
B Child care, education and training sector overview

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' prefix (for example, in this sector overview, table BA.1). As the data are directly sourced from the 2013 Report, the Compendium also notes where the original table, figure or text in the 2013 Report can be found. For example, where the Compendium refers to '2013 Report, p. B.1', this is page 1 of the Child care, education and training sector overview of the 2013 Report, and '2013 Report, table BA.1' is table 1 of attachment BA of the 2013 Report. A list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the full attachment tables are available from the Review website at www.pc.gov.au/gsp.

The Child care, education and training (CCET) sector overview in the *Report on Government Services 2013* (2013 Report) provides contextual and cross-sector information relating to child care, education and training services in Australia. Data

are reported for Indigenous Australians for a subset of the performance indicators reported in that sector overview — those data are compiled and presented here.

This sector overview provides an introduction to the Child care, education and training (CCET) chapters of this Report: Early childhood education and care (chapter 3), School education (chapter 4) and Vocational education and training (chapter 5). It provides an overview of the CCET sector, presenting both contextual information and high level performance information.

Major improvements in reporting in the CCET sector this year are identified in each of the service-specific CCET chapters.

Indigenous data in the Child care, education and training sector overview

The CCET sector overview in the 2013 Report contains the following information on Indigenous Australians:

- Children developmentally on track on the Australian Early Development Index (AEDI)
- participation in higher education, 2011
- full time participation in employment, education or training, 2008
- completion of year 12 or equivalent, or certificate level II or above, 2008
- population of 20–64 year old population who have qualifications at or above certificate III, 2008
- Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma 2008.

Policy context

To achieve the COAG aspirations, governments have endorsed a number of major funding agreements and initiatives. The broadest of these COAG initiatives are outlined in box B.1, with additional detail in the service specific chapters. There are also a range of State and Territory based policy initiatives across the Child care, education and training sector that support these broader COAG initiatives.

Box B.1 COAG initiatives in the CCET sector

- The *National Early Childhood Development Strategy* aims to improve outcomes for all children and their families and includes the following initiatives:
 - the *National Partnership Agreement on Early Childhood Education* to achieve universal access to early childhood education for all children in the year before full time school by 2013
 - the *National Partnership Agreement on Indigenous Early Childhood Development*
 - the *National Quality Framework* (NQF) that incorporates a new *National Quality Standard* to ensure high quality and consistent care across Australia. The NQF will be implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
 - workforce initiatives for the early childhood education and care workforce.
- The *National Education Agreement* (NEA) covers school education, consisting of objectives and outcomes for all schools and school systems, including the roles and responsibilities of the Australian and State and Territory governments and a framework for performance reporting.
- The *National Agreement for Skills and Workforce Development* (NASWD) sets out the commitment between the Australian government and the state and territory governments to work towards increasing the skill levels of all Australians.
- The *National Indigenous Reform Agreement* (NIRA) provides an integrated framework for closing the gap in Indigenous disadvantage based on the seven building blocks of early childhood schooling, health, economic participation, healthy homes, safe communities, and governance and leadership.
- The Australian Government and the State and Territory governments have also agreed to a number of additional National Partnerships related to education and training, including:
 - The *Smarter Schools National Partnership* which incorporates: the *National Partnership on Literacy and Numeracy*; the *National Partnership on Low Socio-Economic Status School Communities* and the *National Partnership on Improving Teacher Quality*.
 - The *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now* facilitates payments by the Australian Government for the Building the Education Revolution.
 - The *Digital Education Revolution*
 - The *Trade training centres in Schools program*.
 - The *National Partnership on Youth Attainment and Transitions*
 - The *National Partnership Agreement for Productivity Places Program*

Further information on COAG National Agreements and National Partnerships is available at www.federalfinancialrelations.gov.au.

Source: COAG (2009a and 2009b).

Factors affecting engagement in the CCET sector

A key challenge across the CCET sector is to address the achievement and attainment gaps of the lowest performing students. A range of factors are associated with performance inequality, including socioeconomic disadvantage, geography and Indigenous status.

Several Australian education researchers have identified a strong and enduring relationship between socioeconomic disadvantage and poor educational attainment and outcomes.

Indigenous Australians overall have a lower level of participation in education and training than non-Indigenous Australians. In addition to facing issues affecting the broader population, Indigenous-specific reasons for non-attendance in school education have been proposed. These Indigenous-specific issues relate to a lack of recognition by schools of Indigenous culture and history, failure to engage fully with parents and carers of Indigenous children and the Indigenous community, and ongoing disadvantage in many areas of the daily lives of Indigenous Australians (AIHW 2010).

The Western Australian Aboriginal Child Health Survey conducted in 2001 and 2006 found that, when the period of compulsory education ends, the proportion of Indigenous children who no longer attend school is substantially higher than that for non-Indigenous children. Of those Indigenous children who left school soon after the period of compulsory education, one-third were neither working nor undertaking any form of education (SCRGSP 2009).

Service-sector objectives

Australia's CCET sector has a range of objectives, some of which are common across all sector components, while others are more specific to a particular sub-sector. Specific objectives of early childhood education and care, school education, VET and higher education service areas are detailed in box B.2.

Box B.2 Objectives of the Child care, education and training sector

The objectives for early childhood education and care (box 3.2) are to:

- meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment
- provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need.

The objectives of school education services (box 4.1), as reflected in the national goals for schooling agreed by education Ministers in the *Melbourne Declaration on Educational Goals for Young Australians* (and consistent with the *National Education Agreement*) are that (1) Australian schooling promotes equity and excellence and (2) All young Australians become: successful learners; confident and creative individuals and active and informed citizens.

The objectives of VET services (box 5.3), as reflected in the *National Agreement for Skills and Workforce Development* are to ensure all working age Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market. VET services aim to assist individuals to overcome barriers to education, training and employment, and to be motivated to acquire and utilise new skills. VET also aims to ensure Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce, and to provide opportunities for Indigenous Australians to acquire skills to access viable employment.

