,672 (11.1%)	1,019 (6.8%)	8,414 (55.9%)	15,050 (10.0%)
<b>Total</b>	<b>5,594 (2.1%)</b>	<b>9,061 (3.4%)</b>	<b>14,994 (5.5%)</b>	<b>21,134 (7.8%)</b>	<b>26,250 (9.7%)</b>	<b>31,092 (11.5%)</b>	<b>162,054 (60.0%)</b>	<b>270,179 (100.0%)</b>

\*University offers may take account of factors beyond ATAR, such as work experience, bridging courses, other qualifications, leadership and community service, equity, and special circumstances.

The above table shows that Engineering and Related Technologies and Natural and Physical Sciences recorded the largest share of offers made to Year 12 applicants who achieved an ATAR above 90 (24.0% and 19% respectively). This reflects the relatively high ATAR entry requirements for courses in these fields. The largest share of offers made to Year 12 applicants with an ATAR of 50 or less were in the fields of Education 2.8% (694), followed Architecture 2.6% (209) and Society and Culture 2.5% (1,485) and Information Technology 2.4% (259), though the absolute number of students remains small. Health 1.9%, Engineering Related Technologies and Natural Physical Sciences (both at 1.2%), Agriculture and Related Studies 1.1%, all recorded a below average share of offers made to applicants who achieved an ATAR of 50.00 or less.

### 3. Applications and offers for undergraduate Initial Teacher Education

**Figure 8. Percentage change in Applications and offers for undergraduate Initial Teacher Education courses, 2012 - 2025**



- Applications for undergraduate Initial Teacher Education (ITE) courses sharply increased in 2025, with a 12.3% increase (Figure 8). Offers also recorded a similar increase (13.1%). This follows a decrease in applications by 4.2% in 2024. Note, there are no data available on applications to postgraduate ITE courses.
- The share of applicants receiving offers for undergraduate ITE courses who did not have an ATAR or were non-Year 12 applicants was 75.5% in 2025 (Table 5). This is much higher than the comparable figure for all undergraduate courses of 60.0%.
- While applicants with no ATAR or who were non-Year 12 comprise the majority receiving offers to ITE courses, applicants with lowest ATARs 0 - 50.00 receiving offers have declined slightly from a peak of 2.5% in 2014 to 2.3% in 2025 (Table 5). On the other hand, applicants with highest ATARs 90.05 or more receiving offers have increased slightly from a low of 1.5% in 2015 to 2.1% in 2025.
- The average ATAR of applicants receiving offers for ITE courses has increased from a low of 68.5 in 2015 to 71.0 in 2025 (Table 7)
- Offers for ITE in 2025 have increased in all states and territories except for Victoria (-0.7%). The greatest increase is in NSW (25.4%), Queensland (16.4%) and South Australia (15.2%), see Table 8.

**Table 4. Offers for undergraduate Initial Teacher Education courses by ATAR band, 2011 - 2025**

ATAR Band	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
0-50.00	338	405	524	608	562	451	443	342	226	274	368	383	323	397	499
50.05-60.00	982	1,133	1,242	1,165	1,156	890	1,084	983	759	709	812	762	647	620	666
60.05-70.00	2,065	2,059	2,095	2,098	1,855	1,642	1,911	1,644	1,344	1,383	1,309	1,256	1,131	1,078	1,190
70.05-80.00	2,215	2,107	2,186	1,784	1,461	1,619	1,716	1,548	1,508	1,427	1,395	1,433	1,245	1,225	1,394
80.05-90.00	1,391	1,260	1,284	1,166	1,015	1,026	1,190	1,200	1,216	1,111	1,103	1,107	980	994	1,128
90.05 or more	434	389	423	369	364	389	450	487	461	427	461	465	442	388	450
No ATAR/Non-Yr 12	15,383	16,648	16,592	16,811	17,708	16,198	15,588	13,610	13,751	13,919	13,520	16,267	15,024	14,533	16,433
<b>Total</b>	<b>22,808</b>	<b>24,001</b>	<b>24,346</b>	<b>24,001</b>	<b>24,121</b>	<b>22,215</b>	<b>22,382</b>	<b>19,814</b>	<b>19,265</b>	<b>19,250</b>	<b>18,968</b>	<b>21,673</b>	<b>19,792</b>	<b>19,235</b>	<b>21,760</b>

**Table 5. Share of applicants receiving offers for undergraduate Initial Teacher Education courses by ATAR band, 2011 - 2025**

