

Report on Government Services 2014

Volume B:
Child care,
education and
training

*Steering Committee
for the Review of
Government
Service Provision*

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Foreword

It gives me great pleasure, as one of my tasks as the newly appointed Chairman of the Productivity Commission, to write this foreword on behalf of the Steering Committee for the Review of Government Service Provision, which I have chaired over the past year.

The Report on Government Services was commissioned in 1993 by Heads of Government (now COAG), to help drive improvements to government services. This is the nineteenth report in the series. The previous 15 reports were overseen by Gary Banks. Over those years, the Report grew in scope and content, becoming a comprehensive repository of comparative information on the equity, effectiveness, efficiency and outcomes of a wide range of services.

Improving government services is important to us all: everyone relies on these services at different stages and the services are particularly important for disadvantaged members of our society. Improving government services is also important economically: governments spent over \$184 billion on the services covered by this Report, representing about 68.6 per cent of general government final consumption expenditure in 2012-13 — equivalent to around 12.1 per cent of Australia's gross domestic product.

In a break from previous practice, the Report is being released in electronic form only. To improve accessibility, the Report is being released in seven separate volumes across four days. All information previously included in the Report is available in the new format.

On behalf of the Steering Committee, I would like to thank the members of the twelve working groups that provide advice and input for this Report, and the statistical bodies that provide invaluable technical advice and assistance. I would also like to thank the Review Secretariat within the Productivity Commission, which supports the Steering Committee and working groups, and produces the Report.

Peter Harris
Chairman

January 2014

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This Report is in seven volumes: Volume A contains Part A (Approach to performance reporting and Statistical context), Volume B contains Part B (Child care, education and training), Volume C contains Part C (Justice), Volume D contains Part D (Emergency management), Volume E contains Part E (Health), Volume F contains Part F (Community Services) and Volume G contains Part G (Housing and Homelessness).

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This Report was produced under the direction of the Steering Committee for the Review of Government Service Provision (SCRGSP). The Steering Committee comprises the following current members:

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Acronyms and abbreviations

Abbreviations

AACR	Australasian Association of Cancer Registries
AAGR	average annual growth rates
AAT	Administrative Appeals Tribunal
AATSIHS	Australian Aboriginal and Torres Strait Islander Health Survey
ABS	Australian Bureau of Statistics
ACAP	Aged Care Assessment Program
ACAT	aged care assessment team
ACARA	Australian Curriculum and Assessment Reporting Authority
ACE	adult community education
ACECQA	Australian Children's Education and Care Quality Authority
ACER	Australian Council for Educational Research
ACFI	aged care funding instrument
ACHS	Australian Council on Healthcare Standards
ACIR	Australian Childhood Immunisation Register
ACOSS	Australian Council of Social Services
ACSAA	Aged Care Standards and Accreditation Agency
ACSES	The Australian Council of State Emergency Services

ACSQHC	Australian Commission for Safety and Quality in Health Care
ACT	Australian Capital Territory
ADL	activities of daily living
ADR	Alternative Dispute Resolution
AEDI	Australian Early Development Index
AFAC	Australasian Fire and Emergency Services Authorities Council
AFP	Australian Federal Police
AGCCC	Australian Government Census of Child Care Services
AGCCPS	Australian Government Child Care Provider Survey
AGPAL	Australian General Practice Accreditation Limited
AGSRC	Average Government School Recurrent Costs
AHMAC	Australian Health Ministers' Advisory Council
AHMC	Australian Health Ministers' Conference
AHS	Australian Health Survey
AHV	Aboriginal Housing Victoria
AIC	Australian Institute of Criminology
AICTEC	Australian Information and Communications Technology Education Committee
AIFS	Australian Institute of Family Studies
AIHW	Australian Institute of Health and Welfare
AIJA	Australian Institute of Judicial Administration
AIPAR	Australian Institute for Population Ageing Research
AJJA	Australasian Juvenile Justice Administrators

ALLS	Adult Literacy and Life Skills
ANZEMC	Australia-New Zealand Emergency Management Committee
ANZPAA	Australia and New Zealand Police Advisory Agency
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification
AODTS-NMDS	Alcohol and Other Drug Treatment Services National Minimum Data Set
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AR-DRG v 5.1	Australian refined diagnosis related group, version 5.1
AR-DRGs	Australian refined diagnosis related groups
ARHP	Aboriginal Rental Housing Program
ARIA	Accessibility and Remoteness Index for Australia
ARO	Authorised Review Officer
ASCED	Australian Standard Classification of Education
ASGC	Australian Standard Geographical Classification
ASGS	Australian Statistical Geography Standard
ASM	Active Service Model
ASO	ambulance service organisation
ASOC	Australian Standard Offence Classification
ASR	Age-standardised rate
ASSNP	core activity need for assistance
ASQA	Australian Skills Quality Authority

ATC	Australian Transport Commission
Aust	Australia
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BBF	Building a Better Future
BEACH	Bettering the Evaluation and Care of Health
BMI	Body Mass Index
CAA	Council of Ambulance Authorities
CACP	Community Aged Care Package
CAD	computer aided dispatch
CAEPR	Centre for Aboriginal Economic Policy Research
CALD	culturally and linguistically diverse
CAP	conditional adjustment payment
CAP	Crisis Accommodation Program
Cat. no.	Catalogue number
CAWG	Court Administration Working Group
CCB	Child Care Benefit
CCET	Child care, education and training
CCMS	Child Care Management System
CCR	Child Care Rebate
CCTR	Child Care Tax Rebate
CDC	Community Directed Care
CDC	consumer directed care
CD-ROM	Compact Disc Read Only Memory

CDSMAC	Community and Disability Services Ministers' Advisory Council
CEaCS	Childhood Education and Care Survey
CFA	Country Fire Authority
CFCs	Child and Family Centres
CGC	Commonwealth Grants Commission
CGRIS	Coordinator-General for Remote Indigenous Services
CHDSMC	Community, Housing and Disability Services Ministers' Conference
CHIP	Community Housing and Infrastructure Program
CHOS	Canadian National Occupancy Standard
CI	confidence interval
CIS	Complaints Investigation Scheme
CMHC	Community Mental Health Care
COAG	Council of Australian Governments
CPG	Court Practitioners Group
CPI	Consumer Price Index
CRA	Commonwealth Rent Assistance
CRC	COAG Reform Council
CR	Crude rate
CRS	Commonwealth Rehabilitation Services
CRS	Complaints Resolution Scheme
CRYPAR	Coordinated Response to Young People at Risk
CSASAW	Commonwealth-State Agreement for Skilling Australia's Workforce

CSHA	Commonwealth State Housing Agreement
CSMAC	Community Services Ministers' Advisory Council
CSTDA	Commonwealth State/Territory Disability Agreement
CURF	confidentialised unit record file
DDHCS	Department of Disability, Housing and Community Services
DEEWR	Department of Education, Employment and Workplace Relations
DET	Department of Education (NSW)
DHAC	Department of Health and Aged Care
DHS	Department of Human Services
DHSH	Department of Human Services and Health
DIISRTE	Department of Industry, Innovation, Science, Research and Tertiary Education
DiRCS	Differences in Recorded Crime Statistics
DoCS	Department of Community Services (NSW)
DoHA	Department of Health and Ageing
DPEM	Department of Police and Emergency Management (Tas)
DPIE	Department of Primary Industries and Energy
DQI	data quality information
DSE	Department of Sustainability and Environment
DSS	Department of Social Services
DVA	Department of Veterans' Affairs
EACH	Extended Aged Care at Home
EACH-D	EACH Dementia

ECEC	Early Childhood Education and Care
ECEC NMDS	Early Childhood Education and Care National Minimum Data Set
EMA	Emergency Management Australia
EMS	emergency medical service
ERP	estimated resident population
ESO	emergency services organisation
FaCS	Department of Family and Community Services
FaHCSIA	Department of Families, Housing, Community Services and Indigenous Affairs
FDC	family day care
FFR	Federal Financial Relations
FLAG	Flexible Learning Advisory Group
FSO	fire services organisation
FTE	full time equivalent
FWE	full time workload equivalent
FYA	Foundation for Young Australians
GDP	gross domestic product
GFS	Government Finance Statistics
GGFCE	General Government Final Consumption Expenditure
GP	general practitioner
GPII	General Practice Immunisation Incentives Scheme
GSAIG	Green Skills Agreement Implementation Group
GSP	gross state product
GSS	General Social Survey

GST	goods and services tax
HACC	Home and Community Care
HAF	Housing Affordability Fund
HDSC	Health Data Standards Committee
HECS	Higher Education Contribution Scheme
HELP	Higher Education Loan Program
HHWR	Hospitals and Health Workforce Reform
HILDA	Household Income and Labour Dynamic Australia
HIP	Home Independence Project
HMAC	Housing Ministers' Advisory Council
HOIST	New South Wales Population Health Survey 2007
HoTS	Heads of Treasuries
HREOC	Human Rights and Equal Opportunity Commission
HRSCEET	House of Representatives Standing Committee on Employment, Education and Training
ICD	International Classification of Diseases
ICD-10-AM	Australian modification of the International Standard Classification of Diseases and Related Health Problems, version 10
ICH	Indigenous community housing
ICHO	Indigenous Community Housing Organisation
ICT	information and communication technologies
IER	Indigenous Expenditure Report
IGA	Intergovernmental Agreement
IMR	Infant mortality rate

IPD	Implicit Price Deflator
IRG	Independent Reference Group
IRSD	Index of Relative Socio-economic Disadvantage
ISO	International Organisation for Standardisation
ISS	Inclusion Support Subsidy
JCIE	Joint Committee on International Education
JJ NMDS	Juvenile Justice National Minimum Data Set
JJ RIG	Juvenile Justice Research and Information Group
K10	Kessler Psychological Distress Scale
KPIs	key performance indicators
LBOTE	Language background other than English
LCL	lower confidence limit
LDC	long day care
LFS	Labour Force Survey
LGCSA	Local Government Community Services Association of Australia
LMO	local medical officer
LOTE	Language other than English
LSOP	Long Stay Older Patients
LSAC	Longitudinal Study of Australian Children
LSAY	Longitudinal Surveys of Australian Youth
MBI	Modified Barthel Index
MBS	Medicare Benefits Schedule
MCATSIA	Ministerial Council on Aboriginal and Torres Strait Islander Affairs

MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCFFR	Ministerial Council on Federal Financial Relations
MCTEE	Ministerial Council of Tertiary Education and Employment
MFS	Metropolitan Fire Service
MHE	Mental Health Establishments
MHS	mental health services
MPS	multi-purpose services
NA	National Agreement
na	not available
NAHA	National Affordable Housing Agreement
NAP	National Assessment Program
NAPLAN	National Assessment Program — Literacy and Numeracy
NASWD	National Agreement for Skills and Workforce Development
NATESE	National Advisory for Tertiary Education, Skills and Employment
NMVTRC	National Motor Vehicle Theft Reduction Council
NATSISS	National Aboriginal and Torres Strait Islander Social Survey
NCAG	National Corrections Advisory Group
NCCH	National Centre for Classification in Health

NCIRS	National Centre for Immunisation Research and Surveillance of Vaccine Preventable Diseases
NCJSF	National Criminal Justice Statistical Framework
NCPASS	National Child Protection and Support Services data working group
NCSIMG	National Community Services Information Management Group
NCVER	National Centre for Vocational Education Research
NDA	National Disability Agreement
NDIS	National Disability Insurance Scheme
NEA	National Education Agreement
NEAT	Department of Natural Resources Environment and the Arts
NESB	non-English speaking background
NGOs	non-government organisations
NHA	National Healthcare Agreement
NHMP	National Homicide Monitoring Program
NHMRC	National Health and Medical Research Council
NHPAC	National Health Priority Action Council
NHPC	National Health Performance Committee
NHS	National Health Survey
NIA ECEC	National Information Agreement on Early Childhood Education and Care
NIDP	National Information Development Plan
NIHEC	National Indigenous Health Equality Council
NIRA	National Indigenous Reform Agreement

NISC	National Industry Skills Committee
NMDS	national minimum data set
NMHS	National Mental Health Strategy
NMS	National Minimum Standard
NNDSS	National Notifiable Diseases Surveillance System
no.	number
NOOSR	National Office of Overseas Skills Recognition
NP	National Partnership
np	not published
NPAs	National Partnership Agreements
NPC	National Preschool Census
NP ECE Education	National Partnership Agreement on Early Childhood Education
NPMC	Navigation Projects Management Committee
NQA ITS	National Quality Agenda IT System
NQF	National Quality Framework
NQS	National Quality Standard
NRCP	National Respite for Carers Program
NRF	National Reporting Framework
NRSS	National Road Safety Strategy
NSCSP	National Survey of Community Satisfaction with Policing
NSOC	National Senior Officials Committee
NSSC	National Schools Statistics Collection
NSSC	National Skills Standards Council

NSMHS	National Standards for Mental Health Services
NSW RFS	New South Wales Rural Fire Service
NSW	New South Wales
NSWFB	New South Wales Fire Brigade
NT	Northern Territory
NTCE	Northern Territory Certificate of Education
NTES	National Territory Emergency Services
NVEAC	National VET Equity Advisory Council
NYPR	National Youth Participation Requirement
OCYFS	Office for Children, Youth and Family Support (ACT)
OECD	Organisation for Economic Co-operation and Development
OID	Overcoming Indigenous Disadvantage
OMP	other medical practitioner
OSHC	outside school hours care
OSR	Online services report
PBS	Pharmaceutical Benefits Scheme
PC	Productivity Commission
PDF	Portable Document Format
PDWG	Performance and Data Working Group
PEP	Personal Enablement Program
PES	Post Enumeration Survey
PhARIA	Pharmacy Access/Remoteness Index of Australia
PIF	performance indicator framework

PIP	Practice Incentives Program
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PKI	Public Key Infrastructure
PSM	ABS Population Survey Monitor
PWI	personal wellbeing index
QE	Qualification Equivalents
QFRS	Queensland Fire and Rescue Service
QIAS	Quality Improvement and Accreditation System
Qld	Queensland
QMF	Quality Management Framework
RACGP	Royal Australian College of General Practitioners
RAV	Rural Ambulance Victoria
RCS	resident classification scale
RFDS	Royal Flying Doctor Service
RISS	Remote and Indigenous Service Support
RoGS	Report on Government Services
ROSC	return of spontaneous circulation
RPBS	Repatriation Pharmaceutical Benefits Scheme
RPL	recognition of prior learning
RRMA	Rural, Remote and Metropolitan Areas
RSE	relative standard error
RTO	Registered Training Organisation
S/TES	State/Territory Emergency Service

SA	South Australia
SAAP CAD	SAAP Coordination and Development Committee
SAAP NDCA	SAAP National Data Collection Agency
SAAP	Supported Accommodation Assistance Program
SAAS	SA Ambulance Service
SCCHDS	Standing Council on Community, Housing and Disability Services
SCDC	Strategic Cross Sectoral Data Committee
SCOTESE	Standing Council on Tertiary Education, Skills and Employment
SCRCSSP	Steering Committee for the Review of Commonwealth/State Service Provision
SCRGSP	Steering Committee for the Review of Government Service Provision
SCSEEC	Standing Council for School Education and Early Childhood
SDAC	Survey of Disability, Ageing and Carers
SE	standard error
SEIFA	Socio Economic Indexes for Areas
SEM	standard error of the mean
SES	socioeconomic status
SES	State Emergency Services
SHSC	Specialist Homelessness Services collection
SIQ	standard Indigenous question
SLA	statistical local area
SMHWB	National Survey of Mental Health and Wellbeing

SMR	standardised mortality ratios
SOMIH	State-owned and managed Indigenous housing
SPP	specific purpose payment or special purpose payment
SPRC	Social Policy Research Centre
SSAT	Social Security Appeals Tribunal
SWPE	standardised whole patient equivalent
TAC	Training Accreditation Council
TAFE	technical and further education
Tas	Tasmania
TAS	Tasmanian Ambulance Service
TCP	Transition Care Program
TEQSA	Tertiary Education Quality Standards Agency
TFS	Tasmania Fire Service
TGR	total growth rate
TIMSS	Trends in International Mathematics and Science Study
UCC	user cost of capital
UCL	upper confidence limit
UK	United Kingdom
URTI	upper respiratory tract infection
USAR	Urban Search and Rescue
USA	United States of America
U-Turn	U-Turn diversionary program for young motor vehicle offenders
VCAT	Victorian Civil and Administrative Tribunal

VET	vocational education and training
VF	ventricular fibrillation
VHC	Veterans' Home Care
Vic	Victoria
VRQA	Victorian Registration Quality Authority
VT	ventricular tachycardia
WA	Western Australia
WGIR	Working Group on Indigenous Reform
WHO	World Health Organisation
YAT	Youth Attainment and Transitions
YPIRAC	Younger people in residential aged care

Glossary

Access	Measures how easily the community can obtain a delivered service (output).
Appropriateness	Measures how well services meet client needs and also seeks to identify the extent of any underservicing or overservicing.
Constant prices	See ‘real dollars’.
Cost effectiveness	Measures how well inputs (such as employees, cars and computers) are converted into outcomes for individual clients or the community. Cost effectiveness is expressed as a ratio of inputs to outcomes. For example, cost per life year saved is a cost effectiveness indicator reflecting the ratio of expenditure on breast cancer detection and management services (including mammographic screening services, primary care, chemotherapy, surgery and other forms of care) to the number of women’s lives that are saved.
Current prices	See ‘nominal dollars’.
Descriptors	Descriptive statistics included in the Report that relate, for example, to the size of the service system, funding arrangements, client mix and the environment within which government services are delivered. These data are provided to highlight and make more transparent the differences among jurisdictions.
Effectiveness	Reflects how well the outputs of a service achieve the stated objectives of that service (also see program effectiveness).
Efficiency	Reflects how resources (inputs) are used to produce outputs and outcomes, expressed as a ratio of outputs to inputs (technical efficiency), or inputs to outcomes (cost effectiveness). (Also see ‘cost effectiveness’ and ‘technical efficiency’.)

Equity	Measures the gap between service delivery outputs or outcomes for special needs groups and the general population. Equity of access relates to all Australians having adequate access to services, where the term adequate may mean different rates of access for different groups in the community (see chapter 1 for more detail).
Inputs	The resources (including land, labour and capital) used by a service area in providing the service.
Nominal dollars	Refers to financial data expressed ‘in the price of the day’ and which are not adjusted to remove the effects of inflation. Nominal dollars do not allow for inter-year comparisons because reported changes may reflect changes to financial levels (prices and/or expenditure) and adjustments to maintain purchasing power due to inflation.
Output	The service delivered by a service area, for example, a completed episode of care is an output of a public hospital.
Outcome	The impact of the service on the status of individuals or a group, and the success of the service area in achieving its objectives. A service provider can influence an outcome but external factors can also apply. A desirable outcome for a school, for example, would be to add to the ability of the students to participate in, and interact with, society throughout their lives. Similarly, a desirable outcome for a hospital would be to improve the health status of an individual receiving a hospital service.
Process	Refers to the way in which a service is produced or delivered (that is, how inputs are transformed into outputs).
Program effectiveness	Reflects how well the outcomes of a service achieve the stated objectives of that service (also see effectiveness).
Quality	Reflects the extent to which a service is suited to its purpose and conforms to specifications.