The objectives of higher education services, as reflected in the *Commonwealth Higher Education Support Act 2003*, include contributing to the development of cultural and intellectual life in Australia, and appropriately meeting Australia's social and economic needs for a highly educated and skilled population.

Sector performance indicator framework

This sector overview is based on a sector performance indicator framework (figure B.1). This framework is made up of the following elements.

- Sector objectives — three sector objectives are a précis of the key commitments agreed to by COAG, including the *National Partnership on Early Childhood Education*, the *National Education Agreement* and the *National Agreement on Skills and Workforce Development*. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (box B.2).
- Sector-wide indicators — three sector-wide headline indicators reflect activity across the sector. Several measures support each indicator.

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- Information from the service-specific performance indicator frameworks that relate to Child care, education and training services. Discussed in more detail in chapters 3, 4 and 5, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

This sector overview provides an overview of relevant performance information. Chapters 3, 4 and 5 and their associated attachment tables provide more detailed information.

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see 2013 Report, chapter 1 for more detail on reforms to federal financial relations).

The NEA and NASWD cover the areas of education and skill development and indicators in the National Indigenous Reform Agreement establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. These agreements include sets of performance indicators, for which the Steering Committee collates performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this sector overview are aligned with indicators in the NEA and NASWD. The NASWD was reviewed in 2011 and 2012 resulting in changes that have been reflected in this Report, and recent changes to the NEA will be reflected in the 2014 Report.

Figure B.1 Child care, education and training sector performance indicator framework

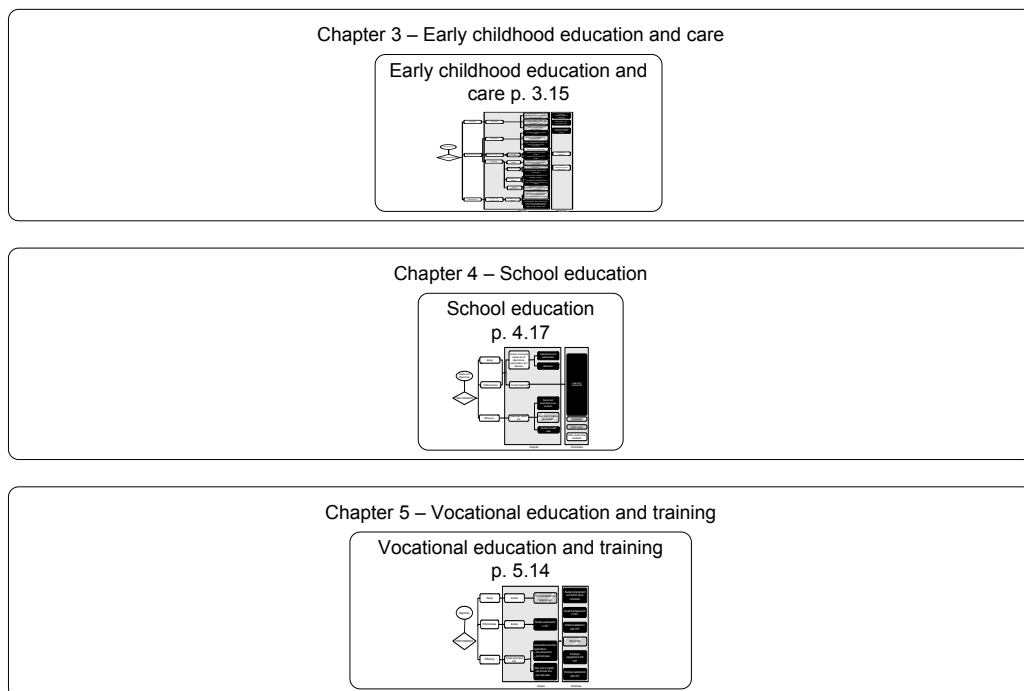
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



Source: 2013 Report, figure B.5, p. B.21.

Sector-wide indicators

This section includes high level indicators of CCET outcomes. Many factors are likely to influence outcomes — not solely the performance of government services. However, these outcomes inform the development of appropriate policies and delivery of government services.

School readiness

‘School readiness’ is an indicator of governments’ broad objectives that all children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents (box B.3).

Box B.3 **School readiness**

School readiness includes two measures:

- Transition to primary school, defined as the proportion of children developmentally on track on four or more domains of the Australian Early Development Index (AEDI).
- Early learning (home based), a proxy measure, defined as the number of days per week that a parent/guardian told stories, read to child or listened to child read for children aged 3–8 years.

School readiness refers to the level of development at which a child can fulfil schooling requirements, and can be described in terms of a range of factors including a child's emotional and social competence, language and cognitive skills, and resilience.

Even if the child appears to be ready for primary school, the actual transition to school represents a major change in the child's life. Children displaying higher levels of development are more likely to make a successful transition to primary school and have higher levels of achievement compared with those who have difficulty making this transition (AIHW 2011; NSW DoCS 2003).

Transition to primary school

Transition to primary school is one measure of school readiness. This measure reports the proportion of children developmentally 'on track' in four of more (of five) AEDI domains. Children who are considered developmentally on track possess adequate language and cognitive skills — those who have results above the 25th percentile.

The five AEDI domains include: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. These domains are all inter-related aspects of school readiness (see box 3.28 in the Early childhood education and care chapter for more information on the AEDI). Further information on AEDI results are available at the website www.aedi.org.au.

Early learning

A supportive home learning environment through shared learning activities between the parent/carer and the young child, including reading to children on a regular basis, is a key requirement to assist young children to reach cognitive development milestones. Home literacy activities have been found to improve children's reading, vocabulary, general information and letter recognition skills when entering school. Parent/carer education levels may also influence a supportive home learning environment (McTurk et al 2011, AIHW 2011).