ATAR Band	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
0-50.00	1.5%	1.7%	2.2%	2.5%	2.3%	2.0%	2.0%	1.7%	1.2%	1.4%	1.9%	1.8%	1.6%	2.1%	2.3%
50.05-60.00	4.3%	4.7%	5.1%	4.9%	4.8%	4.0%	4.8%	5.0%	3.9%	3.7%	4.3%	3.5%	3.3%	3.2%	3.1%
60.05-70.00	9.1%	8.6%	8.6%	8.7%	7.7%	7.4%	8.5%	8.3%	7.0%	7.2%	6.9%	5.8%	5.7%	5.6%	5.5%
70.05-80.00	9.7%	8.8%	9.0%	7.4%	6.1%	7.3%	7.7%	7.8%	7.8%	7.4%	7.4%	6.6%	6.3%	6.4%	6.4%
80.05-90.00	6.1%	5.2%	5.3%	4.9%	4.2%	4.6%	5.3%	6.1%	6.3%	5.8%	5.8%	5.1%	5.0%	5.2%	5.2%
90.05 or more	1.9%	1.6%	1.7%	1.5%	1.5%	1.8%	2.0%	2.5%	2.4%	2.2%	2.4%	2.1%	2.2%	2.0%	2.1%
No ATAR/Non-Yr 12	67.4%	69.4%	68.2%	70.0%	73.4%	72.9%	69.6%	68.7%	71.4%	72.3%	71.3%	75.1%	75.9%	75.6%	75.5%
<b>Total</b>	<b>100.0%</b>														

**Table 6. Applications to study Initial Teacher Education by state and territory, 2011 - 2025**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	% change
NSW	10,577	10,969	10,647	10,092	9,484	8,302	8,204	7,748	7,033	7,454	7,440	8,225	7,453	7,380	9,135	23.8%
VIC	6,257	6,741	6,974	6,783	7,037	7,470	7,414	6,205	6,394	5,756	5,792	6,510	6,163	6,059	6,344	4.7%
QLD	5,140	5,238	5,083	5,049	5,177	4,719	5,357	4,839	5,511	5,869	5,790	5,492	5,209	4,782	5,346	11.8%
WA	2,477	2,460	2,576	2,487	2,327	2,579	2,946	2,765	2,667	2,701	3,005	3,037	2,869	2,485	2,509	1.0%
SA	2,459	2,711	2,736	2,895	2,940	2,765	2,591	2,448	2,091	1,840	1,692	2,146	1,602	1,577	1,716	8.8%
TAS	793	767	729	659	567	523	440	534	486	501	485	494	516	484	523	8.1%
ACT	490	466	546	521	490	504	443	476	511	460	494	434	405	445	478	7.4%
NT	237	284	245	247	301	284	293	239	189	223	203	218	178	148	175	18.2%
<b>Total</b>	<b>28,503</b>	<b>29,717</b>	<b>29,604</b>	<b>28,812</b>	<b>28,382</b>	<b>27,185</b>	<b>27,733</b>	<b>25,288</b>	<b>24,927</b>	<b>24,869</b>	<b>24,967</b>	<b>26,624</b>	<b>24,450</b>	<b>23,411</b>	<b>26,296</b>	<b>12.3%</b>

**Table 7. Average ATAR of applicants receiving offers for undergraduate Initial Teacher Education and all courses, 2011 - 2025**

Average ATAR	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2024-2025
Initial Teacher Education	71.3	68.9	70.0	68.6	68.5	69.6	69.8	70.7	72.4	71.8	71.2	71.3	71.7	71.1	71.0	
All Courses	78.9	77.4	77.7	76.7	76.5	76.4	76.6	76.5	77.4	76.8	77.2	77.8	78.8	78.4	78.6	

**Table 8. Offers to study Initial Teacher Education by state and territory, 2011 - 2025**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2024-2025
NSW	8,387	9,062	8,497	8,237	8,103	6,825	6,978	6,591	5,975	6,322	6,099	7,038	6,245	6,327	7,936	25.4%
VIC	4,629	5,416	5,782	5,663	5,849	6,144	5,698	4,206	4,010	3,541	3,730	5,033	4,927	4,699	4,664	-0.7%
QLD	4,387	4,461	4,414	4,567	4,730	3,773	4,268	3,781	4,454	4,737	4,401	4,539	4,068	3,899	4,540	16.4%
WA	2,087	1,605	2,131	2,085	1,966	2,167	2,409	2,263	2,089	2,115	2,310	2,265	2,297	2,082	2,143	2.9%
SA	1,851	2,035	2,121	2,150	2,218	2,107	2,046	1,951	1,738	1,499	1,394	1,838	1,314	1,299	1,497	15.2%
TAS	775	708	664	587	539	487	345	390	350	393	385	344	377	380	385	1.3%
ACT	444	417	501	482	433	474	392	431	474	433	433	401	374	396	400	1.0%
NT	185	229	180	168	234	206	210	176	147	172	159	178	155	121	154	27.3%
<b>Total</b>	<b>22,808</b>	<b>24,001</b>	<b>24,346</b>	<b>24,001</b>	<b>24,121</b>	<b>22,215</b>	<b>22,382</b>	<b>19,814</b>	<b>19,265</b>	<b>19,250</b>	<b>18,968</b>	<b>21,673</b>	<b>19,792</b>	<b>19,235</b>	<b>21,760</b>	<b>13.1%</b>