Real dollars	Refers to financial data measured in prices from a constant base year to adjust for the effects of inflation. Real dollars allow the inter-year comparison of financial levels (prices and/or expenditure) by holding the purchasing power constant.
Technical efficiency	A measure of how well inputs (such as employees, cars and computers) are converted into service outputs (such as hospital separations, education classes or residential aged care places). Technical efficiency reflects the ratio of outputs to inputs. It is affected by the size of operations and by managerial practices. There is scope to improve technical efficiency if there is potential to increase the quantity of outputs produced from given quantities of inputs, or if there is potential to reduce the quantities of inputs used in producing a certain quantity of outputs.
Unit costs	Measures average cost, expressed as the level of inputs per unit of output. This is an indicator of efficiency.

Terms of Reference

The Report on Government Services

1. The Steering Committee will measure and publish annually data on the equity, efficiency and cost effectiveness of government services through the Report on Government Services (ROGS). Outputs and objectives
2. The ROGS facilitates improved service delivery, efficiency and performance, and accountability to governments and the public by providing a repository of meaningful, balanced, credible, comparative information on the provision of government services, capturing qualitative as well as quantitative change. The Steering Committee will seek to ensure that the performance indicators are administratively simple and cost effective.
3. The ROGS should include a robust set of performance indicators, consistent with the principles set out in the Intergovernmental Agreement on Federal Financial Relations; and an emphasis on longitudinal reporting, subject to a program of continual improvement in reporting.
4. To encourage improvements in service delivery and effectiveness, ROGS should also highlight improvements and innovation.
5. The Steering Committee exercises overall authority within the ROGS reporting process, including determining the coverage of its reporting and the specific performance indicators that will be published, taking into account the scope of National Agreement reporting and avoiding unnecessary data provision burdens for jurisdictions. Steering Committee authority
6. The Steering Committee will implement a program of review and continuous improvement that will allow for changes to the scope of the ROGS over time, including reporting on new service areas and significant service delivery areas that are jurisdiction-specific.
7. The Steering Committee will review the ROGS every three years and advise COAG on jurisdictions' compliance with data provision requirements and of potential improvements in data collection. It may also report on other matters, for example, ROGS's scope, relevance and usefulness; and other matters consistent with the Steering Committee's terms of reference and charter of operations. Reporting to COAG

B Child care, education and training sector overview

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Attachment tables

Attachment tables are identified in references throughout this sector overview by a 'BA' prefix (for example, table BA.1). A full list of attachment tables is provided at the end of this sector overview, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

B.1 Introduction

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 service-specific CCET chapter.

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the Child care, education and training sector. In 2008, the importance of early childhood development and education and training was formally acknowledged when COAG agreed to the following aspirations for the CCET sector:

- to ensure that all children have the best start in life to create a better future for themselves and for the nation, universal access to quality early childhood education in the year before school (COAG 2009; *Investing in the early years: A national early childhood development strategy*)
- that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy (COAG 2008a; *National Education Agreement*)
- to achieve a vocational education and training (VET) system that delivers a more productive and highly skilled workforce, enabling all working age Australian's to participate effectively in the labour market and contribute to Australia's economic future (COAG 2008b; *National Agreement for Skills and Workforce Development*).

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* which aims to achieve universal access to quality early childhood education for all children in the year before full time school by June 2013
 - a new *National Partnership Agreement on Universal Access to Early Childhood Education* for the period July 2013 to December 2014 to support universal access to and improved participation by children in quality early childhood education in the year before full time schooling, with a focus on vulnerable and disadvantaged children
 - the *National Partnership Agreement on Indigenous Early Childhood Development*
 - the *National Quality Framework (NQF)* which 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 State and Territory governments have also agreed to a number of National Partnerships and other agreements 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*

(Continued next page)

Box B.2 (continued)

- The National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now, which 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 (2009)

Sector scope

Education is a life-long activity, beginning with learning and development in the home through to formal settings including child care, preschool, school education, vocational education and training (VET) and higher education. Education and training aims to develop the capacities and talents of students, to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life.

Quality early childhood education and care programs can assist children with the transition to formal schooling, preparing them emotionally and socially for the school environment, and assisting with motor skills, language, cognitive development and concentration. The benefits of quality early childhood services for children from disadvantaged backgrounds are particularly significant (AIHW 2011; COAG 2008c).

Regular primary school attendance provides children with the basic skills for learning and educational outcomes, and assists social skills development, including communication, self-esteem, teamwork and friendship building:

- Children absent from primary and secondary school risk missing out on critical development, which may result in long-term difficulties with learning and lead to fewer educational and employment opportunities.
- Literacy and numeracy skills acquired during schooling are crucial for further educational attainment, social development and employment outcomes. National minimum standards in literacy and numeracy represent the level below which a

student will have difficulty making sufficient progress during schooling years (AIHW 2009; 2011).

Post-school education and training allows individuals to gain technical and professional skills and knowledge:

- VET plays a key role in building human capital, providing students with new and/or improved competencies that can make them more productive and innovative workers.
- Higher education is central to boosting productivity and equipping Australians with the knowledge needed for the workforce (DEEWR 2011; PC 2011).

Information on the scope of the chapters that comprise section B of the Report (Child care, education and training) is detailed in box B.2. This sector overview includes information on the broader sector, including higher education.

Box B.3 Scope of the CCET sector service level chapters

The Early childhood education and care chapter (chapter 3) reports on services relating to early childhood, comprising child care and preschool services. Child care services are reported for children aged 0–12 years and preschool services are reported for children in the years prior to the commencement of full time schooling. Child care and preschool services are administered by a wide range of providers, including government, local government, community organisations, schools (both government and non-government) and private organisations.

The School education chapter (chapter 4) reports on formal schooling, consisting of six to eight years of primary school education followed by five to six years of secondary schooling. Data in the chapter relate to government funded school education in Australia. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government expenditure. Non-government schools also receive government funding, the majority of which is provided by the Australian Government.

The VET chapter (chapter 5) focuses on services delivered by providers receiving government funding. These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, and other government and community institutions, and government funded activity by private registered training organisations (RTOs). Some data on total VET provision is also reported.

Source: Chapters 3, 4 and 5.

Profile

This section examines the size and scope of the CCET sector and the role of government in providing CCET services. Detailed profiles for the services within the CCET sector are reported in chapters 3, 4 and 5, and cover:

- size and scope of the individual service types
- funding and expenditure.

Sector outline

Box B.3 provides an outline of the education and training system, from preschool through the years of compulsory schooling and to post school education.

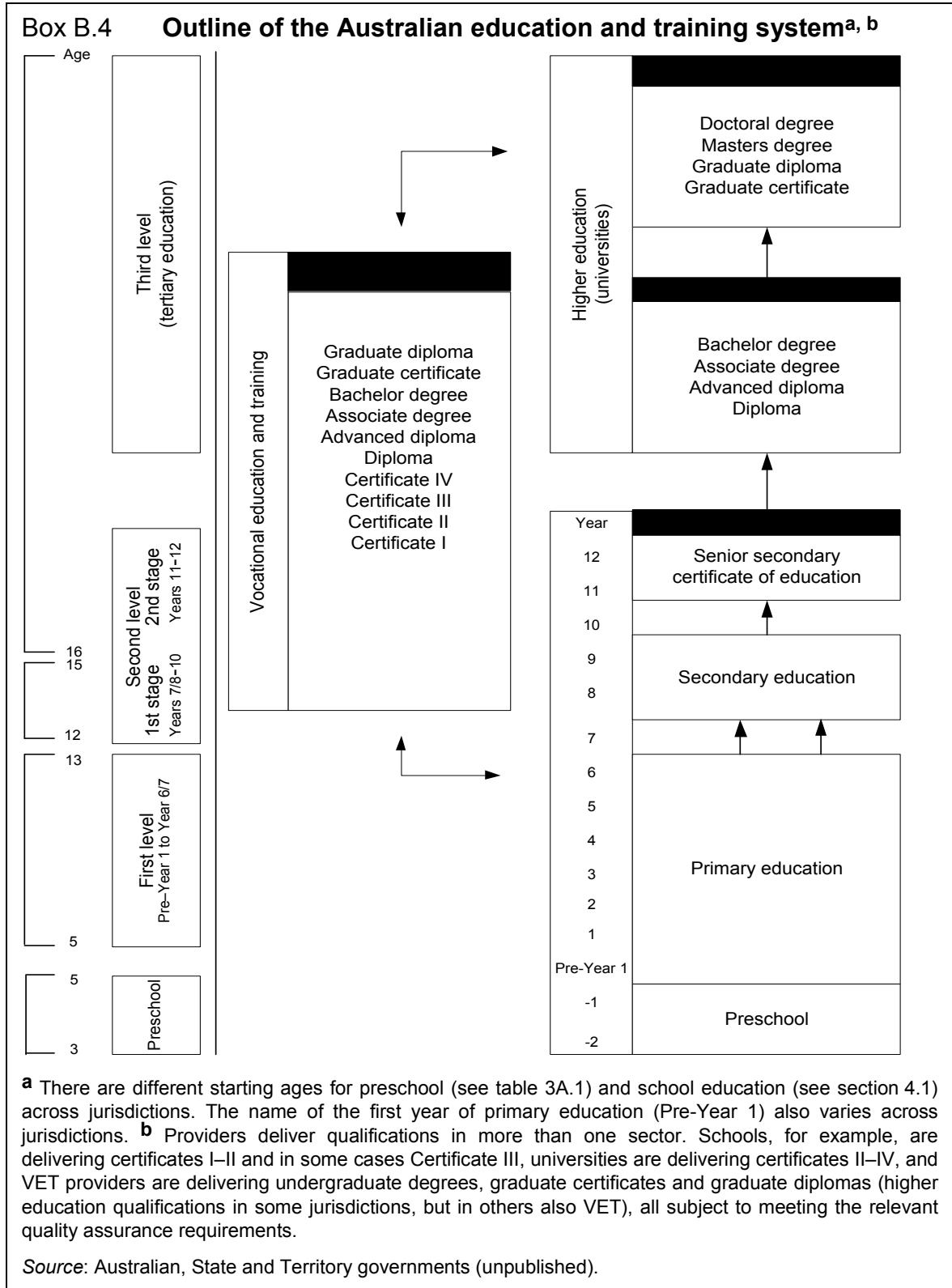
Child care services meet a child's care, education and development needs by a person other than the child's parent or guardian. Preschools provide a range of educational and developmental programs (generally on a sessional basis) to children in the year immediately before they commence full time schooling (generally children aged 4 years) and also, in some jurisdictions, to younger children. Depending on the State or Territory, the compulsory years of full time schooling in Australia in 2012 commenced from 5 or 6 years of age. The National Youth Participation Requirement includes a mandatory requirement for young people to participate in schooling (in school or an approved equivalent) until they complete year 10 (see section 4.1 of the School education chapter for more details).

The traditional view that formal learning progresses in a linear fashion from secondary school to either VET or university has shifted over the past decade. Research indicates that today there are many learning pathways that an individual might take over their lifetime between the school, VET and university sectors. In addition, people may work in a range of roles and industries and continue to learn throughout their lives including, for example, mature age students returning to complete senior schooling qualifications. This shift reflects the changing needs of individuals and the workplace and the recognition that education and training is a dynamic process, which has been facilitated by government funded policy initiatives (NCVER 2011).

Research also shows that most disadvantaged students are more likely to follow non-linear or fragmented pathways of education (Abbott-Chapman 2011).

In addition to the formal learning outlined in box B.3, people can also develop skills through engagement in informal learning. Informal learning occurs outside the education and training system and does not lead to a qualification. It may occur

through a range of activities including on-the-job training, individual learning, and everyday family or leisure activities (NCVER 2011).



Government roles and responsibilities

Different levels of government fulfil different roles with regard to CCET services. A broad overview of the Australian, and State and Territory government involvement in the CCET sector is provided in box B.4. Additional, detailed information on the roles and responsibilities of governments is outlined in individual chapters.

Box B.5 Government roles and responsibilities in the CCET sector

Early childhood education and care

Responsibility for child care and preschool is shared between the Australian Government and State and Territory governments. The Australian Government has policy responsibility for formal care (long day care, family day care, outside school hours care, and some occasional care). It administers a fee subsidy (Child Care Benefit), an out-of-pocket subsidy (Child Care Rebate) and provides some funding to Australian Government approved services for specific purposes. It also oversees quality accreditation systems and supports specialised preschool for Indigenous Australians.

Preschool education is delivered using a variety of funding and delivery models. State and Territory governments are responsible for the policy and funding of preschools and some occasional care centres, with some governments also contributing financially to outside school hours care, long day care and other such services.

Strategic direction for early childhood education and care is provided through the Standing Council on School Education and Early Childhood (SCSEEC).

School education

The Australian Government and State and Territory governments are jointly responsible for school education and share responsibility for developing, progressing and reviewing national objectives and outcomes for schooling and the national curriculum. Under constitutional arrangements, State and Territory governments are responsible for ensuring all school aged children have the opportunity to enrol in a safe and supportive school that provides a high quality education, including where students have particular needs. States and territories are also responsible for ensuring that children of compulsory school-age attend school and for: developing policy, delivering services, monitoring and reviewing performance of individual schools, regulating schools, and implementing the national curriculum. State and Territory governments are responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and receive Australian, State and Territory government funding.

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Box B.4 (continued)

The Australian Government is responsible for allocating funding to states and territories to support improved service delivery and reform to meet nationally agreed outcomes, including for students with particular needs. It is also responsible for ensuring that the funding arrangements for the non-government school system and schools are consistent with, and support, the responsibilities of the states and territories in regulation, educational quality, performance and reporting on educational outcomes.

Strategic direction for school education is also provided through SCSEEC.

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment (SPP) under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*.

The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the *National Education Agreement*. Other payments are made directly to school communities, students and other organisations to support schooling (COAG 2008a).

Vocational education and training

Strategic direction for vocational education and training (VET) is provided through the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) on national policy, strategy priorities, goals and objectives, in partnership with industry and private training providers. Outcomes are monitored through the National Agreement on Skills and Workforce Development (NASWD).

Australian and State and Territory governments allocate funding for VET services and to support the maintenance of public training infrastructure. They oversee the delivery of publicly funded training and facilitate the development and training of the public VET workforce. State and Territory governments ensure the effective operation of the training market.

The Australian Government provides funding to State and Territory governments to support training systems and provide specific incentives, interventions and assistance for national priority areas.

Higher education

Regulation and governance for higher education are shared between the Australian and State and Territory governments and the higher education institutions. Universities are generally established under State or Territory legislation and, once established, become self-accrediting and responsible for their own standards. The Australian Government has the primary responsibility for public funding of higher education through the *Higher Education Support Act 2003* (DEEWR 2011).

Descriptive information on the CCET sector in Australia

Engagement in child care, education and training

There is a distinction between the number of places provided in early childhood education and care, and the number of children who attend these services. Due to the sessional or episodic nature of some services, it is possible for one place to accommodate more than one child, and for one child to occupy more than one place over time (see chapter 3 for more information on children attending services).

In 2012-13, 1.0 million children aged 12 years or younger attended Australian Government approved child care services (DEEWR unpublished). In 2012-13, 122 329 children aged 12 years or younger attended State and Territory funded and/or provided child care services (table 3A.10). In 2012, 53 972 children aged 3 years were enrolled in a preschool program. There were 220 040 children aged 4 years and 45 996 children aged 5 years enrolled in a preschool program. Overall, 255 143 children were enrolled in a preschool program in the year before full time schooling (excluding enrolled children aged 5 years who were also enrolled in the previous year as a 4 year old) (table 3A.16).

In 2012, there were 3.6 million full time school students and 22 921 part time students attending 9427 schools in Australia, comprising 2.3 million students (full time and part time) attending 6697 government schools and 1.2 million students (full time and part time) attending 2730 non-government schools (tables 4A.1-3).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2012, 1.5 million students (79.6 per cent) were government funded (NCVER unpublished). The remaining 395 900 students participated on a fee-for-service basis as domestic students (18.0 per cent of all VET students) or were international students (1.6 per cent of all VET students). In 2012, government funded students completed over 478.7 million annual hours at 22 486 registered training organisation delivery locations across Australia (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery). In 2012, there were 2110 registered training organisations receiving government funding, which includes training activity funded under the NASWD. These services are in scope for this Report (tables 5A.3-4). Other RTOs provide services that are beyond the scope of the national collection and this Report. In total, in 2013, there were more than 4700 RTOs in Australia (www.training.gov.au).

There were 1.3 million students enrolled at all higher education providers in 2012. This comprised 934 110 domestic students and 323 612 international student enrolments. The majority of students (1 171 737 students) were enrolled at public universities, while 85 985 students were privately enrolled. Students undertook a variety of courses, ranging from diplomas to doctorates across a range of public and private providers. The most common course was a bachelor degree, which accounted for around two thirds of all students. The majority of students undertook their course on campus on a full time basis (DIISRTE 2013).

Overall for the VET and higher education sector in 2010, 1.5 million full time equivalent students were engaged in tertiary education and training. This comprised 655 800 full time equivalent students enrolled in VET and 861 500 enrolled in higher education (NCVER 2012).

The performance indicator ‘participation’ in this sector overview provides further information relating to the uptake of education and training in Australia.

Government expenditure on CCET

The Australian, State and Territory governments fund government and non-government providers to deliver child care, preschool, school education and VET services. Government providers include preschools, government schools (primary and secondary), TAFE institutes, and universities. Non-government providers (some of which receive government funding as their majority funding source) include child care services, privately operated preschools and schools (primary and secondary), registered training organisations in the VET sector and private higher education institutions.