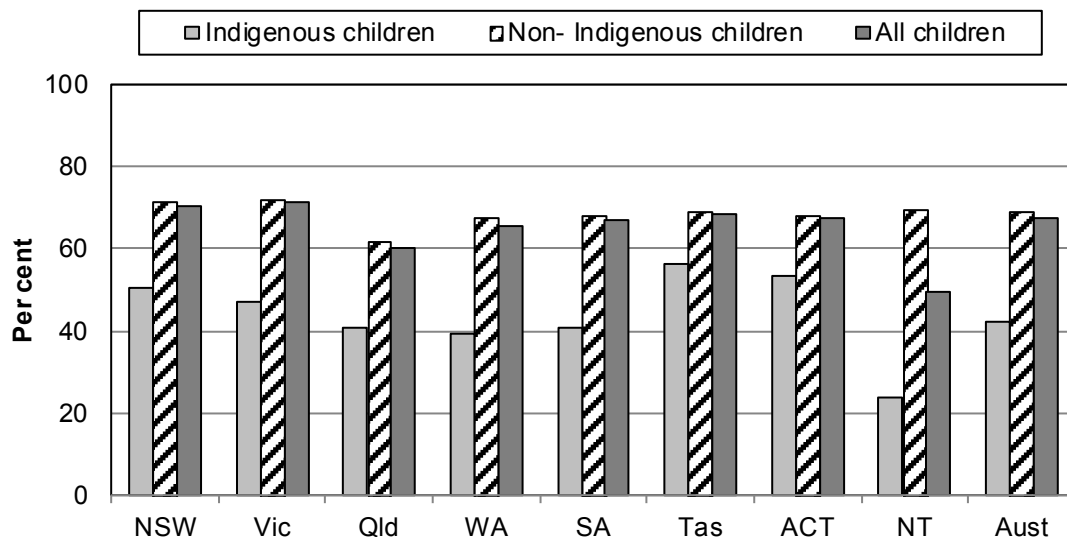
Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Transition to primary school

Nationally in 2009, 67.4 per cent of children were developmentally on track on four or more domains of the Australian Early Development Index (AEDI) as they entered school. The proportion for Indigenous children was 42.5 per cent and for non-Indigenous children was 68.6 per cent. These proportions vary across jurisdictions (figure B.2). Table BA.7 includes proportions of students who were on track in one or more, two or more, three or more, and all five domains.

Figure B.2 Proportion of children developmentally on track on four or more domains of the Australian Early Development Index as they enter school, 2009^{a, b, c}



^a Data are reported from a population measure of young children's development based on a teacher-completed checklist. ^b Children who score above the 25th percentile (in the top 75 per cent) of the AEDI population are classified as developmentally 'on track'. AEDI cut-offs have been set for each domain. The cut-offs have been created on the basis of all children who participated in the AEDI nationally. ^c The AEDI also reports against five domains: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills; and general knowledge which are all inter-related aspects of school readiness.

Source: Centre for Community Child Health and Telethon Institute for Child Health Research A Snapshot of Early Childhood Development in Australia- AEDI National Report 2009 (Re-issue March 2011), Canberra; DEEWR (unpublished) *Australian Early Development Index*; table BA.7; 2013 Report, figure B.6, p. B.24.

Participation

'Participation' is an indicator of governments' objectives to develop the talents and competencies of the population through the education and training system, to enable them to have the learning and skills required to participate in the productive economy (box B.4).

Box B.4 Participation

There are six measures against the participation indicator.

- 'Participation in early childhood education and schooling for children', defined as the proportion of children aged 3–14 years participating in early childhood education or school education.
- 'Participation in education and training by sector' (school education, TAFE, Higher education, other education and training), defined as the proportion of the population aged 15-24 years participating in education and training by sector.
- 'School leaver participation in full time post school education and training', defined as the proportion of 15-19 year old school leavers participating in full time post school education and training.
- 'School leaver destination by sector', defined as the proportion of school leavers who have left school by destination (Higher education, TAFE or other study, not enrolled).
- 'Participation in higher education by selected groups', defined as the proportion of the population participating in higher education by selected disadvantaged groups.
- 'Full time participation in employment, education or training by Indigenous status', defined as the proportion of population participating in full time employment, education or training.

Holding other factors constant, higher or increasing participation in the early childhood, education, training and higher education sector suggests an improvement in educational outcomes through greater access.

The level of participation in education and training varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.

The level of participation in education, training or work can indicate the proportion of the population at risk of marginal participation (or non-participation) in the labour market. Young people who are not participating full time in education, training, work or some combination of these activities are more likely to have difficulty making a transition to full time employment by their mid 20s (ACER 2005, FYA 2008).

Data for this indicator are comparable.

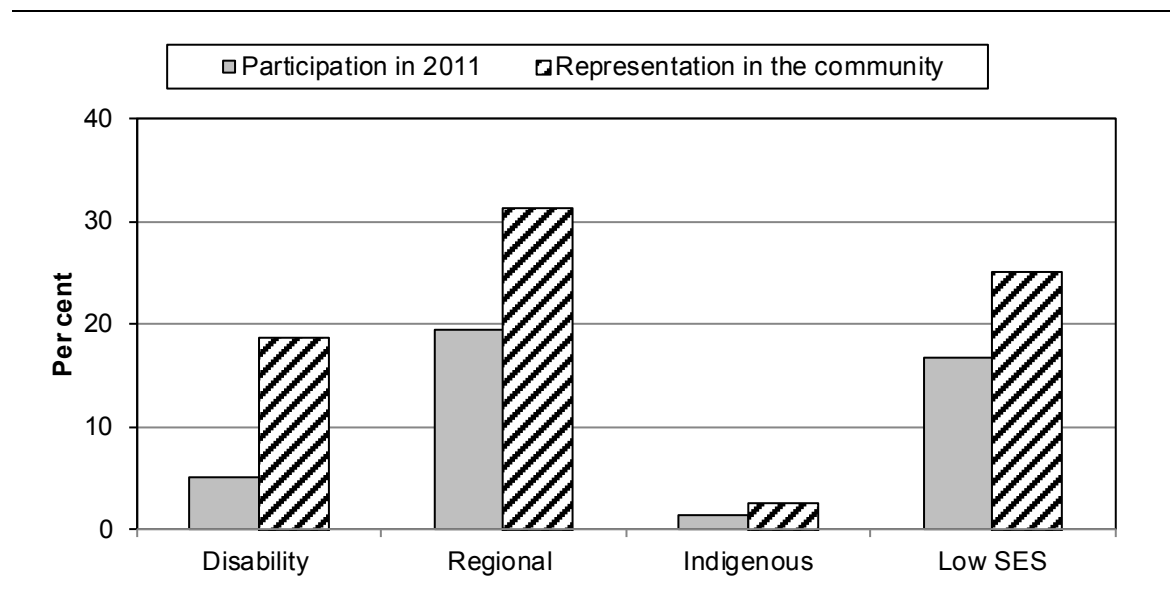
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Participation in early childhood education and schooling

In higher education, there is an under-representation of people from regional areas of Australia, people with disability, those with disadvantaged/low socioeconomic

backgrounds and Indigenous Australians, compared to the relative proportions of these groups in the community (figure B.3).