#### 4. Applications and offers for Nursing

- Applications to study Nursing peaked in 2021 (43,915 applicants) during the Covid-19 pandemic (Table 9). However, since then, a largely downward trend has been observed until 2025 which saw a 2.4% increase. All states and territories recorded growth in 2025 except for South Australia (-8.3%), NSW (-2.1%) and ACT (-0.2%) which saw a decline.

- Offers to study Nursing (Table 10) peaked in 2021 (29,536 applicants received offers). After a decline from 2021, offers in recent years have remained steady, with 2025 recording a 0.04% decrease. Except NSW, Victoria, South Australia and ACT, all other states and territories recorded growth in offers. NT recorded the highest growth in offers (21.1%), followed by Queensland (4.7%), Western Australia (1.9%) and Tasmania (0.4%).

**Table 9. Applications to study Nursing, 2011 - 2025**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	% change
NSW	6,751	7,239	7,679	9,203	9,763	10,263	10,331	10,108	9,799	10,704	11,688	9,802	8,303	8,334	8,158	-2.1%
VIC	6,874	6,396	6,260	7,012	7,702	8,919	9,197	9,430	9,578	9,379	10,490	9,498	9,544	9,109	9,392	3.1%
QLD	5,494	5,593	5,635	5,317	6,473	7,810	8,321	8,486	8,037	7,730	10,869	7,707	7,046	6,508	7,025	7.9%
WA	1,774	1,765	1,790	1,931	2,183	2,773	2,943	3,144	3,179	3,094	4,126	3,474	3,659	3,540	3,735	5.5%
SA	1,974	2,155	2,247	2,376	2,944	2,935	2,869	3,005	3,156	3,253	3,531	2,978	2,713	2,624	2,407	-8.3%
TAS	791	685	637	850	923	1,043	1,114	1,285	1,223	1,190	1,932	1,155	1,014	1,113	1,208	8.5%
ACT	297	400	420	477	435	486	521	509	533	619	718	683	512	508	507	-0.2%
NT	222	322	273	317	389	406	501	441	443	406	432	315	382	335	381	13.7%
<b>Total</b>	<b>24,230</b>	<b>24,604</b>	<b>24,999</b>	<b>27,537</b>	<b>30,886</b>	<b>34,706</b>	<b>35,872</b>	<b>36,498</b>	<b>36,057</b>	<b>36,490</b>	<b>43,915</b>	<b>35,827</b>	<b>33,319</b>	<b>32,218</b>	<b>32,979</b>	<b>2.4%</b>

**Table 10. Offers to study Nursing, 2011 - 2025**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	% change
NSW	5,138	5,466	5,833	6,520	7,241	7,647	7,387	7,005	7,442	8,308	8,867	7,587	7,029	7,067	6,826	-3.4%
VIC	4,269	4,606	4,623	5,170	5,682	6,565	6,255	6,749	6,269	5,792	5,658	5,756	5,927	6,103	6,064	-0.6%
QLD	4,463	4,732	4,849	4,735	5,789	6,642	6,740	6,969	6,403	6,519	8,283	6,037	5,836	5,679	5,944	4.7%
WA	1,472	1,134	1,443	1,527	1,766	2,214	2,111	2,091	1,929	1,973	1,903	1,888	2,443	2,432	2,477	1.9%
SA	1,554	1,778	1,895	1,826	2,277	2,255	2,182	2,271	2,361	2,397	2,580	2,202	2,080	2,113	2,034	-3.7%
TAS	480	536	524	628	727	779	758	849	882	887	1,422	823	671	774	777	0.4%
ACT	221	314	348	365	334	379	415	395	446	502	460	517	437	442	402	-9.0%
NT	163	260	195	191	257	257	342	298	324	309	273	185	238	227	275	21.1%
<b>Total</b>	<b>17,796</b>	<b>18,859</b>	<b>19,750</b>	<b>21,001</b>	<b>24,130</b>	<b>26,788</b>	<b>26,247</b>	<b>26,688</b>	<b>26,120</b>	<b>26,766</b>	<b>29,536</b>	<b>25,050</b>	<b>24,753</b>	<b>24,917</b>	<b>24,907</b>	<b>0.0%</b>