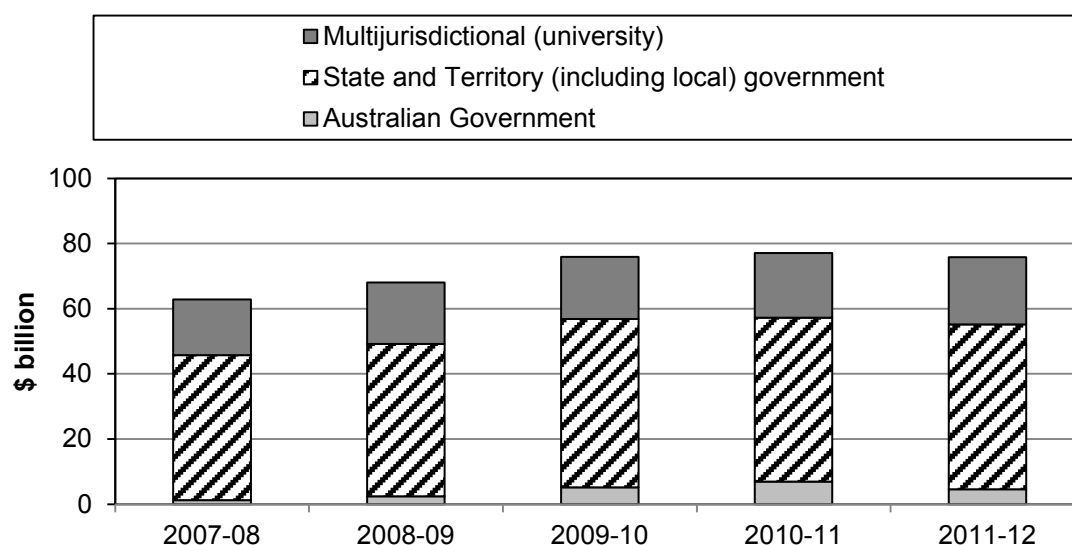
Government Finance Statistics (GFS) data from the Australian Bureau of Statistics (ABS) are used in this section for all CCET services with the exception of child care services (GFS data are not separately available for child care). Child care expenditure data are sourced from the Early childhood education and care chapter in this Report, and are not directly comparable with GFS data.

In 2011-12, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$75.9 billion for all governments. This was equivalent to 5.2 per cent of GDP in that year (figure B.1; table BA.2 and ABS 2013).

In 2011-12, total recurrent expenditure for child care services was \$4.9 billion. This was equivalent to 0.3 per cent of GDP in that year (table BA.1 and ABS 2013).

In 2011-12, operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$4.6 billion for the Australian Government, \$50.6 billion for State, Territory and local government and \$20.7 billion for multijurisdictional (specifically, the university sector) (figure B.1).

Figure B.1 Australian, State and Territory (including local) government real operating expenses, net of transfers for education and training (2011-12 dollars)^{a, b, c}



^a Based on accrual operating expenses for education. ^b Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. ^c Excludes expenditure on child care services.

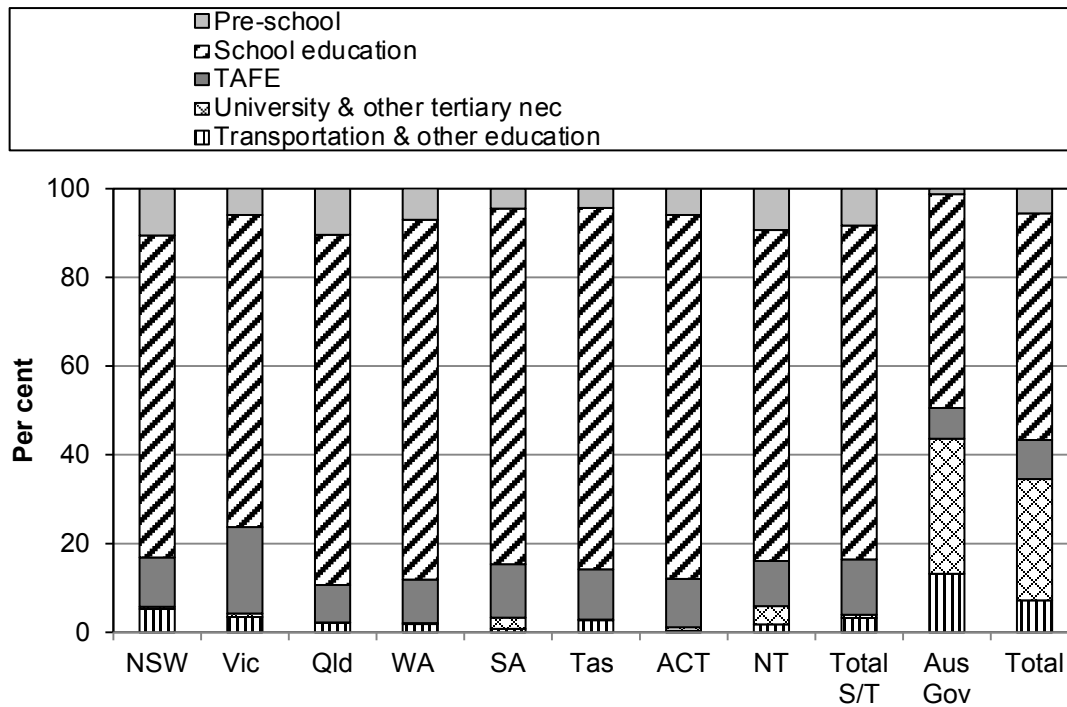
Source: ABS (2013 and unpublished) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra; table BA.2; table 2A.51.

Of the combined \$75.9 billion total government expenditure on CCET in 2011-12 (excluding child care), schools accounted for the highest proportion (51.1 per cent), followed by universities (27.4 per cent), TAFE institutes (8.8 per cent) and preschool services (5.6 per cent) (figure B.2). In 2011-12:

- for Australian Government expenditure, school education (primary and secondary) received the largest proportion of expenditure (48.2 per cent), universities received 30.4 per cent, TAFE received 6.9 per cent, preschool services (including education not definable by level) received 1.2 per cent, and other education received 13.2 per cent
- for State and Territory government expenditure, school education (primary and secondary) received the largest proportion of State and Territory government expenditure (75.2 per cent), TAFE received 12.5 per cent, preschool services

(including education not definable by level) received 8.3 per cent, and transportation of students and other education received 3.3 per cent (figure B.2).

Figure B.2 **Government expenditure on education and training, 2011-12^{a, b, c}**



nec. Not elsewhere classified. **a** Expenditure for TAFE from ABS Government Finance Statistics excludes outlays on vocational training programs not provided by TAFE institutions (such as outlays on administration of apprenticeship schemes designed to facilitate workplace entry of people currently not employed or in need of retraining). **b** Preschool includes education not definable by level. **c** Transport and other education includes transportation of students and education nec. Data are reported separately in tables BA.3 and BA.4.

Source: ABS (2013) *Government Finance Statistics, Education, 2011-12*. Cat. no. 5518.0.55.001; tables BA.3 and BA.4.

The CCET workforce

Nationally in 2013, there were 99 655 primary contact staff employed in Australian Government approved child care services (table 3A.37).¹ There were 28 800 staff employed in State and Territory government funded preschool services in 2012-13, excluding the ACT where data were unavailable (tables 3A.62, 3A.69, 3A.76, 3A.83, 3A.90, 3A.97, 3A.104, 3A.111).

¹ Data are not available for the majority of jurisdictions for primary contact staff employed by State and Territory government funded and/or managed child care. Available data are provided in the attachment tables to the Early childhood education and care chapter (chapter 3).

Nationally, government primary schools employed 132 317 full time equivalent teaching staff in 2012, and government secondary schools employed 99 514 full time equivalent teaching staff (table 4A.1). Non-government primary schools employed 56 776 full time equivalent teaching staff in 2012 and non-government secondary schools employed 74 406 full time equivalent teaching staff (table 4A.2).

There is no single accepted measure of the VET workforce although there were an estimated 32 500 teachers working in all TAFE and other VET institutions nationally in 2006-07, with 69 per cent employed full time (ABS 2008a).

There were 50 423 academic staff employed at Australian universities in 2012. In addition, there were 63 207 non-academic staff (non-teaching or non-research) employed by Australian universities in 2012 (DIISRTE 2013).

Social and economic impacts of education and training

Benefits of education and training

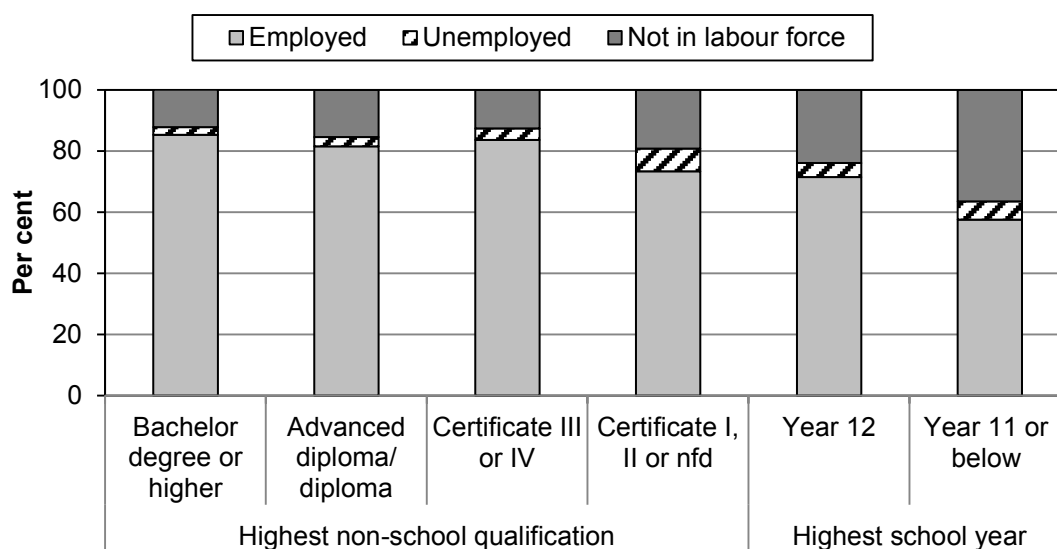
A rich learning environment at home has been shown to assist children in reaching cognitive development milestones, improving reading, vocabulary, general information and letter recognition skills — all factors that contribute to school readiness and therefore flow through to educational attainment later in life (AIHW 2011). Participation in formal early childhood education and care services also affects early learning, which in turn can affect long term educational attainment. The indicator ‘school readiness’ in this sector overview contains information on the development of children as they enter school.

Education and training across a lifetime can provide significant economic and social benefits to the individual in addition to wider benefits for society. High educational standards and educational achievement is of major importance for employment, income, and maintaining and raising living standards (OECD 2008a; OECD 2013).

The performance indicator ‘attainment’ in this sector overview identifies a range of outcomes of education and training across various age groups.

As outlined above, an individual’s level of educational attainment can affect their employment status. In 2012, 65.1 per cent of people with a non-school vocational qualification aged 15-64 years were employed (table BA.5). Higher education levels are associated with higher employment levels. In 2012, people whose highest non-school qualification was a bachelor degree or higher were most likely to be employed (85.3 per cent), while people who did not complete secondary school were the least likely to be employed (57.6 per cent) (figure B.3).

Figure B.3 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, by labour force status, (15–64 year olds), 2012^{a, b, c}**



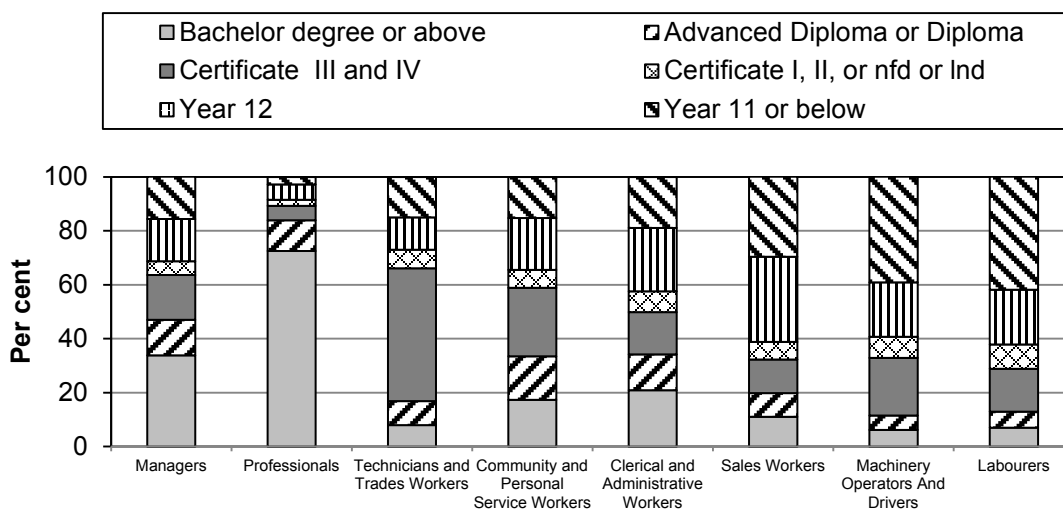
nfd = Not further defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12). ^b The denominator for the proportion of people with a non-school qualification is the level of education attained and the denominator for people without a non-school qualification is the highest year of schooling completed (for example the denominator for the proportion of those with year 12 is the number of people with year 12 as their highest year of schooling completed). ^c The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas.

Source: ABS (2013) *Education and Work*, 2012, Cat. no. 6227.0; table BA.5.

Levels of qualifications are also associated with types of occupation. In 2012:

- 72.6 per cent of people employed as professionals had completed a bachelor or higher degree as their level of highest non-school qualification
- 49.2 per cent of technicians and trade workers had completed a Certificate III or IV as their highest level of non-school qualification
- 61.2 per cent of people employed as sales workers, 59.4 per cent of machinery operators and drivers, and 62.2 per cent of labourers were without a non-school qualification (figure B.4).

Figure B.4 Occupation of employed people, by level of highest non-school qualification or school year completed for those without a non-school qualification, (15–74 year olds), May 2012^{a, b}



nfd = Not further defined. **Ind** = Level not defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12). ^b The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas.

Source: ABS (2013 and unpublished), *Education and Work*, 2012, Cat. no. 6227.0; table BA.6.

Extensive research has investigated the effect of education on the wage levels of individuals.

Shomos (2010 in PC 2011) found that an improvement in literacy and numeracy skills is associated with an increase in hourly wage rates for men and women. Other international reviews support this general finding. In short, higher level skills typically improve a person’s chances of employment and his or her earnings (OECD 2013).

Leigh (2007 in PC 2010) examined *Household Income and Labour Dynamics in Australia* data and found that, in Australia, education had a significant positive effect on participation and productivity, and that higher levels of educational attainment had a statistically significant positive effect on wages. The results suggested that individuals holding a degree qualification or higher earned wages between 30 and 45 per cent higher than people with otherwise similar characteristics who had not completed year 12. Similar patterns have also been observed internationally (OECD 2013).

In addition to providing benefits to the individual, improvements in educational attainment also yield long-term, public, economic and social benefits (OECD 2008a).

Education and training can result in improved productivity, as higher educational attainment is positively associated with lower unemployment rates and higher labour force participation rates (ABS 2010). Increased educational attainment also results in improved productivity through accelerated rates of innovation, the development of basic knowledge capabilities and the dissemination of new ideas (Murray 2009; PC 2011). Further education and training are key drivers in improving competitiveness and are critical to Australia's future prosperity by improving the productivity of the labour force. A highly skilled and educated workforce can result in innovation, the implementation of technological advances and the accumulation of physical capital (AGD 2010; OECD 2013).

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.

Research by Jackiewicz et al. (2011) regarding access of Indigenous families to government-approved childcare services in Australia identifies the following key barriers to engagement with childcare services: lack of available childcare places (including the availability of what families consider to be culturally appropriate services), lack of transport to childcare services, affordability of childcare (including uncertainty about government subsidies), and at times, limited understanding of the potential benefits of childcare for development in the early years and childcare's role in providing support to families.

Several Australian education researchers have identified a strong and enduring relationship between socioeconomic disadvantage and poor educational attainment and outcomes. It has also been well established internationally that the socioeconomic status of individual students is strongly associated with educational achievement. Socioeconomic disadvantage generally relates to factors including low-quality living environments, family unemployment, low income, poor health outcomes and parental education levels (Perry and McConney 2010).

Socioeconomic disadvantage can result in poor school attendance and lower retention rates, less readiness for schooling and poorer average outcomes at school, as students are less likely to have parental academic support or resources that stimulate learning. Research suggests that poor school attendance in schooling may be associated with poor parental attitudes towards schooling, society insufficiently valuing education and poor teacher quality (AIHW 2010). Attendance at school influences academic achievement. Hancock et al. (2013) found that average

academic achievement on NAPLAN tests declined with any absence from school and continued to decline as absence rates increased. The effects of absence also accumulate over time. Hancock et al. (2013) also found that absence from school was related to poorer academic achievement in numeracy, reading and writing in the current year and in future years.

In addition to family socioeconomic status, researchers have investigated the impact of school socioeconomic status. Perry and McConney's (2010) analysis of PISA data showed that increases in school socioeconomic status are consistently associated with increases in students' academic performance, and that this relationship holds regardless of individual students' socioeconomic status. In short, all students — regardless of their personal socioeconomic status — benefit strongly and relatively equally from schooling contexts in which the socioeconomic status of the school group is high. On average, all students, regardless of their individual socioeconomic status perform considerably less well on measures of academic achievement in school contexts characterised as low on the socioeconomic status continuum. Perry and McConney (2010) concluded that, in Australia, the socioeconomic profile of a school matters substantially for students' academic achievement.

The significance of these socioeconomic barriers to education is illustrated by COAG's endorsement of the *National Partnership Agreement on Low Socio-economic Status school communities* (COAG 2008d; DEECD 2010; Perry and McConney 2010).

Geographical barriers to engagement in the CCET sector are faced mainly by people living in rural and remote areas and relate to limited access to quality education and training resources. Schools in rural and remote areas tend to be smaller with more limited resourcing, resulting in more limited program offerings. These schools are often difficult to staff and have limited numbers of teachers and teaching styles (DEEWR 2010). However, VET sector participation in rural and remote areas is higher than in urban areas. This trend could be at least partly due to the higher prevalence of early school leavers who may be seeking post school options to support entry into the workforce.

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.5.

Box B.6 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.

B.2 Sector performance indicator framework

This sector overview is based on a sector performance indicator framework (figure B.5). 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 (figure B.5).
- Sector-wide indicators — three sector-wide headline indicators reflect activity across the sector. Several measures support each indicator.

-
- 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 chapter 1 for more detail on reforms to federal financial relations).

The NEA and the 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 education and training performance indicators in the NEA and the NASWD. The NEA, including its performance framework, was reviewed in 2012 resulting in changes that have been reflected in this Report, as relevant. Iterative updates were also made to the NASWD, and they are reflected in this Report, as relevant.