Figure B.3 Participation in higher education by selected groups, 2011^{a, b}



^a Students can be included in more than one selected group. ^b Participation percentages are derived from Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) 2011 Higher Education Statistics. For derivation of ‘representation in the community’ data, see table BA.20.

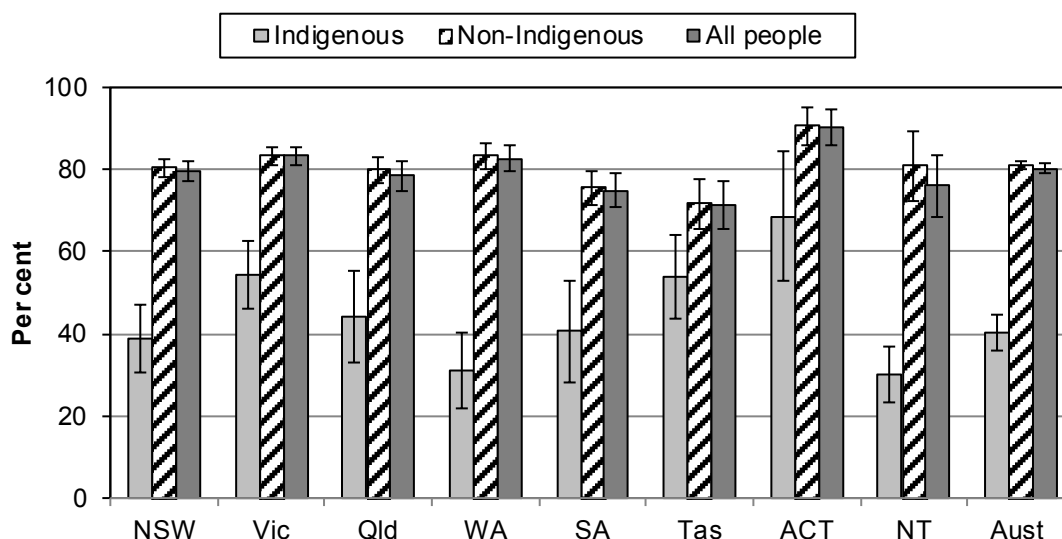
Source: DIISRTE (Department of Industry, Innovation, Science, Research and Tertiary Education) 2011 Statistics publications; ABS 2009 Survey of Disability and Carers. Cat. no 4430.0; ABS 2012, Regional Population Growth, Australia, 2010-11, Cat. no. 3218.0; ABS 2012, Australian Demographic Statistics, March 2012, Cat. no. 3101.0; table AA.12; table AA.15; table BA.20; 2013 Report, figure B.10, p. B.30.

Full time participation in employment, education or training (by Indigenous status)

Full time participation in employment, education or training (school education, vocational training and higher education) for age groups 15–19; 20–24; 25–29; 18–24 and 15–64 years are presented in 2013 Report, figure B.11.

Nationally in 2008, non-Indigenous 18–24 year olds had higher rates of engagement in full time employment, education or training (81.0 per cent) than Indigenous 18–24 year olds to (40.2 per cent) (figure B.4).

Figure B.4 Proportion of 18–24 year olds engaged in full time employment, education or training, by Indigenous status, 2008^{a, b, c, d, e, f, g, h, i}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Full time participation is defined as participation in full time employment, full time education or training, or a combination of both part time employment and part time education or training. ^c Data for Australia for ‘non-Indigenous’ people and ‘all people’ includes ‘Other Territories’. ^d All people aged 18–24 years excludes people whose fully engaged employment or education status was unknown. ^e All people includes those for whom Indigenous status is unknown. ^f Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^g Data for Indigenous Australians are sourced from the ABS *National Aboriginal and Torres Strait Islander Social Survey*. ^h Data for non-Indigenous and ‘all people’ are sourced from the ABS *Survey of Education and Work*. ⁱ The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey, 2008* and *Survey of Education and Work, 2008*; table BA.23; 2013 Report, figure B.12, p. B.32.

Attainment

‘Attainment’ is an indicator of governments’ objective for people to possess adequate skills to enable them to contribute to society and the economy (box B.5).

Box B.5 **Attainment**

Attainment is defined by five measures:

- 'Level of highest qualification completed', defined as the level of highest qualification completed of the working age population.
- 'Completion of year 12 or equivalent, or certificate level II or above', defined as the proportion of population completing year 12 or equivalent, or certificate II or above (by Indigenous status).
- 'Completion of year 12 or equivalent, or certificate III or above', defined as the proportion of population completing year 12 or equivalent, or certificate level III or above.
- 'Population who have qualifications at certificate level III or above', defined as the proportion of 20-64 year olds who have qualifications at or above certificate III. This measure is also reported by Indigenous status.
- 'Achievement at skill level 3 or above (prose, document and numeracy)', defined as the proportion of 15-64 year olds who have achieved at skill level 3 or above (prose, document and numeracy).

An important objective of the education system is to add to the skill base of the population, with the benefits of improving employment, worker productivity and economic growth.

Educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes.

However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.