## Explanatory Notes

The data referred to in this report relate to applications and offers for first semester domestic undergraduate Commonwealth Supported university places through Tertiary Admission Centres (TACs) and Table A universities as of 15 May. The data collection contains no information on applications and offers for postgraduate level study and no information in relation to international students. It contains no information on second (or third) semester undergraduate study and so does not capture the full cohort of prospective students for each academic year.

- Applications for undergraduate university courses are processed by TACs and can also be made directly to universities. The TAC administrative processes include preferences for courses information whereas direct admission processes through universities are generally more straightforward: the majority of direct applicants apply for a single course. Applicants who apply directly to universities are less likely to be school leavers and hence are more likely to be older than applicants who apply through TACs.
- Applicants may receive more than one offer for an undergraduate university course place.
- In this report, data are presented on a unique applicant basis. However, it should be borne in mind that individuals can apply through multiple TACs or directly through multiple universities and in other combinations of these.
- The following process has been used to report data on a unique applicant basis (shown in Figure 9):
  - Application type -TAC
    - If an applicant has multiple applications to different TACs, the highest preference for each TAC is chosen. If the applicant has applied to multiple TACs, the home state TAC is selected.
  - Application Type - Direct
    - If an applicant has made multiple applications directly to universities, the application to the home state university is chosen. If multiple applications are made to universities in same state, the first application ordered by field of education is selected. It is impossible to avoid some bias, but this will have a small impact on some fields of education.
  - Multiple TAC and Direct applications
    - If an applicant applies through both TAC and directly to universities, the direct application is given precedent. Therefore, each applicant is counted only once and the data are a headcount.
  - Offers
    - One offer per applicant is derived using the same process to derive one record per applicant. If an applicant receives multiple offers, the most recent offer is taken. In general, applications reflect highest preferences but offers may result from lower order preferences.
- All references to “2025” in this report relate to the 2025 submission through TACs and the data submission on applications made directly to universities as of 15 May for the first semester of the 2025 academic year.

- All references to “Year 12” applicants in this report relate to applicants who attempted an Australian Curriculum, Assessment and Certification Authorities (ACACA) Year 12 program or the International Baccalaureate in the year of application.
- While completing Year 12 and gaining a tertiary entrance score is the most common way to gain entry to university, TACs and universities take a number of other qualifications into consideration, particularly for adults applying who have not recently completed Year 12.

#### **University Groups referred to in this report**

Australian Technology Network (ATN)	<ul style="list-style-type: none"><li>• Curtin University of Technology</li><li>• Deakin University</li><li>• RMIT University</li><li>• University of South Australia</li><li>• University of Technology, Sydney</li><li>• University of Newcastle<sup>2</sup></li></ul>
Group of Eight (Go8)	<ul style="list-style-type: none"><li>• Monash University</li><li>• The Australian National University</li><li>• The University of Adelaide</li><li>• The University of Melbourne</li><li>• The University of New South Wales</li><li>• The University of Queensland</li><li>• The University of Sydney</li><li>• The University of Western Australia</li></ul>
Innovative Research Universities (IRU)	<ul style="list-style-type: none"><li>• University of Canberra<sup>3</sup></li><li>• Flinders University of South Australia</li><li>• Griffith University</li><li>• James Cook University</li><li>• La Trobe University</li><li>• Murdoch University</li><li>• Western Sydney University</li></ul>
Regional Universities Network (RUN)	<ul style="list-style-type: none"><li>• Charles Sturt University</li><li>• Central Queensland University</li><li>• Southern Cross University</li><li>• Federation University of Australia</li><li>• University of New England</li><li>• University of Southern Queensland</li><li>• University of Sunshine Coast</li></ul>

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<sup>2</sup> University of Newcastle joined the Australian Technology Network universities in November 2021.

<sup>3</sup> University of Canberra joined the Innovative Research Universities (IRU) in September 2021.

Non-aligned

- Australian Catholic University
- Edith Cowan University
- Macquarie University
- Swinburne University of Technology
- Queensland University of Technology
- Charles Darwin University
- The University of Notre Dame
- University of Tasmania
- University of Wollongong
- Victoria University

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Figure 9. Flowchart- Unique applicants