Figure B.5 Child care, education and training sector performance indicator framework

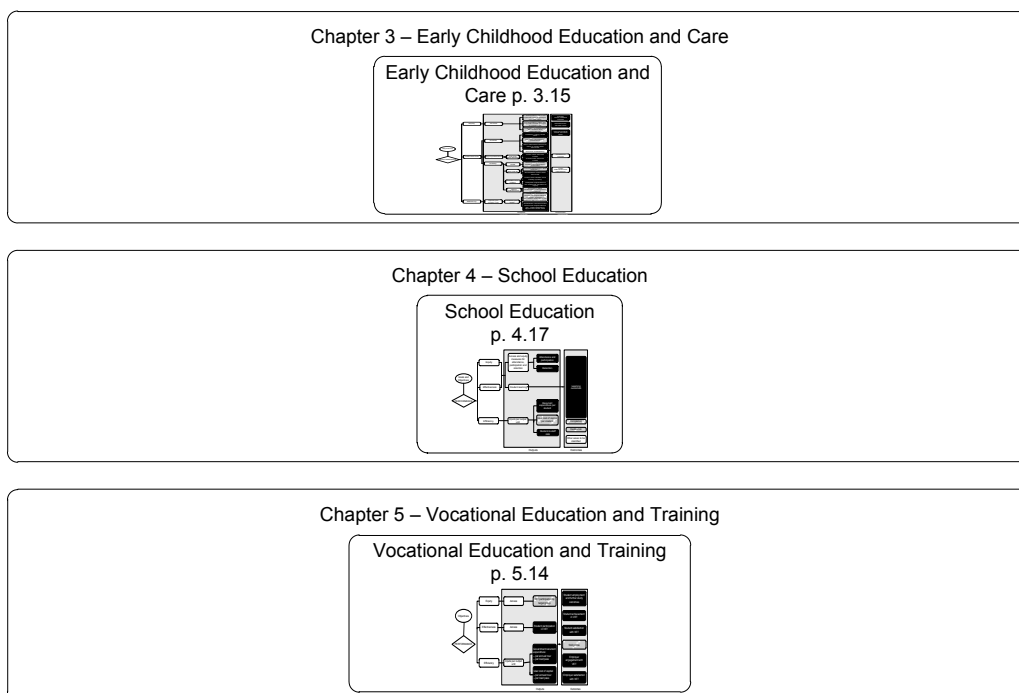
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



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.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

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.6).

Box B.6 **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 a child or listened to a 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' on four or 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 (AIHW 2011; McTurk et al. 2011).

Data reported for these measures are:

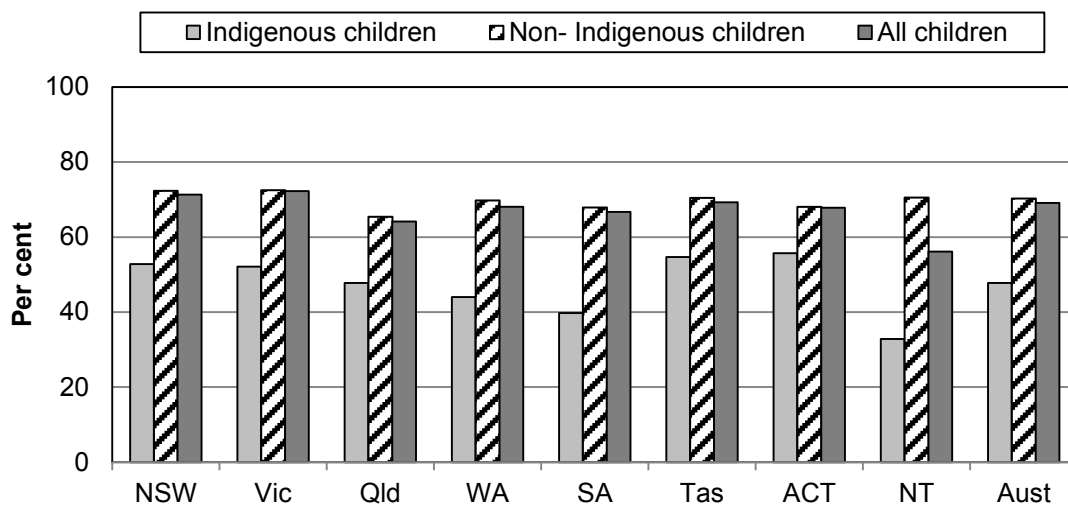
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Transition to primary school

Nationally in 2012, 69.1 per cent of children were developmentally on track on four or more domains of the Australian Early Development Index (AEDI) as they entered school, compared with 67.4 per cent in 2009 (table BA.7). In 2012, the proportion of Indigenous and non-Indigenous children who were developmentally on track on four or more domains of the AEDI was 47.7 per cent and 70.3 per cent respectively. These proportions vary across jurisdictions (figure B.6). In 2009, the proportion of Indigenous and non-Indigenous children who were developmentally on track on four or more domains of the AEDI was 42.5 per cent and 68.6 per cent respectively (table BA.7). 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 for 2012 and 2009.

Figure B.6 **Proportion of children developmentally on track on four or more domains of the Australian Early Development Index as they enter school, 2012^{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 2012 (2013), Canberra; DEEWR (unpublished) *Australian Early Development Index*; table BA.7.

Early learning (home based)

Nationally, in the ABS *Childhood Education and Care Survey 2011* it was reported that 48.5 per cent of children aged 3–8 years were told stories at home, read to or listened to each day, while 3.7 per cent of children were not engaged at all in these reading activities at home. These proportions varied across jurisdictions. Nationally 57.1 per cent of children aged 0–2 years were read to at home from a book or told a story each day, while 19.8 per cent were not engaged at all in these reading activities at home (table BA.8).

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.7).

Box B.7 Participation

There are five measures against the participation indicator.

- ‘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 17-24 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 the 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.

(Continued next page)

Box B.7 (Continued)

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 reported for these measures are:

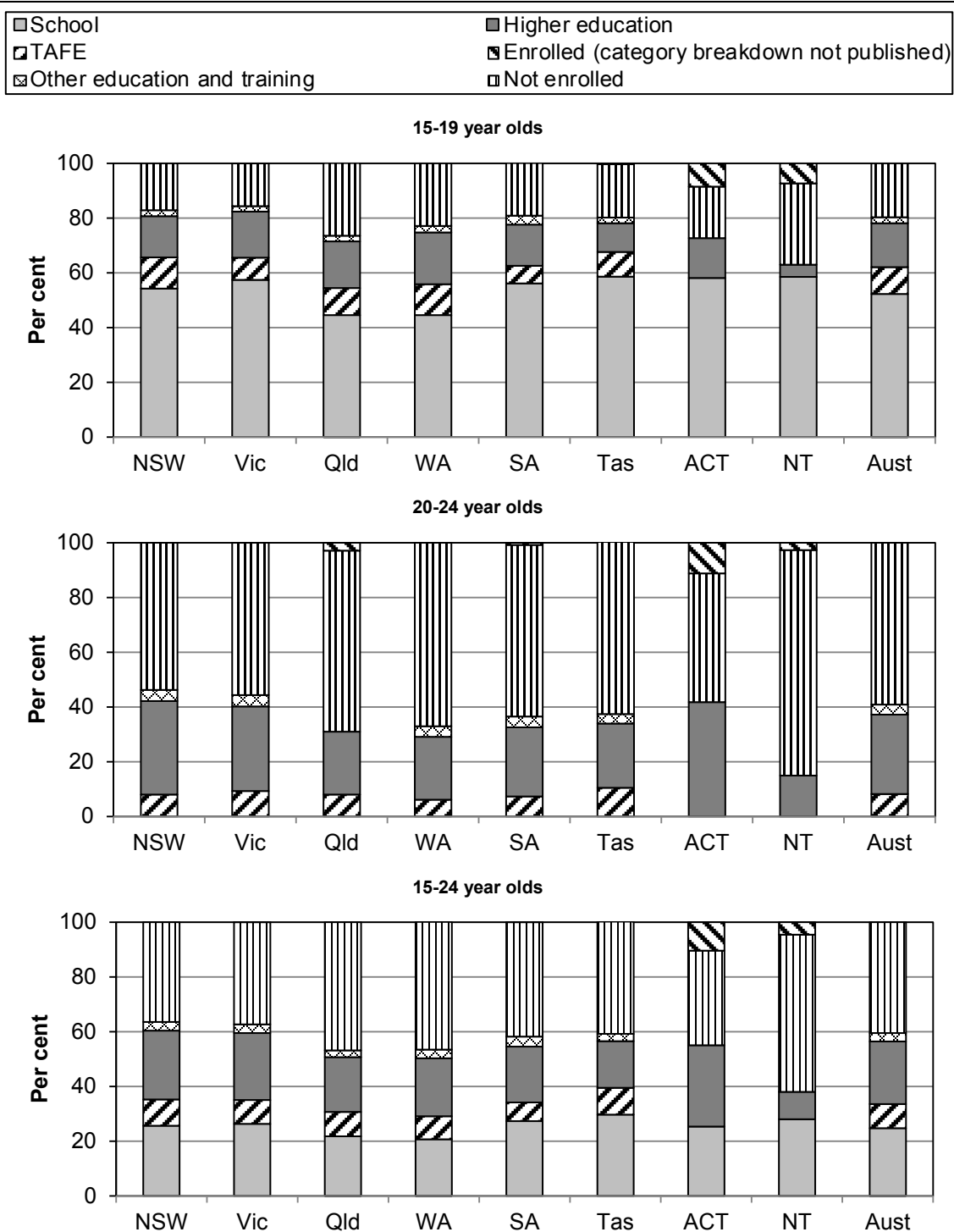
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Participation in education and training by sector

Beyond the age of compulsory school education, the proportion of people participating in education and training declines. Nationally in 2012, the participation rate for 15–19 year olds was 80.3 per cent, compared with 40.9 per cent for 20–24 year olds (figure B.7).

Figure B.7 Participation in education and training by sector, 2012 ^{a, b, c}



^a Data for participation in education and training during May. Student participation may be underestimated because data are not for the whole year. ^b 95 per cent confidence intervals are included in table BA.9. ^c The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

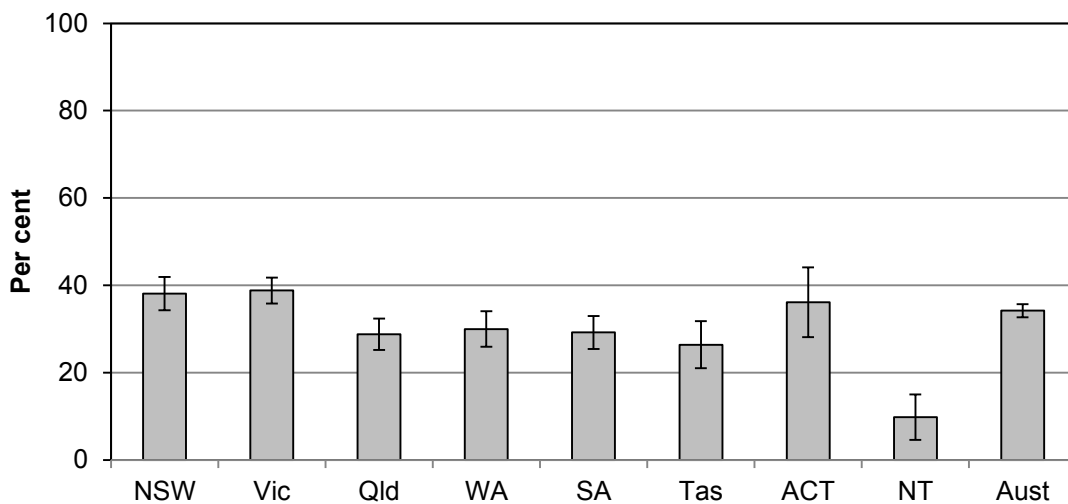
Source: ABS (unpublished) *Survey of Education and Work, 2012*; table BA.9.

Participation rates for the 25–29 and 15–64 year age groups are presented in table BA.9. National data on participation in education and training by sector are presented for single year ages from 15–24 years in table BA.10 and for various age groups in table BA.11. Time series for various age groups is presented in table BA.12.

School leaver participation in full time post school education and training

Nationally in 2012, 34.2 per cent of all 17-24 year old school leavers were fully participating in further education and training. This proportion varied across jurisdictions (figure B.8).

Figure B.8 School leaver participation in full time post school education and training (17-24 years), 2012^{a, b, c, d}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data are for people who left school at any time who are fully participating in non-school education and/or training. Includes apprenticeships and traineeships. ^c 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). ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2013) *Education and Work*, 2012, Cat. no. 6227.0; table BA.13.

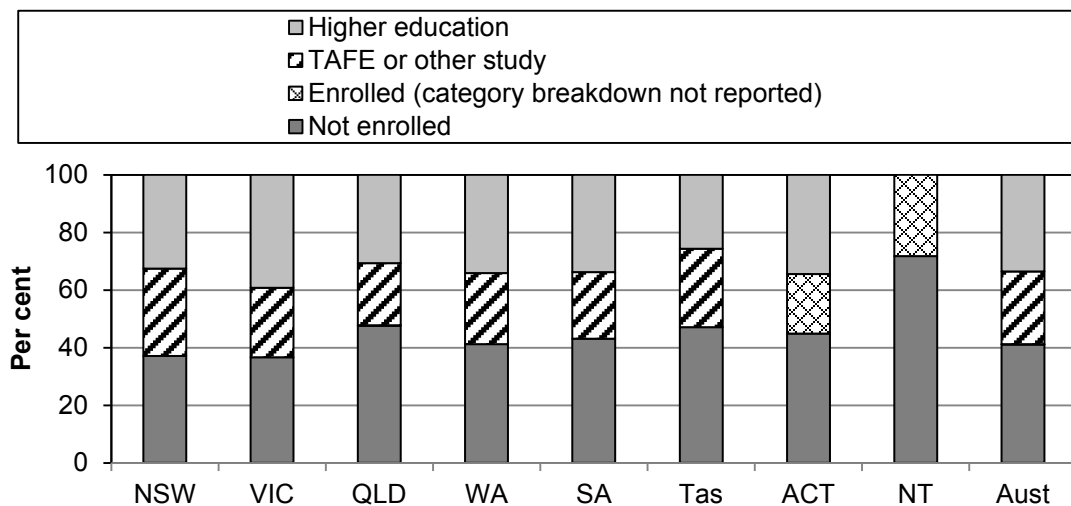
Data on applications to enrol in an educational institution are presented in tables BA.17–18. In 2012, 97.8 per cent of people aged 15–19 years who applied to enrol in an educational institution gained placement and commenced study, 1.7 per cent gained placement but deferred study, and 0.4 per cent applied but could

not gain placement (table BA.17). Data for 20–24 year olds and 15–64 year olds are presented in tables BA.18 and BA.19, respectively.

School leaver destination by sector

Nationally in 2012, 33.5 per cent of 15–19 year old school leavers were enrolled in higher education, 25.3 per cent were enrolled in TAFE or other study, and 41.1 per cent were not enrolled in further education (figure B.9).

Figure B.9 School leaver destination by sector, all school leavers (15–19 years), 2012^{a, b, c, d}



^a Data are for people who left school at any time. ^b 'Other study' includes study undertaken at business colleges, industry skill centres and other educational institutions. ^c 95 per cent confidence intervals associated with proportions are included in table BA.20 ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

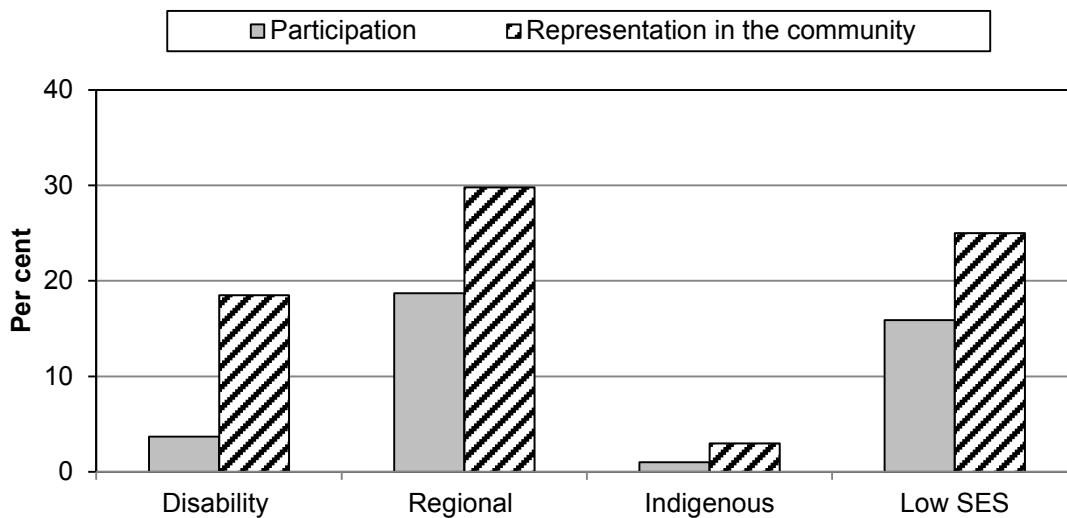
Source: ABS (unpublished) *Survey of Education and Work*; table BA.20.

Year 12 leavers were more likely to go on to further education than early school leavers (67.7 per cent compared to 39.4 per cent respectively) (table BA.20). Additional national data on school leaver destination by sector are also reported by sex, for the age groups 15–19 and 15–24 (tables BA.21 and BA.22).

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional areas of Australia, people with disability, people from low socioeconomic backgrounds, and Indigenous Australians, compared with their representation in the community (figure B.10).

Figure B.10 Participation in higher education by selected groups, compared with their representation in the community, 2012^{a, b, c}



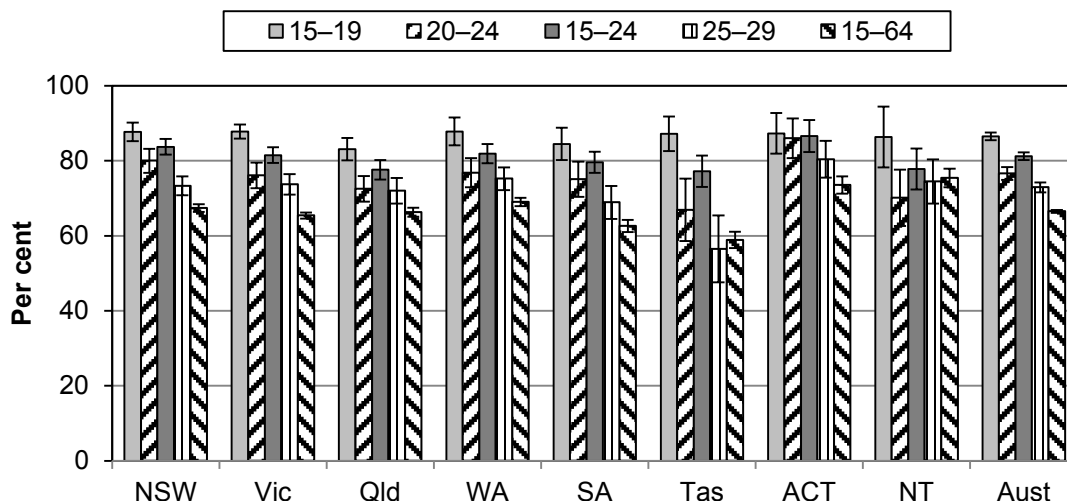
^a Students can be included in more than one selected group. ^b Participation percentages are derived from Department of Industry (Dol) 2012 Higher Education Statistics. For derivation of 'representation in the community' data, see table BA.23. ^c Figure B.10 presents a broad pattern of participation. However, the proportion of people from selected groups in the community (which cover all ages), do not have the same age profile as people engaged in higher education study. Therefore, figure B.10 might overstate the disparity between the participation of people from selected groups in higher education and their representation in the community, among people of a similar age profile.