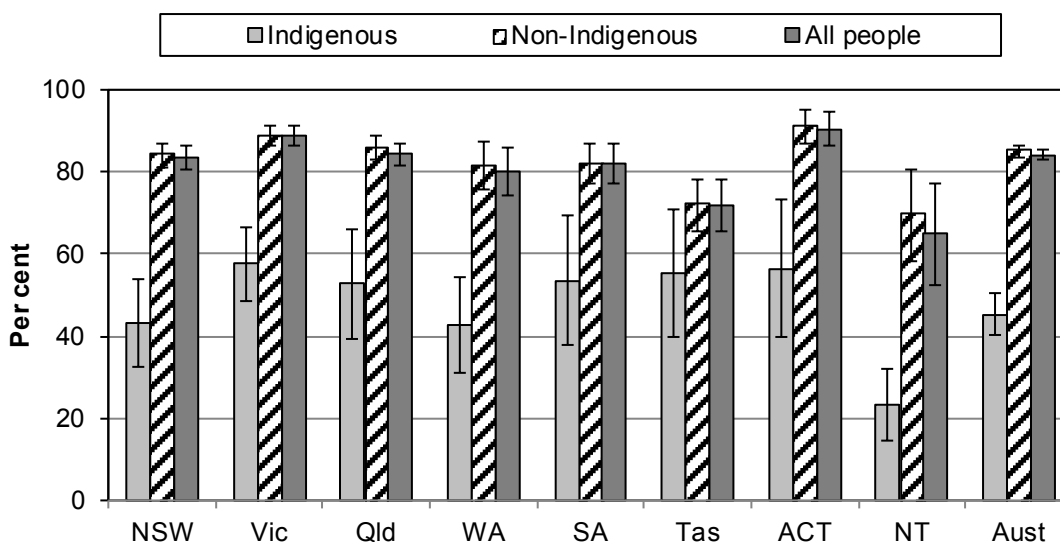
Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Completion of year 12 or equivalent, or certificate level II or above

Nationally in 2008, 85.0 per cent of non-Indigenous 20–24 year olds had completed year 12 or equivalent, or gained a qualification at certificate II or above, compared with 45.4 per cent of Indigenous 20–24 year olds. (figure B.5).

Figure B.5 Proportion of 20–24 year olds who have completed year 12 or equivalent, or gained a qualification at certificate level II or above, by Indigenous status, 2008^{a, b, c, d, e, f, g}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Australia includes 'Other Territories'. ^c People aged 20–24 years who have completed year 12 or certificate II or above includes certificate I or II nfd but excludes people with a certificate nfd and people whose level of non-school qualification could not be determined. ^d All people include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions. ^e Data for Indigenous Australians are sourced from the ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey*. ^f Data for non-Indigenous and all people are sourced from the ABS (unpublished) *Survey of Education and Work*. ^g The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

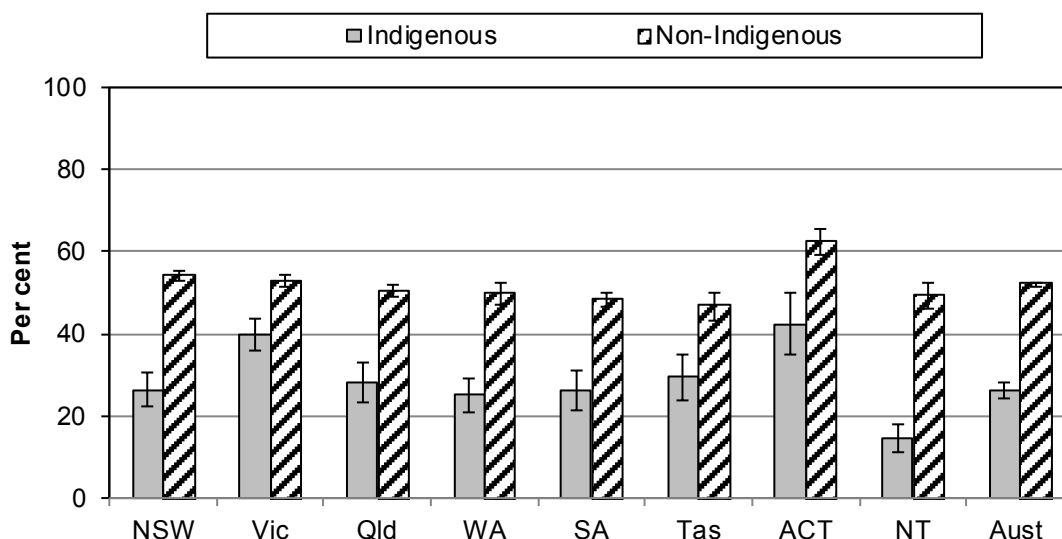
Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.29; 2013 Report, figure B.15, p. B.36.

The proportion of the Indigenous population who have completed year 12 or equivalent, or gained a qualification at certificate level II or above are presented for 20–64 year olds in table BA.29.

Population with qualifications at or above certificate III (by Indigenous status)

Nationally, in 2008, 26.4 per cent of Indigenous 20–64 year olds had qualifications at or above a certificate III, compared with 52.2 per cent of non-Indigenous 20–64 year olds) (figure B.6).

Figure B.6 Proportion of 20–64 year olds with qualifications at or above certificate III, by Indigenous status, 2008^{a, b, c, d, e}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Certificate III or above includes certificate III, IV, diploma, advanced diploma, bachelor degree and above, based on ABS decision tree for determination of level of highest education attainment. ^c Data for Indigenous Australians are sourced from the ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey*. ^d Data for 'non-Indigenous' people are sourced from the ABS (unpublished) *Survey of Education and Work*. ^e The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.33; 2013 Report, figure B.18, p. B.39.

The proportions of the population with or working towards a post school qualification are presented by Indigenous status in table BA.36. Nationally in 2006, 35.3 per cent of 20–64 year olds had, or were working towards, a post school qualification at certificate III, IV, diploma or advanced diploma level. Nationally in 2006, 25.6 per cent of Indigenous 20–64 year olds had, or were working towards a certificate III, IV, diploma or advance diploma, compared to 35.5 per cent of non-Indigenous 20-64 year olds.

Service-specific performance indicator frameworks

Indigenous reporting on service-specific performance indicator frameworks for early childhood education and care (chapter 3), school education (chapter 4) and vocational education and training (chapter 5) are in the subsequent chapters of this Compendium.

List of attachment tables

Attachment tables for data within this sector overview are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by a 'BA' prefix (for example, table BA.1 is table 1 in the Early childhood, education and training sector overview attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp).

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Table BA.36	Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (per cent), 2006

References

- ACER (Australian Council for Educational Research) 2005, *Leaving school in Australia: Early career and labour market outcomes*, LSAY Briefing Number 9, July 2005, Melbourne.
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BA Child care, education and training sector overview — attachment

Tables in this attachment are sourced from the Child care, education and training (CCET) sector overview attachment of the 2013 Report. Table numbers refer to the 2013 Report, for example, a reference to ‘2013 Report, table BA.15’ refers to attachment table 15 of attachment BA of the 2013 Report.

Definitions for indicators and descriptors in this attachment are in the CCET sector overview of the Compendium.

Data in this Compendium are examined by the Children's Services, School Education and Vocational Education and Training (VET) Working Groups, but have not been formally audited by the Secretariat.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp).

Attachment contents

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TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	398	98	572	330	110	30	12	435	1 985
Developmentally on track on one or more domains	no.	3 323	521	2 907	1 419	436	281	89	1 005	9 981
Developmentally on track on two or more domains	no.	2 896	458	2 426	1 203	354	252	76	732	8 397
Developmentally on track on three or more domains	no.	2 447	382	1 906	958	295	216	66	530	6 800
Developmentally on track on four or more domains	no.	1 888	293	1 418	690	223	175	54	347	5 088
Developmentally on track on five domains	no.	1 241	197	748	369	146	115	41	188	3 045
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally on track on no domains	%	10.7	15.8	16.4	18.9	20.1	9.6	11.9	30.2	16.6
Developmentally on track on one or more domains	%	89.3	84.2	83.6	81.1	79.9	90.4	88.1	69.8	83.4
Developmentally on track on two or more domains	%	77.8	74	69.7	68.8	64.8	81	75.2	50.8	70.2
Developmentally on track on three or more domains	%	65.8	61.7	54.8	54.8	54	69.5	65.3	36.8	56.8
Developmentally on track on four or more domains	%	50.7	47.3	40.8	39.5	40.8	56.3	53.5	24.1	42.5
Developmentally on track on five domains	%	33.4	31.8	21.5	21.1	26.7	37	40.6	13.1	25.4
Non- Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	3 123	2 416	3 665	1 353	711	318	174	77	11 837
Developmentally on track on one or more domains	no.	77 572	55 506	46 324	24 135	14 270	5 964	3 966	1 755	229 492
Developmentally on track on two or more domains	no.	73 123	52 162	42 318	22 544	13 292	5 582	3 714	1 644	214 379
Developmentally on track on three or more domains	no.	67 076	47 955	37 167	20 311	12 067	5 087	3 381	1 492	194 536
Developmentally on track on four or more domains	no.	57 429	41 606	30 686	17 212	10 185	4 328	2 816	1 270	165 532
Developmentally on track on five domains	no.	44 941	32 508	21 021	12 281	7 865	3 329	2 101	931	124 977
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
Developmentally on track on no domains	%	3.9	4.2	7.3	5.3	4.7	5.1	4.2	4.2	4.9
Developmentally on track on one or more domains	%	96.1	95.8	92.7	94.7	95.3	94.9	95.8	95.8	95.1
Developmentally on track on two or more domains	%	90.6	90.1	84.7	88.4	88.7	88.9	89.7	89.7	88.8

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally on track on three or more domains	%	83.1	82.8	74.4	79.7	80.5	81	81.7	81.4	80.6
Developmentally on track on four or more domains	%	71.2	71.8	61.4	67.5	68	68.9	68	69.3	68.6
Developmentally on track on five domains	%	55.7	56.1	42.1	48.2	52.5	53	50.7	50.8	51.8
All children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	3 521	2 514	4 237	1 683	821	348	186	512	13 822
Developmentally on track on one or more domains	no.	80 895	56 027	49 231	25 554	14 706	6 245	4 055	2 760	239 473
Developmentally on track on two or more domains	no.	76 019	52 620	44 744	23 747	13 646	5 834	3 790	2 376	222 776
Developmentally on track on three or more domains	no.	69 523	48 337	39 073	21 269	12 362	5 303	3 447	2 022	201 336
Developmentally on track on four or more domains	no.	59 317	41 899	32 104	17 902	10 408	4 503	2 870	1 617	170 620
Developmentally on track on five domains	no.	46 182	32 705	21 769	12 650	8 011	3 444	2 142	1 119	128 022
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
Developmentally on track on no domains	%	4.2	4.3	7.9	6.2	5.3	5.3	4.4	15.6	5.5
Developmentally on track on one or more domains	%	95.8	95.7	92.1	93.8	94.7	94.7	95.6	84.4	94.5
Developmentally on track on two or more domains	%	90.1	89.9	83.7	87.2	87.9	88.5	89.4	72.6	88
Developmentally on track on three or more domains	%	82.4	82.6	73.1	78.1	79.6	80.4	81.3	61.8	79.5
Developmentally on track on four or more domains	%	70.3	71.6	60	65.7	67	68.3	67.7	49.4	67.4
Developmentally on track on five domains	%	54.7	55.9	40.7	46.4	51.6	52.2	50.5	34.2	50.5

(a) Results reported are from the Australian Early Development Index. The 5 domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge which, along with the language and cognitive domain, are all inter-related aspects of school readiness. Further information on AEDI results are available at the website.

Source: Centre for Community Child Health and Telethon Institute for Child Health Research *A Snapshot of Early Childhood Development in Australia- AEDI National Report 2009 (Re-issue March 2011)*; DEEWR (unpublished), Canberra.