Source: Dol (Department of Industry) 2012 *Statistics publications*; ABS 2009 *Survey of Disability and Carers*. Cat. no 4430.0; ABS 2013, *Regional Population Growth, Australia, 2011-12*, Cat. no. 3218.0; ABS 2013, *Australian Demographic Statistics, March 2013*, Cat. no. 3101.0; table 2A.12; table 2A.15; table BA.23.

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; and 15–64 years are presented in figure B.11.

Figure B.11 Full time participation in employment, education or training, 2012 a, b, c, d, e



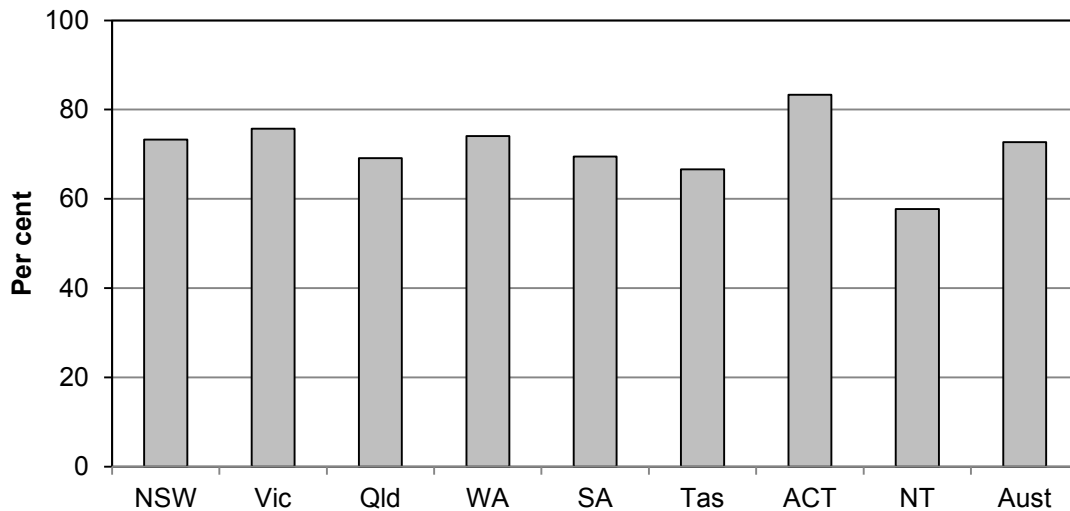
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work. **c** Education or training includes school education, vocational training and higher education. **d** Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction for 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). **e** The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2013) *Education and Work*, 2012 Cat. no. 6227.0; table BA.24.

Participation rates in full time employment, education or training are presented for additional age categories, including single year ages from 15–24, in table BA.24. Full time participation in employment, education or training at or above Certificate III level are also presented for age categories in table BA.25.

Data from the 2011 Census show that nationally, in 2011, 72.7 per cent of young people aged 17-24 years were fully engaged in post-school education, training or employment (figure B.12).

Figure B.12 Proportion of people 17-24 years who are fully engaged in post-school education, training or employment, 2011^{a, b, c, d, e, f, g, h}



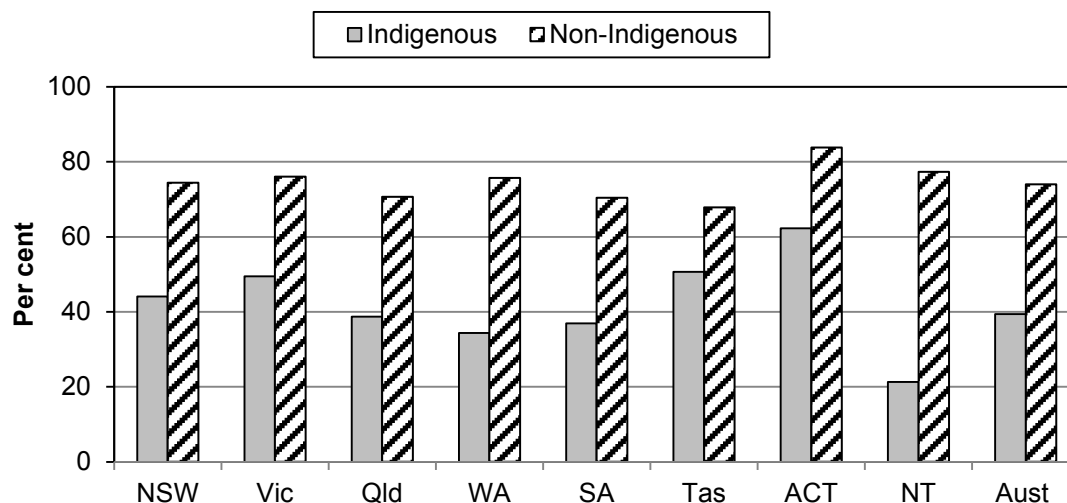
^a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). ^b The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^c People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded. ^d People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded. ^e People who did not state their labour force status and did not state their student status are excluded. ^f Australia includes 'Other territories'. ^g People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'. ^h While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.14.

Additional data on school leaver participation in post school education, training and employment by socioeconomic status are presented in table BA.15 (Survey of Education and Work data) and BA.16 (Census data).

Nationally in 2011, non-Indigenous 17–24 year olds had higher rates of engagement in full time employment, education or training (74.0 per cent) than Indigenous 17–24 year olds (39.4 per cent) (figure B.13).

Figure B.13 Proportion of 17–24 year olds engaged in full time employment, education or training, by Indigenous status, 2011^{a, b, c, d, e, f, g, h, i}



^a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). ^b The Census does not collect level of current study, but does collect institution attended, therefore, all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^c People whose labour force status was not stated and who were not identified as studying full time are excluded. People whose student status was not stated and who were not identified as employed full time are also excluded. ^d People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded. ^e People who did not state their labour force status and did not state their student status are excluded. ^f Australia includes 'Other territories'. ^g Excludes people who did not state their Indigenous status. ^h People who were engaged in a combination of education or training and employment but whose full time/part time student status or their full time/part time employment status was not identified are included in 'Total Fully Engaged'. ⁱ While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.26.

Data on participation in full time employment, education or training and participation in full time employment, education or training at all levels and at Certificate level III or above are presented by socioeconomic status, in tables BA.27 and BA.28.

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.8).

Box B.8 **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 of foundation skills (literacy and numeracy)’ defined as the proportion of adults achieving literacy, numeracy and technology competencies according to the Programme for the International Assessment of Adult Competencies.

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 reported for these measures are:

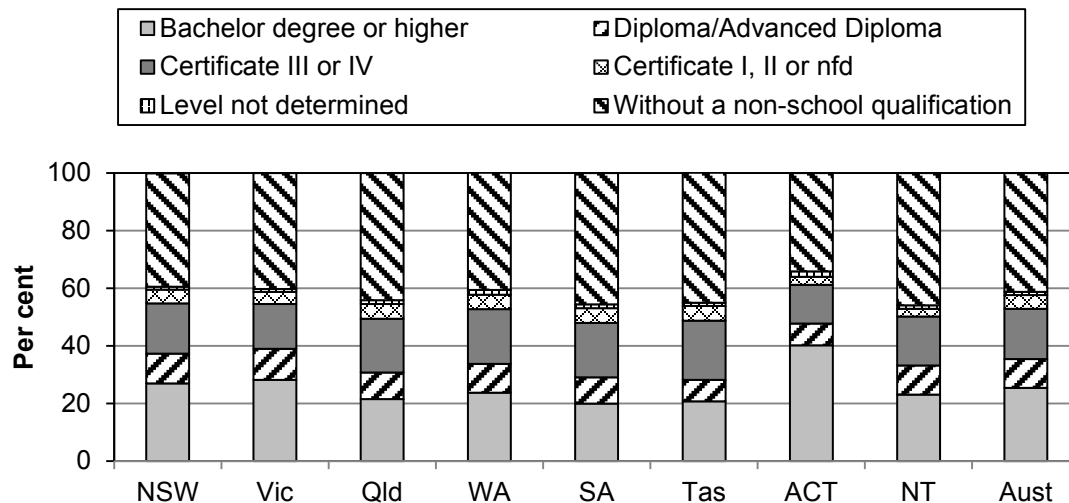
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Level of highest qualification completed

In 2012, 58.8 per cent of people aged 15–64 years had a non-school qualification and, of these people, 35.4 per cent had a Diploma/Advanced Diploma or bachelor degree or higher as their highest non-school qualification (figure B.14).

Figure B.14 Level of highest qualification completed (15-64 years), 2012^{a, b}



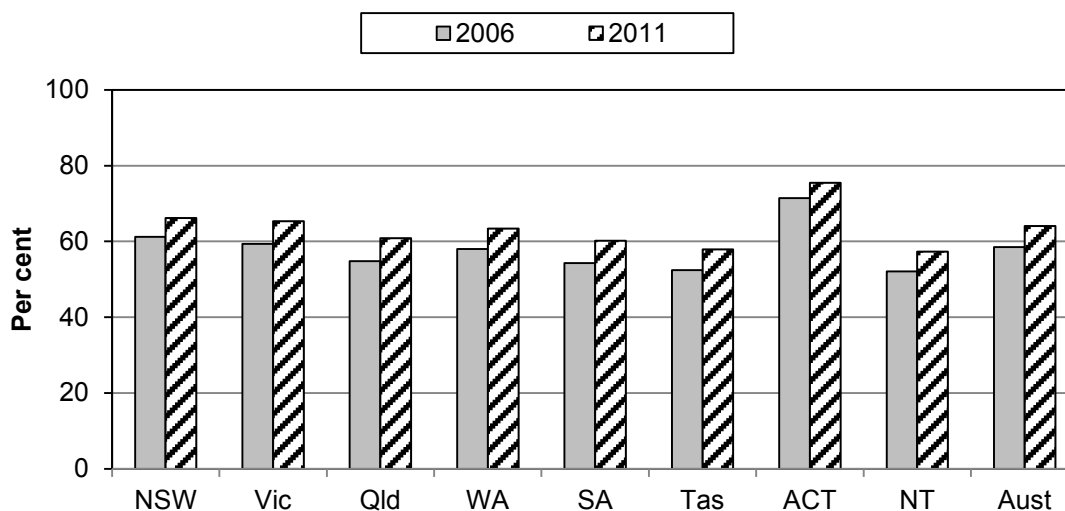
^a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population. ^b The 95 per cent confidence intervals associated with these proportions are included in table BA.29.

Source: ABS (2013) Education and Work, 2012, Cat. no. 6227.0; table BA.29.

In 2011, the proportion of the 20-64 year old population with or working towards a non-school AQF qualification was 66.9 per cent (table BA.30).

Nationally, 2006 and 2011 Census data indicate that the proportion of people aged 20-64 years with a non-school qualification, or who are currently studying for a non-school qualification, increased nationally between 2006 (58.5 per cent) and 2011 (64.1 per cent) (figure B.15).

Figure B.15 **Proportion of 20-64 year olds with a non-school qualification or who are currently studying for a non-school qualification** ^{a, b, c, d, e, f, g, h}



^a The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^b People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded. ^c People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded. ^d Australia includes 'Other Territories'. ^e The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total. ^f Includes all people aged 20–64 years who have attained a non-school qualification. ^g Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification. ^h While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

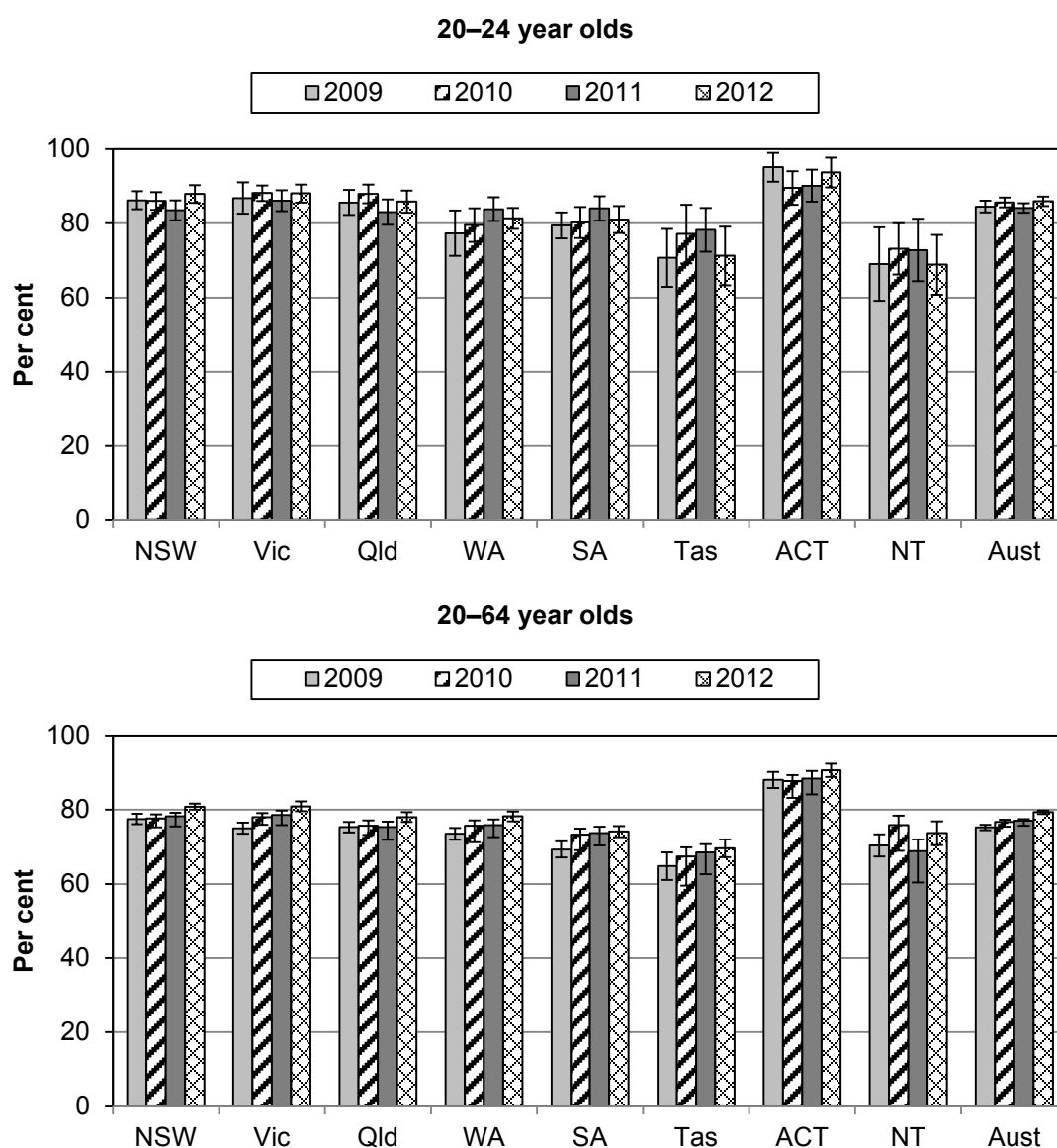
Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.31.

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

Achieving year 12 (or equivalent) improves employment and earning outcomes for young people (ACER 2000; Ryan 2011).

Nationally, 85.9 per cent of 20–24 year olds had completed year 12 or equivalent or gained a qualification at Certificate level II or above in 2012. Among 20-64 year olds, 79.3 per cent had completed year 12 or equivalent or gained a qualification at Certificate level II or above. These proportions varied across jurisdictions (figure B.16).

Figure B.16 Completion of year 12 or equivalent, or Certificate level II or above ^{a, b, c}



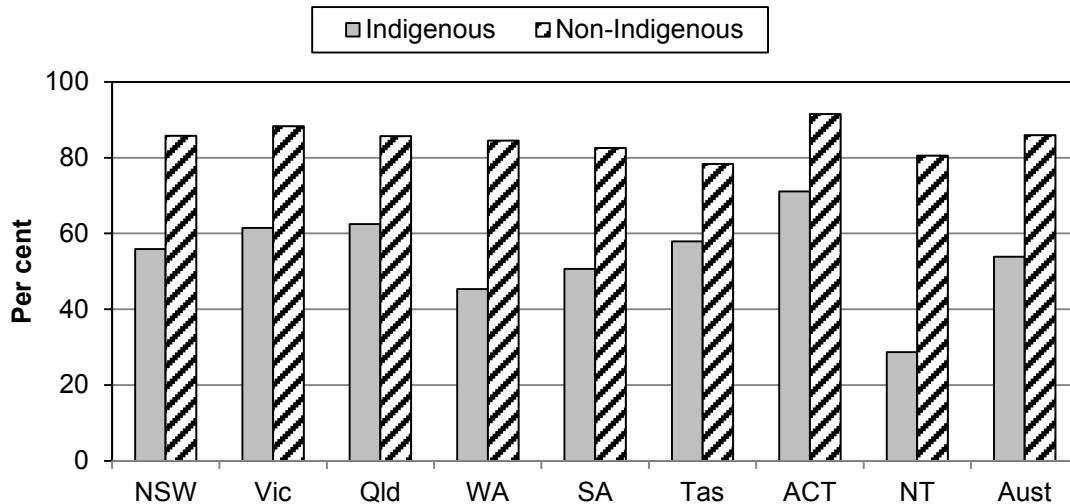
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated 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). ^c The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities account for 15 per cent of the NT population.

Source: ABS (2013) *Education and Work, 2012*, Cat. no. 6227.0, Canberra; table BA.32.

Additional Census data outlining the proportion of 20-24 year olds who have completed year 12 or equivalent, or Certificate level II or above, are presented in figure B.17 and table BA.34.

Nationally in 2011, 86.0 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 53.9 per cent of Indigenous 20–24 year olds (figure B.17).