TABLE BA.20

Table BA.20 Higher education participation by selected groups (per cent) (a), (b)

	<i>Disability</i>	<i>Regional and remote (c)</i>	<i>Indigenous</i>	<i>Low SES</i>
Students				
2004	3.7	19.4	1.3	14.8
2005	4.0	19.1	1.2	14.6
2006	4.0	19.0	1.2	14.7
2007	4.1	18.9	1.3	14.9
2008	4.1	18.8	1.3	15.0
2009	4.2	18.6	1.3	15.1
2010	4.5	18.8	1.3	15.4
2011	5.1	19.5	1.4	16.8
Representation in the community (d)	18.5	31.2	3.0	25.0

Low SES = low socio-economic status

(a) Refer to source publication for additional details.

(b) Students can be included in more than one selected group.

(c) The proportion of regional students includes regional and remote areas based on MCEEYTA classifications.

(d) Representation in the community relates to: Disability (2009, from ABS Survey of Disability and Carers); Indigenous 2011 (based on Australian Demographic Statistics, March 2012 (see table AA.15)); Regional (2011, from ABS *Regional Population Growth, Australia, 2010-11*, see table AA.12). Low SES is the proportion based in SEIFE quartiles identified by DIISRTE as the base for their analysis (i.e. 16.8 per cent of students were from the lowest SEIFA quartile).

Source: DIISRTE (Department of Industry, Innovation, Science, Research and Tertiary Education) 2011 *Statistics publications*; ABS 2009 *Survey of Disability and Carers Cat. no 4430.0*; ABS (Australian Bureau of Statistics) 2012, *Regional Population Growth, Australia, 2010-11, Cat. no. 3218.0, Canberra*; ABS (Australian Bureau of Statistics) 2012, *Australian Demographic Statistics, March 2012, Cat. no. 3101.0, Canberra*; table AA.12; table AA.15.

TABLE BA.23

Table BA.23 **Full time participation in employment, education or training, by Indigenous status (per cent), 2008 (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
Proportion of population engaged in full time employment, education or training									
Indigenous people									
15–19	69.2 ± 9.4	72.6 ± 9.1	67.7 ± 8.4	66.2 ± 9.1	63.4 ± 10.1	78.5 ± 8.2	76.4 ± 15.3	53.9 ± 9.4	67.1 ± 4.2
20–24	30.0 ± 9.6	51.4 ± 9.5	43.1 ± 12.8	27.6 ± 9.5	38.1 ± 13.5	52.5 ± 11.0	73.8 ± 17.5	28.8 ± 7.9	36.4 ± 5.1
15–24	53.7 ± 7.4	64.2 ± 6.9	57.1 ± 7.7	48.7 ± 7.1	52.1 ± 8.2	67.3 ± 6.7	74.9 ± 11.7	42.0 ± 6.2	53.9 ± 3.4
18–24	38.9 ± 8.1	54.5 ± 8.3	44.2 ± 11.3	31.2 ± 9.1	40.8 ± 12.3	54.0 ± 10.2	68.7 ± 15.6	30.2 ± 6.9	40.2 ± 4.3
25–29	45.7 ± 12.7	51.7 ± 10.5	43.8 ± 8.7	42.2 ± 11.7	36.8 ± 12.5	48.3 ± 16.5	75.7 ± 19.7	24.5 ± 6.1	42.0 ± 4.7
15–64	44.1 ± 4.7	52.8 ± 3.7	49.5 ± 4.3	45.5 ± 5.2	44.8 ± 4.3	51.6 ± 5.5	71.2 ± 6.9	38.3 ± 3.7	46.2 ± 2.1
Non-Indigenous people									
15–19	87.0 ± 2.4	91.4 ± 2.1	86.6 ± 2.6	87.2 ± 3.0	86.7 ± 3.2	81.7 ± 4.5	92.4 ± 4.8	91.1 ± 5.2	88.0 ± 1.0
20–24	81.5 ± 2.6	82.9 ± 2.2	79.3 ± 3.5	83.2 ± 4.2	75.9 ± 4.2	73.0 ± 6.8	92.6 ± 3.6	79.6 ± 10.7	81.2 ± 1.2
15–24	84.2 ± 1.7	86.9 ± 1.7	82.9 ± 2.6	85.2 ± 2.3	81.2 ± 3.0	77.4 ± 4.3	92.5 ± 3.6	85.0 ± 6.6	84.5 ± 0.9
18–24	80.4 ± 2.2	83.3 ± 2.0	79.8 ± 3.2	83.3 ± 3.2	75.3 ± 4.1	71.7 ± 5.9	90.5 ± 4.4	80.8 ± 8.4	81.0 ± 1.0
25–29	75.5 ± 2.3	77.5 ± 2.7	75.9 ± 2.5	74.5 ± 4.1	70.2 ± 4.4	67.9 ± 5.0	85.8 ± 4.3	83.4 ± 6.0	75.8 ± 1.0
15–64	66.2 ± 1.0	66.4 ± 1.0	65.9 ± 1.0	66.7 ± 1.3	64.2 ± 1.5	62.9 ± 1.8	75.0 ± 2.0	79.0 ± 2.2	66.2 ± 0.5
All people (g)									
15–19	86.1 ± 2.6	91.2 ± 2.1	86.3 ± 2.7	86.7 ± 3.1	86.8 ± 3.1	82.5 ± 4.3	92.6 ± 4.8	86.9 ± 6.1	87.5 ± 1.1
20–24	80.8 ± 2.7	82.9 ± 2.2	78.0 ± 3.8	82.4 ± 4.2	75.2 ± 4.2	72.4 ± 6.4	92.1 ± 3.8	75.9 ± 10.5	80.5 ± 1.3
15–24	83.4 ± 1.8	86.9 ± 1.7	82.1 ± 2.8	84.5 ± 2.4	80.9 ± 3.0	77.6 ± 4.1	92.3 ± 3.5	81.3 ± 6.1	83.9 ± 0.9
18–24	79.7 ± 2.3	83.3 ± 2.0	78.5 ± 3.5	82.6 ± 3.2	74.8 ± 4.1	71.5 ± 5.7	90.3 ± 4.4	76.0 ± 7.7	80.3 ± 1.1
25–29	75.1 ± 2.4	77.3 ± 2.8	75.0 ± 2.6	73.8 ± 4.0	69.8 ± 4.5	67.6 ± 4.8	85.4 ± 4.1	78.6 ± 7.0	75.2 ± 0.9
15–64	66.0 ± 1.0	66.3 ± 1.0	65.6 ± 1.0	66.4 ± 1.3	63.9 ± 1.6	63.1 ± 1.7	74.9 ± 1.9	76.6 ± 2.4	66.0 ± 0.5