Figure B.17 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, 2011^{a, b, c, d, e, f}



^a Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level of above, are also excluded. ^c People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded. ^d Excludes people who did not state their Indigenous status. ^e Australia includes 'Other Territories'. ^f While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

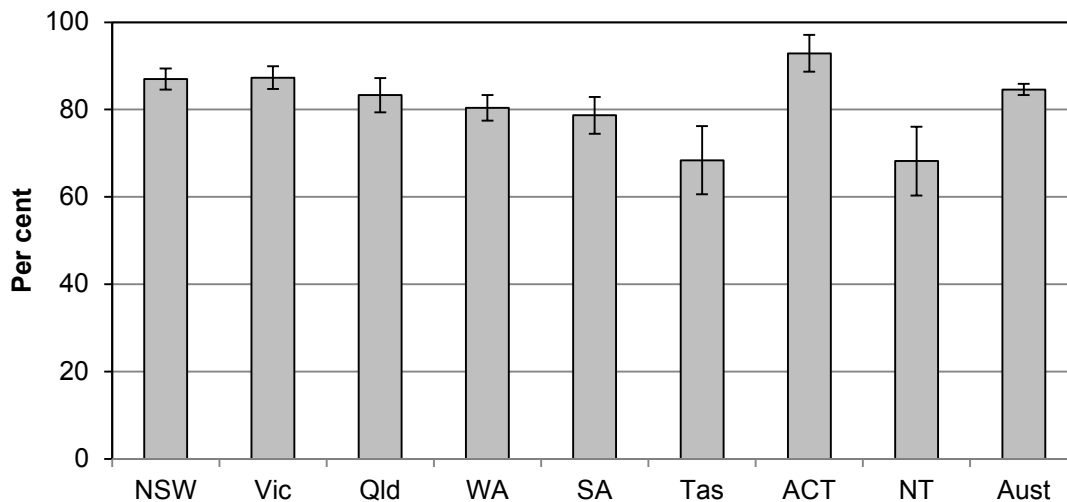
Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.34.

The proportion of the population who have completed year 12 or equivalent, or gained a qualification at Certificate level II or above are presented for 20–24 year olds, by Indigenous status, in table BA.34. Similar data are presented by socioeconomic status in table BA.35 (Survey of Education and Work data for 20-24 year olds and 20-64 year olds) and BA.36 (Census data for 20-24 year olds).

Completion of year 12 or equivalent, or Certificate level III or above

Nationally in 2012, 84.6 per cent of 20–24 year olds had achieved year 12 or a Certificate III or above. This figure varied across jurisdictions (figure B.18).

Figure B.18 Proportion of 20-24 year olds who have achieved year 12 or equivalent or Certificate III or above, 2012^{a, b, c, d}

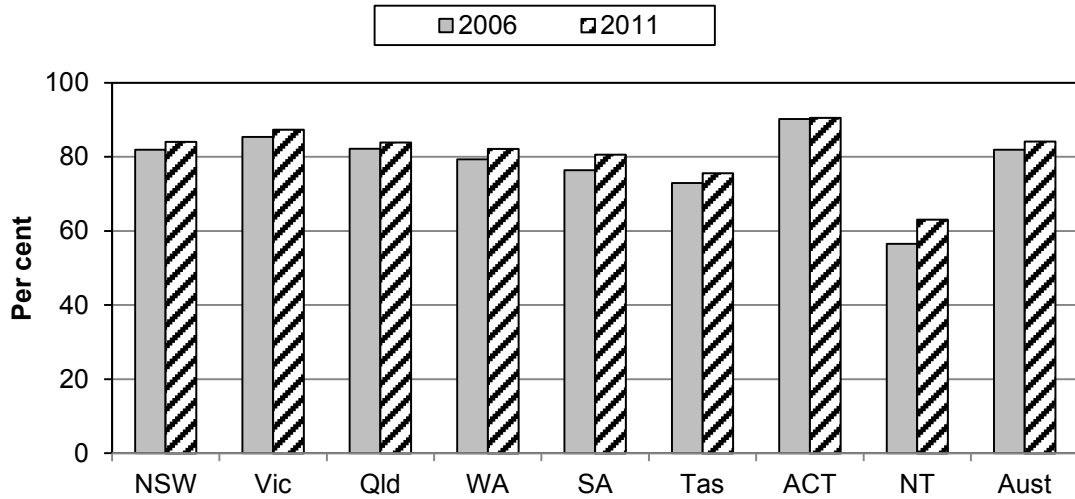


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b People aged 20–24 years who have completed year 12 or Certificate III or above includes Certificate I or II nfd but excludes people with a Certificate nfd and people whose level of non-school qualification could not be determined. ^c 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). ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2013) *Education and Work, 2012*, Cat. no. 6227.0; table BA.37.

Data from the 2006 and 2011 Census indicate that the proportion of the 20-24 year old population having attained at least a year 12 or equivalent, or AQF Certificate III or above, increased from 81.9 per cent in 2006 to 84.2 per cent in 2011 (figure B.19).

Figure B.19 Proportion of 20-24 year olds who have achieved year 12 or equivalent or Certificate III or above ^{a, b, c, d, e}

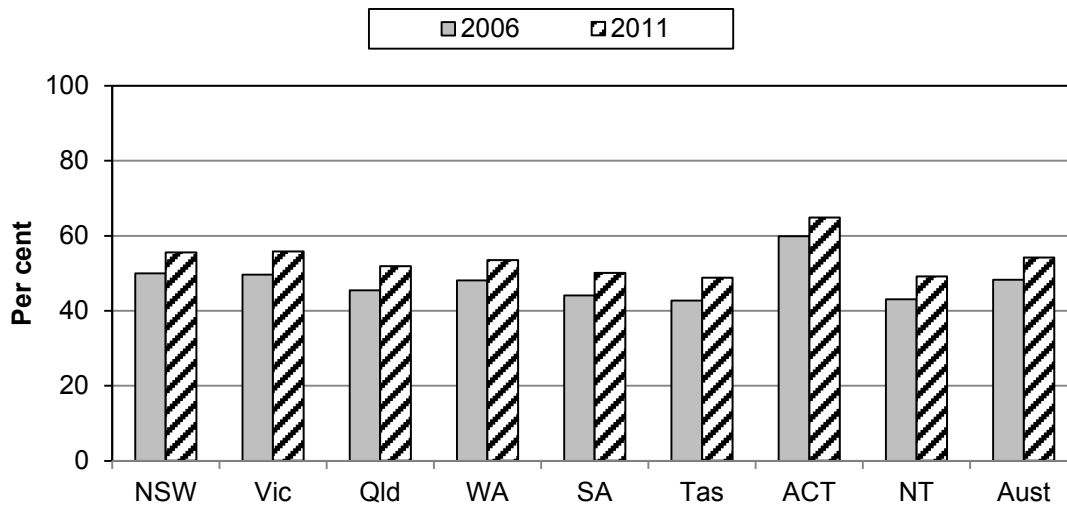


^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded. ^c People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded. ^d 'Australia includes 'Other Territories'. ^e While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.38.

Data from the 2006 and 2011 Census indicate that the proportion of the 20-64 year old population having attained at least a year 12 or equivalent, or AQF Certificate III or above, increased from 48.3 per cent in 2006 to 54.2 per cent in 2011 (figure B.20).

Figure B.20 Proportion of 20-64 year olds who have achieved year 12 or equivalent or Certificate III or above^{a, b, c, d, e}



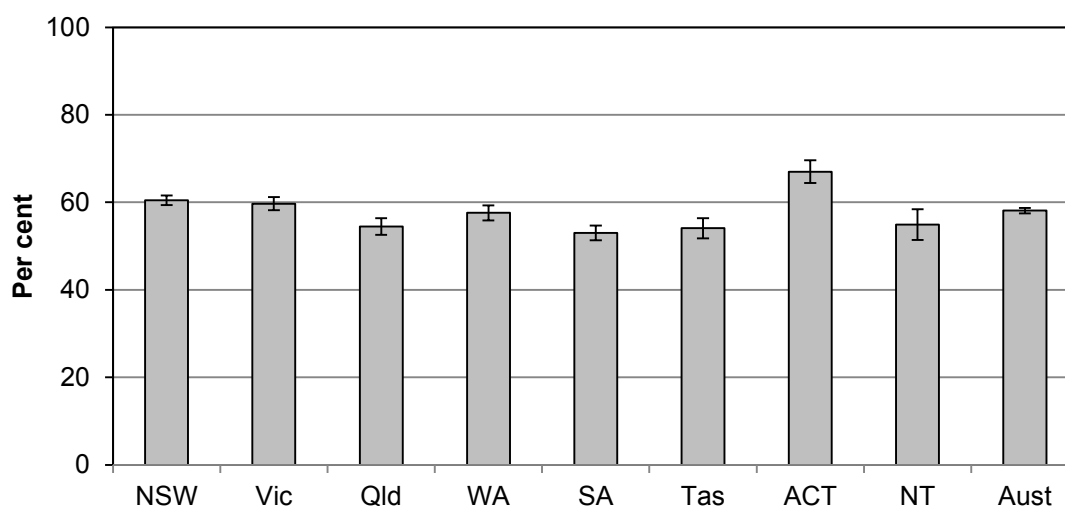
^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded. ^c People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded. ^d 'Australia includes 'Other Territories'. ^e While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.40.

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

Nationally, in 2012, 58.1 per cent of the population aged 20–64 years had attained a qualification at or above Certificate III (figure B.21).

Figure B.21 Proportion of 20-64 year olds with qualifications at or above Certificate III, 2012^{a, b}



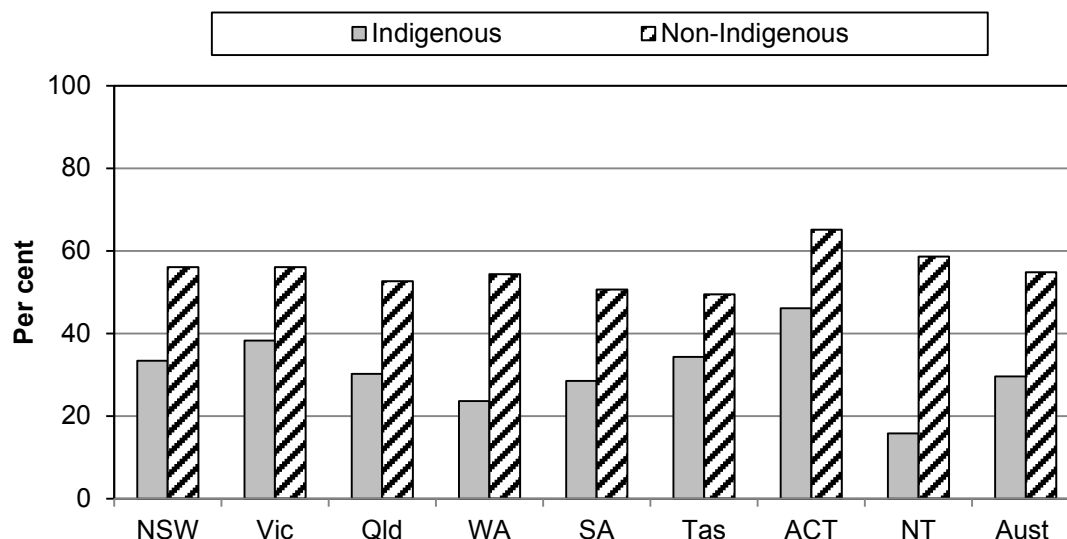
^a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population. ^b 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, bachelor's degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (i.e., Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.

Source: ABS (2013) *Education and Work, 2012*, Cat. no. 6227.0; Table BA.39.

Additional age categories on the proportion of population with qualifications at or above Certificate III are presented in table BA.39.

Nationally, in 2011, 29.6 per cent of Indigenous 20–64 year olds had qualifications at or above a Certificate III, compared with 54.8 per cent of non-Indigenous 20–64 year olds) (figure B.22).

Figure B.22 Proportion of 20–64 year olds with qualifications at or above Certificate III, by Indigenous status, 2011^{a, b, c, d, e, f}



^a Working age population is defined as people aged 20-64 years. ^b People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator. ^c Not stated responses are excluded from the calculations (numerator and denominator). ^d Australia includes 'Other Territories'. ^e Excludes people who did not state their Indigenous status. ^f While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; table BA.41.

Additional Census data for 2006 and 2011 outlining the proportion of 20-64 year olds with qualifications at or above Certificate level III, by level of socioeconomic disadvantage, are presented in table BA.43.

The proportions of 20–64 year olds with qualifications at or above Certificate III by level of socioeconomic disadvantage (based on SEIFA IRSD), are presented in table BA.35. Nationally and in all jurisdictions, in 2011, 20–64 year olds from geographic areas of most socioeconomic disadvantage (SEIFA IRSD Quintile 1) were less likely to have qualifications at or above a Certificate III than 20–64 year olds from geographic areas of least socioeconomic disadvantage (SEIFA IRSD Quintile 5).

Data on the proportions of 25–29 year olds who have gained a post-secondary qualification at Certificate III or above are shown in table BA.44.

The proportions of the population with or working towards a post school qualification are presented by Indigenous status in table BA.45. Nationally in 2011, 40.8 per cent of Indigenous 20–64 year olds had, or were working towards a Certificate III, IV, Diploma or Advance Diploma, compared to 64.6 per cent of non-Indigenous 20-64 year olds.

Achievement of foundation skills (literacy and numeracy)

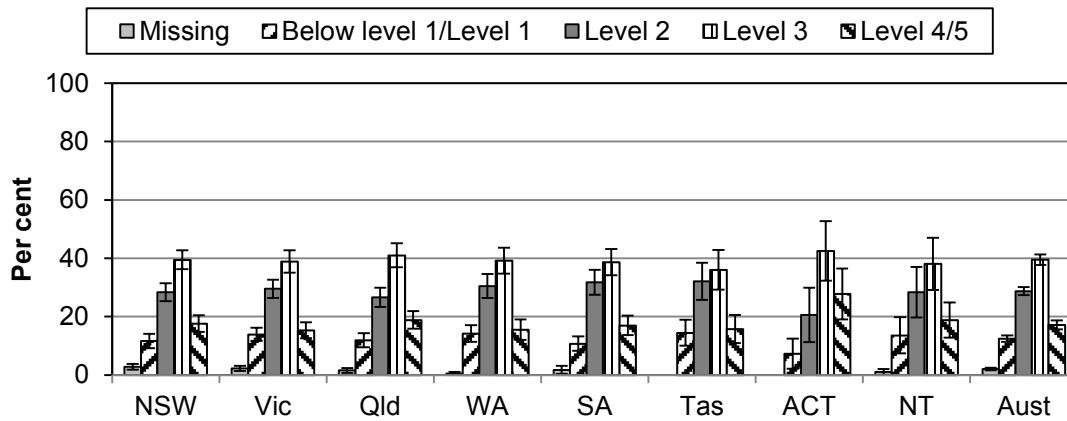
Data for 2011-12 for this measure are sourced from the *Programme for the International Assessment of Adult Competencies* (PIAAC). In previous reports, this measure was enumerated by data sourced from the *Adult Literacy and Life Skills Survey* (ALLS) (ABS 2008b).

The PIAAC is an OECD survey that measures adult skills and competencies. Data are presented for all skill levels for literacy, numeracy and technology competencies (where level 1 represents the poorest level of skill attainment and level 5 the highest level of skill attainment for literacy and numeracy; level 3 represents the highest level of skill attainment for technology).

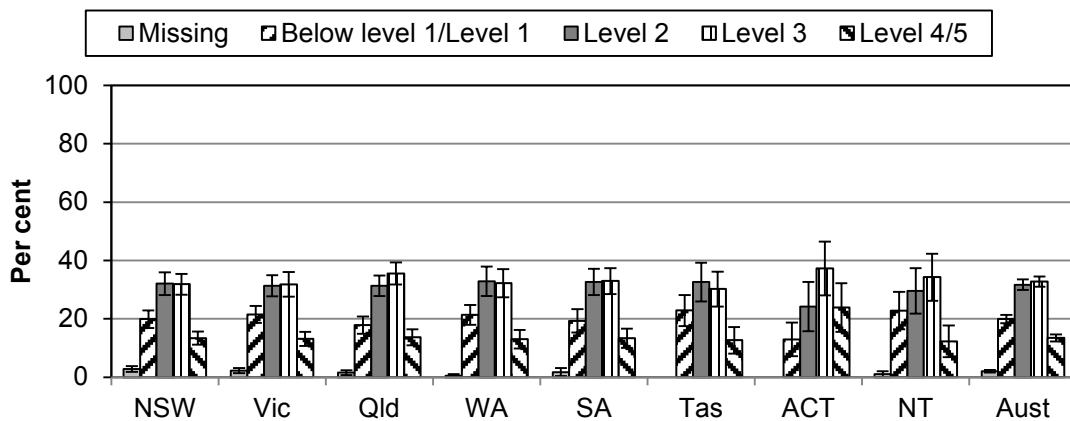
The proportions of the population aged 20–64 years across all PIAAC literacy, numeracy, and technology skill levels in 2011-12 are presented in figure B.23.

Figure B.23 Proportion of 20–64 year olds across all PIAAC literacy, numeracy and technology skill levels, 2011-12^{a, b}

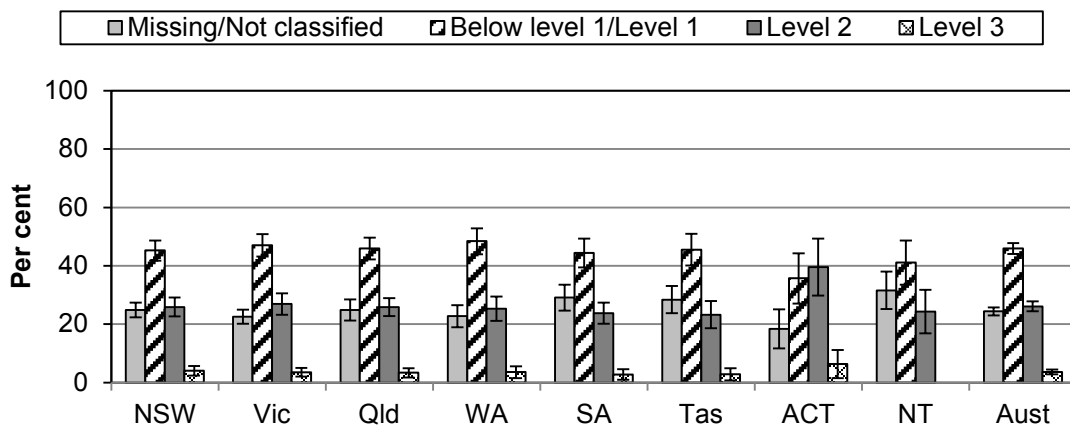
(a) PIAAC literacy results



(b) PIAAC numeracy results



(c) PIAAC technology results



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See source tables for detailed footnotes.

Source: ABS (unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*; tables BA.46, BA.47 and BA.48.

Service-specific performance indicator frameworks

This section summarises information from the three Child care, education and training service specific indicator frameworks:

- early childhood education and care (see chapter 3 for more detail)
- school education (see chapter 4 for more detail)
- vocational education and training (see chapter 5 for more detail).

Additional information is available to assist the interpretation of these results:

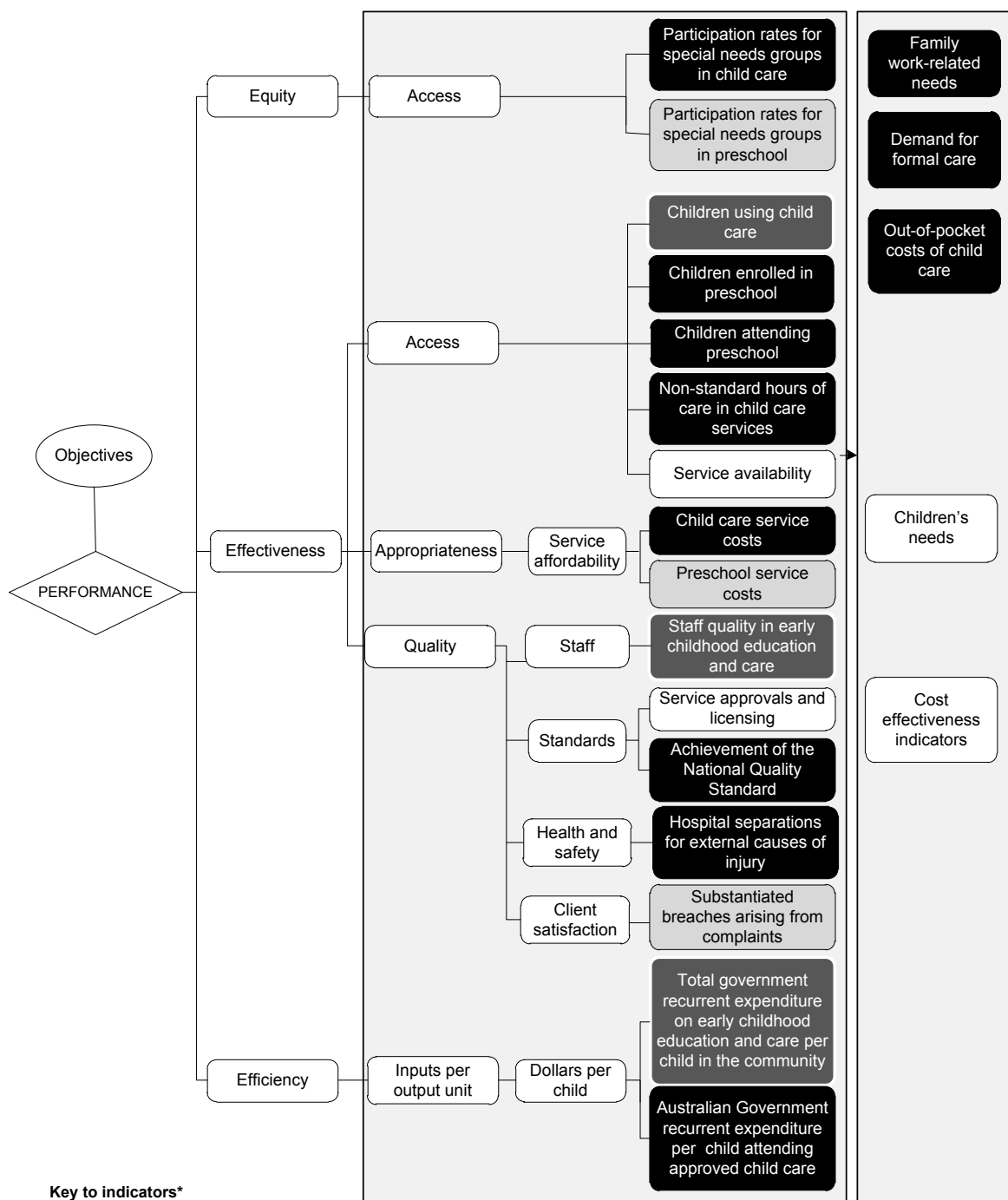
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapters 3, 4 and 5)
- caveats and footnotes to the reported data (chapters 3, 4 and 5)
- additional measures and further disaggregation of reported measures (for example by Indigenous status, socioeconomic status and age (chapters 3, 4 and 5 and attachments 3A, 4A and 5A)
- data quality information for several indicators, based on the ABS Data Quality Framework (chapters 3, 4 and 5 Data Quality Information).

A full list of attachment tables and available data quality information is provided at the end of chapters 3, 4 and 5.

Early childhood education and care

The performance indicator framework for early childhood education and care is presented in figure B.24. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of early childhood education and care.

Figure B.24 Early childhood education and care performance indicator framework



Key to indicators*

- Text Most recent data for all measures are comparable and complete Outputs
- Text Most recent data for at least one measure are comparable and complete
- Text Most recent data for all measures are either not comparable and/or not complete
- Text No data reported and/or no measures yet developed

* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

An overview of the early childhood education and care performance indicator results for the most recent period are presented in table B.1. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 3 and the footnotes in attachment 3A.

Table B.1 Performance indicators for early childhood education and care^{a, b}

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators											
<i>Participation rates for special needs groups in child care</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
Indigenous children (0–12 years), 2013											
in service	%	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6	3A.13
community	%	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8	
(2012)											
Children from non-English speaking backgrounds (0–12 years), 2013											
in service	%	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3	3A.13
community	%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0	
(2011)											
<i>Participation rates for special needs groups in preschool (Indigenous children 3–5 years), 2012</i>											
Most recent data for all measures are either not comparable and/or not complete (chapter 3)											
in service	%	4.5	1.2	4.4	6.8	6.1	7.5	3.1	38.4	4.4	3A.14
community	%	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8	
(2012)											
Effectiveness — indicators											
<i>Children using child care (Australian and State and Territory government, 0–12 years), 2012-13</i>											
Most recent data for at least one measure are comparable and complete (chapter 3)											
	%	37.5	26.6	31.8	19.5	31.4	27.8	35.6	17.7	30.7	3A.10
<i>Children enrolled in preschool (year before full time schooling), 2012</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
	%	66.2	103.7	84.7	98.7	95.1	102.6	105.7	87.6	86.3	3A.16
<i>Children attending preschool (year before full time schooling), 2012</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
	%	64.7	99.1	82.4	98.7	93.8	101.1	103.5	79.0	84.0	3A.21
<i>Non-standard hours of care in child care service, 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
LDC	%	70.7	92.2	90.4	83.5	86.5	73.7	66.1	71.3	80.9	3A.28
FDC	%	76.8	54.5	87.0	60.0	81.0	72.7	87.5	80.0	69.2	
Vacation	%	60.5	56.8	82.6	73.1	83.7	33.1	21.2	35.4	66.9	
OSH	%	16.8	8.7	39.4	18.6	9.2	2.9	–	–	17.1	
Occasional	%	39.0	17.3	38.9	72.7	100.0	100.0	50.0	–	34.2	
Other	%	83.4	79.7	80.6	60.5	100.0	58.3	100.0	–	80.4	
<i>Child care service costs, 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
LDC	\$/week	392	378	329	364	340	351	442	348	364	3A.30
FDC	\$/week	327	337	349	367	309	365	402	369	339	

(continued)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source	
<i>Preschool service costs (median hourly cost), 2012</i>											
Most recent data for all measures are either not comparable and/or not complete (chapter 3)											
\$/hour	3.47	1.95	np	–	–	–	–	–	1.82	3A.33	
<i>Staff quality in early childhood education and care</i>											
Most recent data for at least one measure are comparable and complete (chapter 3)											
<i>Paid primary contact staff employed by Australian Government approved child care services with a relevant formal qualification (at or above Certificate level III), 2013</i>											
%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1	3A.36	
<i>Hospital separations for external causes of injury (children aged 0–4 years by place of occurrence), 2011-12</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
Children's service/school	%	2.5	2.6	2.7	2.2	2.0	3.8	2.5	1.5	2.5	3A.49
Home	%	31.9	25.4	39.5	33.0	44.6	35.5	29.2	21.1	33.1	
Other place	%	28.5	34.3	25.1	24.8	29.2	29.1	25.4	22.8	28.6	
Not specified	%	37.6	38.4	33.6	40.8	25.2	32.3	43.7	55.6	36.6	
<i>Substantiated breaches arising from complaints (proportion against which action was taken), 2012-13</i>											
Most recent data for all measures are either not comparable and/or not complete (chapter 3)											
%	15.5	55.8	na	100.0	na	100.0	100.0	100.0	..	3A.65, 72, 79, 86, 93, 100, 107, 114.	
Efficiency indicators											
<i>Australian Government recurrent expenditure on child care services per child in the community (aged 0–12 years), 2012-13</i>											
Most recent data for at least one measure are comparable and complete (chapter 3)											
\$/child	1 452	1 368	1 606	1 002	1 558	1 434	1 758	1 415	1 426	3A.50	
<i>Australian government recurrent expenditure per child attending approved child care services (aged 0-12 years), 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
\$/child attending	5 236	5 151	5 083	5 142	5 140	5 240	4 934	7 990	5 194	3A.52	
<i>Family work related needs</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
<i>Proportion of children aged 0-12 years in families participating in the labour force who required any/additional formal child care for work related reasons, 2011</i>											
%	2.9	3.1	2.6	3.0	1.5	np	3.3	np	2.8	3A.53	
	± 1.0	± 1.3	± 1.7	± 1.3	± 1.1		± 2.9		± 0.6		

(continued)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source	
<i>Demand for formal care</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
<i>Proportion of children aged 0–12 years who required any/additional formal child care or preschool, 2011</i>											
	%	17.0	17.7	14.9	16.5	12.9	15.6	20.6	15.6	16.4	3A.54
		± 1.9	± 2.3	± 2.3	± 1.8	± 2.5	± 4.0	± 4.8	± 5.3	± 0.9	
<i>Out-of-pocket costs (families with two children in full time centre-based long day care as a proportion of weekly disposable income for gross annual income \$75 000), 2013</i>											
Most recent data for all measures are comparable and complete (chapter 3)											
Before subsidy	%	53.6	53.4	47.6	54.3	49.9	49.6	63.6	50.8	51.5	3A.57
After subsidy	%	15.5	15.3	12.4	15.8	13.6	13.5	20.5	14.0	14.4	

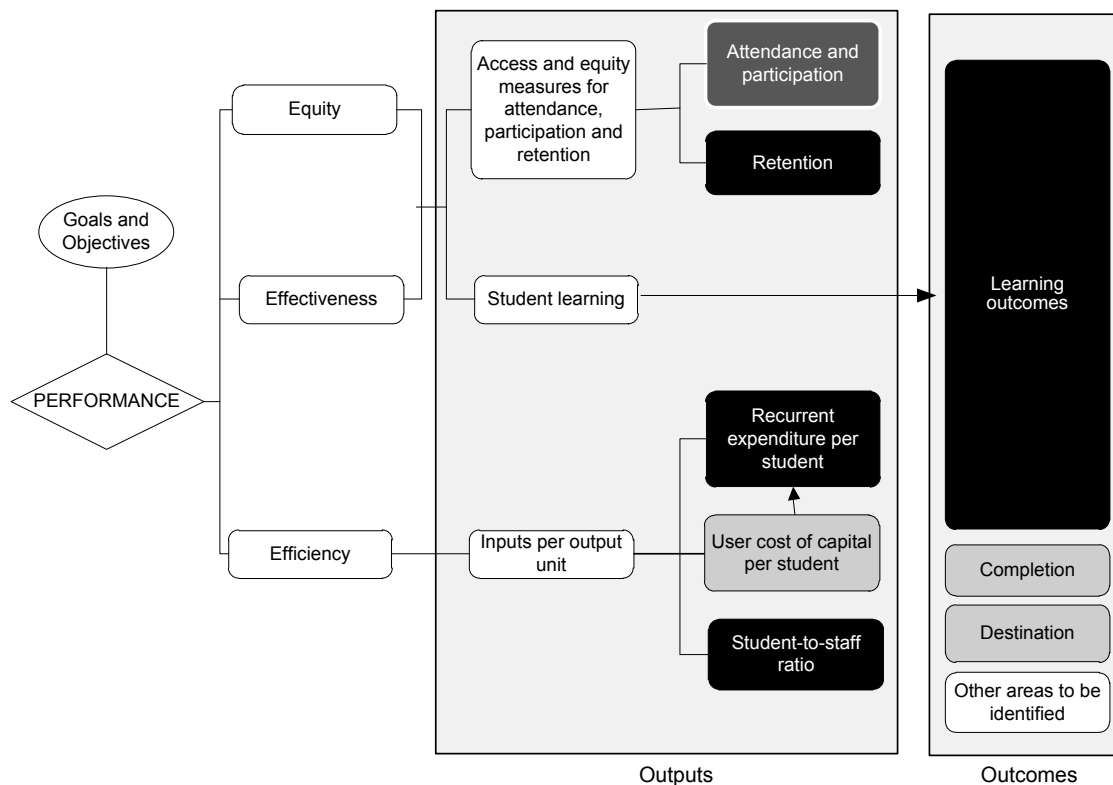
^a Caveats for these data are available in chapter 3 and attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 3 and attachment 3A. **na** Not available. .. Not applicable.

Source: Chapter 3 and attachment 3A.

School education

The performance indicator framework for school education is presented in figure B.25. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of school education.

Figure B.25 School education performance indicator framework



Key to indicators*

- Text** Most recent data for all measures are comparable and complete
- Text** Most recent data for at least one measure are comparable and complete
- Text** Most recent data for all measures are either not comparable and/or not complete
- Text** No data reported and/or no measures yet developed

* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

An overview of the school education performance indicator results for the most recent period are presented in table B.2. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 4 and the footnotes in attachment 4A.

Table B.2 Performance indicators for school education^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — access indicators										
<i>Attendance and participation, 2012</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 10 attendance rate, all students, government schools										
%	87	91	87	86	86	86	87	74	..	4A.130
Participation – proportion of all children aged 6-15 years enrolled in school, 2012										
%	99.2	100.6	100.6	98.7	100.4	98.9	109.5	95.4	100.0	4A.118
Proportion of the population aged 15–19 years who successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above (2011)										
%	23.2	36.7	27.7	24.3	20.2	32.1	24.5	16.4	27.5	4A.129
<i>Retention, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Apparent retention rate, year 7/8-10, full time secondary students, government schools										
%	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1	4A.121
Apparent retention rate, year 10-12, full time students, government schools										
%	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8	4A.122
Apparent retention rate, year 10-12, full time Indigenous students, government schools										
%	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2	4A.124
Efficiency indicators										
<i>Recurrent expenditure per student, 2011-12</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Government expenditure per FTE student, government schools										
\$	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768	4A.12
Government expenditure per FTE student, non-government schools										
\$	8 473	8 072	8 774	9 375	8 451	9 021	7 329	13 008	8 546	4A.15
Government recurrent expenditure on staff per FTE student in government schools										
\$	10 311	8 844	9 695	11 347	10 645	9 581	12 293	13 796	10 022	4A.14
<i>User cost of capital per student, 2011-12</i>										
Data for this indicator are not directly comparable (chapter 4)										
UCC per FTE student, government schools										
\$	2 424	2 008	2 518	3 643	1 788	1 765	4 143	2 598	2 439	4A.20
<i>Student-to-staff ratio, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Ratio of FTE students to FTE teaching staff, government primary schools										
no.	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2	4A.22
Ratio of FTE students to FTE teaching staff, government secondary schools										
no.	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3	4A.22

(continued)

Table B.2 (continued)

	<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</i>	<i>Source</i>
Outcome indicators										
<i>Learning outcomes, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Reading performance – proportion of all year 3 students achieving at or above national minimum standard										
%	94.8 ± 0.3	95.2 ± 0.4	92.7 ± 0.5	91.8 ± 0.7	92.6 ± 0.9	92.9 ± 1.2	96.0 ± 0.9	68.9 ± 6.3	93.6 ± 0.2	4A.36
Reading performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	83.0 ± 1.5	84.9 ± 2.8	77.7 ± 2.1	64.1 ± 3.1	72.5 ± 4.9	85.2 ± 4.1	85.7 ± 7.8	39.6 ± 6.6	74.2 ± 1.6	4A.36
Reading performance – proportion of all year 9 students achieving at or above national minimum standard										
%	91.9 ± 0.6	93.0 ± 0.6	90.5 ± 0.8	90.7 ± 1.2	90.8 ± 1.4	89.9 ± 2.0	94.7 ± 1.7	65.3 ± 8.7	91.4 ± 0.4	4A.36
Reading performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	74.2 ± 2.2	80.7 ± 3.9	69.8 ± 3.3	57.7 ± 4.6	66.6 ± 5.9	78.9 ± 5.6	82.4 ± 9.9	29.1 ± 8.9	67.2 ± 1.9	4A.36
Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard										
%	95.1 ± 0.3	95.6 ± 0.4	92.7 ± 0.5	92.5 ± 0.7	91.9 ± 0.9	93.9 ± 1.0	96.5 ± 0.8	70.0 ± 6.4	93.9 ± 0.2	4A.71
Numeracy performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	82.9 ± 1.9	85.9 ± 3.1	74.1 ± 2.6	63.9 ± 3.2	66.7 ± 5.0	86.0 ± 3.6	84.0 ± 7.6	39.5 ± 6.8	72.7 ± 1.6	4A.71
Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard										
%	93.7 ± 0.5	95.0 ± 0.5	93.7 ± 0.6	93.1 ± 1.0	92.9 ± 1.2	92.4 ± 1.8	95.5 ± 1.4	74.0 ± 7.1	93.7 ± 0.3	4A.71
Numeracy performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	78.1 ± 2.1	83.1 ± 3.1	78.1 ± 2.6	67.7 ± 4.3	72.0 ± 4.7	84.3 ± 4.6	86.8 ± 7.0	44.7 ± 7.8	74.2 ± 1.6	4A.71

(continued)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Science literacy performance – proportion of year 6 students achieving at or above proficient standard, DN: 2012 NAP science literacy assessment data have not yet been publicly released. They have been provided by ACARA to the Steering Committee for inclusion in this draft in confidence and under strict embargo until they are publicly released.										
%	50.9 ± 4.3	51.3 ± 4.7	49.9 ± 3.3	56.4 ± 4.2	51.1 ± 3.9	51.3 ± 5.4	65.3 ± 5.3	31.0 ± 7.6	51.4 ± 2.0	4A.89
Proportion of 15 year old students achieving level 3 or above in in the overall reading literacy scale, PISA 2012										
%	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3	4A.97
Proportion of 15 year old students achieving level 3 or above in in the overall mathematical literacy scale, PISA 2012										
%	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5	4A.101
Proportion of 15 year old students achieving level 3 or above in in the overall scientific literacy scale, PISA 2012										
%	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4	4A.105
Completion, 2012										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 12 completion rate										
%	72	80	70	73	83	47	82	38	73	4A.126
Destination, 2012										
Data for this indicator are not directly comparable (chapter 4)										
Proportion of year 12 students attending further education ^d										
%	70.1 ± 10.5	73.8 ± 8.0	62.3 ± 10.4	60.0 ± 14.7	63.5 ± 12.9	53.8 ± 26.0	63.6 ± 19.6	np	66.9 ± 4.5	4A.128

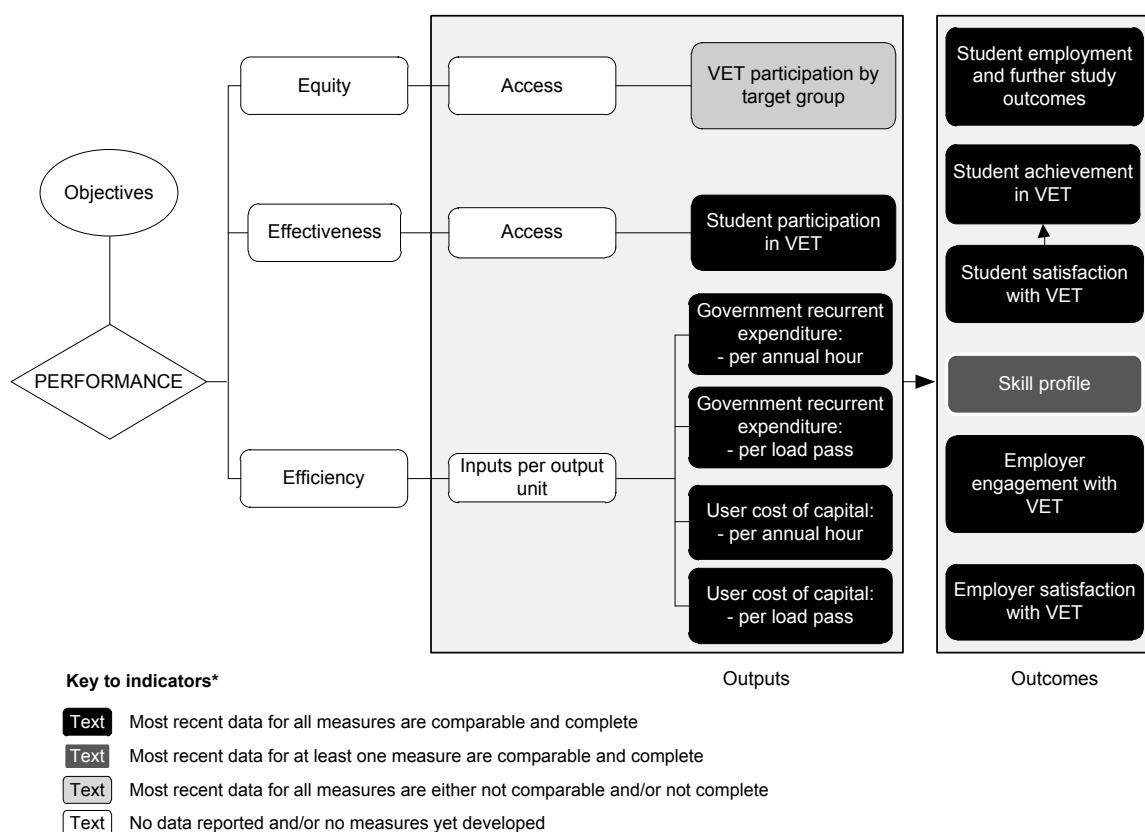
FTE = Full time equivalent. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 4 and attachment 4A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). ^d Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. – Nil or rounded to zero. .. Not applicable. np Not published.