TABLE BA.23

Table BA.23 **Full time participation in employment, education or training, by Indigenous status (per cent), 2008 (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
(a)	Includes people who are participating in full-time employment, full-time education or training, or both part-time employment and part-time education or training.								
(b)	The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.								
(c)	The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.								
(d)	Data for Indigenous people are sourced from NATSISS. Data for non-Indigenous people and all people are sourced from the SEW. Data presented in previous were sourced from the ABS <i>2006 Census of Population and Housing</i> and therefore are not comparable.								
(e)	Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.								
(f)	Australia includes 'Other Territories'.								
(g)	Included people whose Indigenous status is unknown.								

Source: ABS (unpublished) *Survey of Education and Work*; *National Aboriginal and Torres Strait Islander Social Survey*.

TABLE BA.29

Table BA.29 **Proportion of people who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent), 2008 (a), (b), (c), (d)**

	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust (e)	
20–24 year olds																		
Indigenous	43.1	± 10.7	57.6	± 8.8	52.9	± 13.3	43.0	± 11.6	53.6	± 15.8	55.6	± 15.5	56.6	± 16.9	23.6	± 8.7	45.4	± 5.2
Non-Indigenous	84.1	± 2.8	88.7	± 2.3	85.9	± 2.8	81.4	± 5.8	82.0	± 4.8	72.0	± 6.4	90.8	± 4.1	69.6	± 11.2	85.0	± 1.3
All people (f)	83.4	± 2.8	88.7	± 2.3	84.3	± 2.8	80.0	± 5.8	82.1	± 4.9	72.0	± 6.2	90.4	± 4.2	64.9	± 12.4	84.2	± 1.2
20-64 year olds																		
Indigenous	42.4	± 5.2	58.7	± 4.1	47.8	± 6.2	42.9	± 4.7	46.9	± 5.3	49.3	± 6.4	68.1	± 6.8	30.5	± 4.5	44.2	± 2.5
Non-Indigenous	75.8	± 1.1	75.2	± 1.3	73.3	± 1.3	72.5	± 1.6	69.7	± 1.9	65.1	± 3.1	87.0	± 2.2	72.0	± 2.9	74.3	± 0.6
All people (f)	75.4	± 1.1	75.1	± 1.3	72.6	± 1.4	71.8	± 1.6	69.6	± 1.9	64.9	± 3.1	86.9	± 2.3	69.5	± 3.0	73.9	± 0.6

- (a) Includes people who have completed year 12 or certificate II or above (includes certificate I or II nfd, but excludes people with a certificate nfd, and people whose level of non-school qualification could not be determined).
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.
- (c) Data for Indigenous people are sourced from the NATSISS. Data for non-Indigenous and all people are sourced from the SEW. Data presented in previous reports were sourced from the ABS 2006 *Census of Population and Housing* and therefore are not comparable.
- (d) The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.
- (e) Australia includes 'Other Territories'.
- (f) All people' includes people whose highest year of school completed or level of education was not stated. 'All persons' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous people may be under-represented in some jurisdictions.

Source: ABS (2008 and unpublished) *Survey of Education and Work*, 2008, Cat.no. 6227.0; (2009 and unpublished) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. no. 4714.0, Canberra.

TABLE BA.33

Table BA.33 **Proportion of 20–64 year old population who have qualifications at or above certificate III, by Indigenous status (per cent), 2008 (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Indigenous (e)									
20-64	26.5 ± 4.2	40.0 ± 4.0	28.3 ± 5.0	25.3 ± 4.1	26.3 ± 4.8	29.6 ± 5.6	42.5 ± 7.5	14.6 ± 3.3	26.4 ± 2.0
Non-Indigenous (e)									
20-64	54.3 ± 1.1	52.8 ± 1.4	50.5 ± 1.5	49.9 ± 2.7	48.3 ± 1.7	46.9 ± 3.4	62.4 ± 3.0	49.3 ± 3.3	52.2 ± 0.5

(a) 'Certificate III or above' includes certificate III, IV, diploma, advanced diploma, bachelor degree and above. Excludes persons whose level of education was not stated.

(b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.

(c) The ABS Survey of Education and Work was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

(d) Australia includes 'Other Territories'.

(e) Data for Indigenous people are from NATSISS. Data for Non-Indigenous people are from SEW. Data presented in previous reports (up to the 2010 Report) were sourced from the ABS 2006 *Census of Population and Housing* and therefore are not comparable.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and ABS (unpublished) *Survey of Education and Work*.

TABLE BA.36

Table BA.36 **Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status (per cent), 2006 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (b)</i>
Indigenous	29.3	33.2	26.0	20.5	26.4	30.5	33.6	14.0	25.6
Non-Indigenous	36.2	34.7	35.2	36.4	34.7	34.2	35.1	38.5	35.5
All people (c)	36.1	34.8	35.0	36.0	34.6	34.1	35.1	33.1	35.3

(a) Includes people who have indicated that they have attained one of these qualifications, and people who have indicated that they are working towards a post school qualification. The Census does not enable disaggregation by qualification type, therefore this figure is an overcount of the required population.

(b) Australia includes Other Territories.

(c) 'All people' excludes people whose level of education or attendance status was not stated, and include those for whom Indigenous status is unknown. Consequently, the proportion of Indigenous Australians may be under-represented in some jurisdictions.

Source: ABS (unpublished) *2006 Census of Population and Housing*, Canberra.