Source: Chapter 4 and attachment 4A.

Vocational education and training

The performance indicator framework for VET is presented in figure B.26. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of VET.

Figure B.26 VET performance indicator framework



* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

An overview of the VET performance indicator results for the most recent period are presented in table B.3. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 5 and the footnotes in attachment 5A.

Table B.3 Performance indicators for VET^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — access indicators										
<i>Participation in government funded VET by target groups</i>										
Data for this indicator are not directly comparable (chapter 5)										
Participation rate for Indigenous Australians aged 15-64 years (2012)										
%	27.1	25.4	14.9	24.4	28.1	12.0	24.1	19.9	21.7	5A.10
Effectiveness indicators										
<i>Participation in government funded VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Participation rate for the population aged 15-64 years (2012)										
%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0	5A.9
Efficiency indicators										
<i>Government recurrent expenditure per government funded annual hour (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	12.65	10.62	15.98	14.99	10.57	14.17	18.29	26.09	12.62	5A.19
<i>Government recurrent expenditure per government funded load pass (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	16.36	12.56	18.76	19.22	12.04	17.72	21.83	34.12	15.39	5A.20
<i>User cost of capital per government funded annual hour (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	2.52	1.27	2.28	2.01	2.03	2.60	2.84	3.29	1.94	5A.21
<i>User cost of capital per government funded load pass (2012)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	3.25	1.51	2.68	2.58	2.31	3.25	3.39	4.30	2.37	5A.24
Outcome indicators										
<i>Student employment and further study outcomes</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were employed and/or continued on to further study in 2012 after completing their course in 2011										
%	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8	5A.25
<i>Student achievement in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Load pass rate (government funded VET) (2011)										
%	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7	5A.49

(continued)

Table B.3 (Continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
<i>Student satisfaction in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were satisfied with the quality of their completed VET course (2012)										
%	89.7 ± 1.2	87.5 ± 1.9	89.2 ± 1.8	91.9 ± 1.3	90.1 ± 2.0	91.5 ± 2.7	84.5 ± 4.3	84.9 ± 3.9	89.2 ± 0.7	5A.68
<i>Skill profile</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 5)										
Annual change in the number of qualifications completed (2010 to 2011) by government and non-government funded VET students										
%	6.1	35.6	15.9	0.7	40.6	6.5	9.0	20.6	17.6	5A.77
<i>Change in the combined number of units of competency and modules completed between 2011 and 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	- 2.9	27.5	- 9.1	- 1.2	24.6	1.7	5.4	2.1	8.2	5A.84
<i>Proportion of employers who were engaged with the VET system in the last 12 months, and were satisfied with VET in meeting their skill needs (2011) — Satisfaction with formal vocational qualifications as a job requirement</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	86.0 ± 3.7	84.1 ± 4.5	83.9 ± 5.7	85.3 ± 6.3	84.0 ± 6.4	79.0 ± 9.3	84.3 ± 6.4	85.8 ± 6.9	84.8 ± 2.2	5A.90

^a Caveats for these data are available in chapter 5 and attachment 5A. Refer to the indicator interpretation boxes in chapter 5 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 5 and attachment 5A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent).

Source: Chapter 5 and attachment 5A.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters (Early childhood, education and care; School education; Vocational Education and Training), it is recognised that there are many linkages between these services across the lifespan.

- Research has found that participation in quality early childhood education and care impacts beneficially upon children's educational and social development (Ramey et al. 2012; Tayler et al. 2013). For example, Reynolds et al. (2009) found that state-funded preschool programs positively influenced children's outcomes on measures of school readiness.
- Research has found that engagement in school influences a child's prospects of educational and occupational success, over and above his or her academic attainment and socioeconomic background. Abbott-Chapman et al. (2013) found that the more children felt connected to their school community and felt

engaged, rather than bored, the greater their likelihood of achieving a higher educational qualification and going on to a professional career.

- Attendance at school is also a critical factor in educational attainment. Hancock et al. (2013) reported that absence from school resulted in poorer academic achievement in numeracy, reading and writing in the current academic year and in future years. The effects of school absence were also found to accumulate over time, hence the need for early intervention to address absenteeism.
- Research has also documented the benefits of completing a VET qualification. Karmel and Fieger (2012) found that completing VET qualifications, compared to withdrawing before completion, is more beneficial for students' future employment prospects, occupational status, salary and further study options.
- Completion of school is also a predictor of positive life outcomes. On average, young people who complete Year 12 tend to have more successful transitions from education to work than those who do not. Completion of senior secondary schooling has been shown to provide the best labour market outcomes, relative to other vocational education paths (Ryan 2011).

There are also interrelationships between education and other government services.

- The value of investment in early childhood education and care has been confirmed by economic analyses, which show sustained benefits beyond childhood, including government savings in the justice system (Reynolds et al. 2009). Similarly, European research has examined the expansion of the UK post-compulsory education system that occurred in the late 1980s and early 1990s and found that this expansion raised education levels across the whole education distribution. At the same time, youth crime fell, supporting the contention that education has a significant impact on reducing crime rates. The education expansion also had a significant impact on other productivity-related economic variables, including qualification attainment and wages (Machin et al. 2012).
- The health benefits associated with higher levels of education have been documented in population health studies. Cutler and Lleras-Muney (2007) document a clear association between education and health that cannot be fully explained by income, the labour market, or family background. On average, better educated people have lower morbidity rates from the most common acute and chronic diseases, and have a longer life expectancy, than people with lower levels of education. Cutler and Lleras-Muney (2007) note that the mechanisms by which education influences health are likely to be complex. However, there is a direct relationship between education and health — better educated individuals have more positive health outcomes. This association remains significant even

after controlling for other factors. The findings of this research suggest that improving educational outcomes has the potential to substantially improve public health.

- The capacity for education to reduce the likelihood of social exclusion, and thus reduce reliance on government and community services, has been well documented. Social exclusion comprises a lack of material resources, unemployment, poor health and disability, and limited social connections and interactions (including, for example, volunteering and civic participation). Buddelmeyer et al. (2012) note that education is a powerful marker of social exclusion. Early school leavers, and people who have Certificate II as their highest qualification, suffer from social exclusion to a far greater degree than those with higher levels of educational attainment.

B.4 Future directions

This CCET sector overview will continue to be developed in future reports, to reflect developments affecting the sector as a whole.

The Early childhood education and care, School education and Vocational education and training chapters contain a service-specific section on future directions in performance reporting.

B.5 List of attachment tables

Attachment tables are identified in references throughout this sector overview by a 'BA' prefix (for example, table BA.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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BA Child care, education and training sector overview — attachment

Data in this Report are examined by the Early Childhood Education and Care, School Education and Vocational Education and Training Working Groups, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

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

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TABLE BA.1

Table BA.1 **Australian, State and Territory government real recurrent expenditure on child care services, (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12
	\$m	\$m	\$m	\$m	\$m
Australian Government	2 929	4 105	4 000	4 359	4 740
State and Territory government	110	109	122	139	152
Total recurrent expenditure	3 039	4 214	4 121	4 498	4 892

(a) Further information on the data included in this table are provided in the Early childhood education and care chapter attachment tables 3A.3-6, see sources in these tables for details.

(b) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. The presentation of 2011-12 dollars in this sector overview differs from the data presented in the Early childhood education and care chapter, which uses 2012-13 as the base year. The base year of 2011-12 is used in this sector overview to ensure consistency with other CCET areas.

Source: Australian, State and Territory Governments (unpublished).

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12	Average annual growth (c)
<i>Unit</i>	\$m	\$m	\$m	\$m	\$m	%
Operating expenses (d)						
Australian Government	21 171	23 888	37 948	34 413	28 728	7.9
State and Territory (including local) government	44 841	47 243	52 198	50 875	51 026	3.3
Multijurisdictional (university)	17 667	19 354	19 676	20 363	21 299	4.8
Total	83 680	90 485	109 821	105 651	101 053	4.8
Transfers to other levels of general government (e)						
Australian Government	19 930	21 474	32 799	27 474	24 124	4.9
State and Territory (including local) government	323	443	481	531	435	7.7
Multijurisdictional (university)	552	557	589	594	639	3.7
Total (f)	20 804	22 474	33 870	28 598	25 198	4.9
Operating expenses less transfers						
Australian Government	1 241	2 413	5 149	6 940	4 604	38.8
State and Territory (including local) government	44 519	46 800	51 716	50 344	50 591	3.2
Multijurisdictional (university)	17 116	18 797	19 087	19 769	20 660	4.8
Total (f)	62 875	68 011	75 950	77 053	75 855	4.8

(a) Based on accrual operating expenses for education.

(b) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2007-08 to 2011-12 based on the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

(c) Growth rate formula based on chapter 2 statistical concepts (see section 2.6).

(d) Operating expenses includes transfers to other levels of general government.

(e) Transfers to other levels of governments are payments from one level of government to another level of government.

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12	Average annual growth (c)
Unit	\$m	\$m	\$m	\$m	\$m	%

(f) The sum of the jurisdictions does not equal the total because the total represents all levels of government, including transfers between State and Territory governments and local government, which are not included in this table.

Source: ABS (2012 and unpublished) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2011-12 dollars) (a), (b)**

	2007-08	2008-09	2009-10	2010-11	2011-12
Primary and secondary education	34 537	36 103	41 554	40 903	38 737
Tertiary education					
University education	17 327	19 020	19 403	20 181	20 700
Technical and further education	5 841	6 012	6 228	6 388	6 695
Tertiary education, nec	114	74	83	93	47
Total	23 283	25 106	25 714	26 663	27 441
Pre-school & education not definable by level	2 762	3 253	3 283	3 386	4 216
Transportation of students	1 428	1 446	1 437	1 406	1 401
Education, n.e.c.	864	2 105	3 963	4 695	4 060
Total (c)	62 875	68 011	75 950	77 053	75 855

nec = Not elsewhere classified.

(a) Based on accrual operating expenses for education.

(b) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2007-08 to 2011-12 based on the ABS General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

(c) Totals may not add due to rounding.

Source: ABS (2012) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure (2011-12 dollars) (a)

		<i>Unit</i>	<i>NSW</i> (b)	<i>Vic</i> (c)	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2011-12												
Education expenditure												
Pre-school & education not definable by level	%		10.6	6.0	10.4	7.1	4.5	4.4	5.9	9.4	8.3	1.2
Transportation of students	%		4.8	2.5	1.6	1.8	0.7	2.7	0.3	1.3	2.7	–
Education, not elsewhere classified	%		0.5	0.9	0.6	0.1	0.1	–	–	0.5	0.5	13.2
Primary and secondary	%		72.5	70.3	78.9	81.0	80.1	81.5	82.0	74.6	75.2	48.2
Total	%		88.4	79.7	91.5	89.9	85.4	88.6	88.3	85.7	86.8	62.7
TAFE	%		11.1	19.5	8.4	9.8	12.1	11.3	10.9	10.2	12.5	6.9
University	%		0.5	0.8	0.0	0.3	1.9	0.1	0.8	2.1	0.6	30.4
Other tertiary not elsewhere classified	%		–	–	–	–	0.7	0.1	–	2.0	0.1	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	15 548	12 569	10 070	5 873	3 935	1 214	879	951	51 026	28 728
2010-11												
Education expenditure												
Pre-school & education not definable by level	%		7.1	5.7	9.4	6.1	3.0	4.8	5.7	5.8	6.7	0.9
Transportation of students	%		4.7	2.6	1.6	1.9	0.7	3.1	0.3	1.3	2.8	–
Education, not elsewhere classified	%		0.4	0.9	0.7	0.1	0.1	–	–	0.7	0.5	12.9
Primary and secondary	%		75.9	72.1	80.3	82.0	81.3	80.2	81.1	77.3	77.2	54.7
Total	%		88.2	81.3	92.0	90.0	85.1	88.2	87.1	85.1	87.2	68.4
TAFE	%		11.2	17.8	7.9	9.6	10.8	11.8	11.6	11.6	12.0	5.8
University	%		0.6	0.9	0.0	0.4	2.2	0.1	1.3	1.2	0.7	25.8
Other tertiary not elsewhere classified	%		–	–	–	–	1.9	0.1	–	2.1	0.2	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	15 516	12 523	9 955	5 807	3 866	1 309	887	1 014	50 875	34 413

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure (2011-12 dollars) (a)

		<i>Unit</i>	<i>NSW</i> (b)	<i>Vic</i> (c)	<i>Qld</i>	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2009-10												
Education expenditure												
Pre-school & education not definable by level	%		6.7	5.2	9.9	5.1	2.8	3.3	5.9	4.4	6.3	0.7
Transportation of students	%		4.8	2.5	1.5	1.8	0.7	3.3	0.3	1.7	2.8	–
Education, not elsewhere classified	%		0.4	0.9	0.7	0.1	0.1	–	–	0.9	0.5	9.7
Primary and secondary	%		76.9	74.5	79.7	83.5	82.0	77.2	79.3	79.6	78.1	58.1
Total	%		88.8	83.0	91.8	90.5	85.5	83.8	85.6	86.6	87.7	68.5
TAFE	%		10.8	16.1	8.1	9.0	11.3	16.0	11.8	8.5	11.5	5.8
University	%		0.4	0.9	0.0	0.5	1.9	0.1	2.6	1.6	0.6	25.7
Other tertiary not elsewhere classified	%		–	–	–	–	1.3	–	–	3.4	0.2	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	16 216	12 693	9 953	6 006	4 103	1 339	930	960	52 198	37 948
2008-09												
Education expenditure												
Pre-school & education not definable by level	%		8.0	5.6	9.0	4.4	3.1	3.9	5.1	4.4	6.6	1.7
Transportation of students	%		5.3	2.6	1.8	2.0	0.7	3.9	0.5	1.8	3.1	–
Education, not elsewhere classified	%		0.4	0.9	2.4	0.1	0.1	–	–	1.0	0.8	7.2
Primary and secondary	%		74.1	73.6	77.8	83.6	80.6	78.0	79.2	78.9	76.5	51.5
Total	%		87.8	82.8	91.0	90.2	84.4	85.7	84.8	86.0	87.0	60.3
TAFE	%		11.9	16.2	8.9	9.3	12.4	14.2	12.6	8.7	12.2	8.0
University	%		0.3	1.0	0.1	0.5	1.9	0.1	2.6	1.6	0.6	31.7
Other tertiary not elsewhere classified	%		–	–	–	–	1.2	0.1	–	3.8	0.2	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	14 895	11 566	8 938	5 332	3 648	1 189	811	867	47 243	23 888

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure (2011-12 dollars) (a)

		Unit	NSW (b)	Vic (c)	Qld	WA (d)	SA	Tas (e)	ACT	NT	Total S/T	Aus Gov
2007-08												
Education expenditure												
Pre-school & education not definable by level	%		6.3	5.8	8.7	5.2	3.5	4.2	5.5	3.5	6.2	0.9
Transportation of students	%		5.2	2.8	2.1	2.0	1.0	3.3	2.1	2.4	3.2	–
Education, not elsewhere classified	%		0.3	0.9	2.0	0.2	0.1	–	–	0.3	0.7	2.6
Primary and secondary	%		75.6	73.0	77.1	82.9	79.6	79.8	79.2	76.9	76.6	47.6
Total	%		87.4	82.5	89.9	90.3	84.3	87.3	86.8	83.1	86.7	51.1
TAFE	%		12.2	16.5	10.1	9.2	12.1	12.6	11.7	10.4	12.5	8.0
University	%		0.4	1.0	0.0	0.5	1.4	0.1	1.7	1.8	0.6	40.8
Other tertiary not elsewhere classified	%		–	–	–	–	2.3	–	–	4.5	0.3	–
Total (f)	%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)		\$m	14 243	10 911	8 548	4 946	3 570	1 103	718	805	44 841	21 171

- (a) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2007-08 to 2011-12 based on the ABS General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.51). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.
- (b) Most expenditure for preschool education in NSW is contained in other budget areas and not included in this table. NSW 'primary and secondary' expenditure includes: some special education expenditure for preschool students; all special education expenditure for school students; and higher education expenditure.
- (c) Expenditure for preschool education in Victoria is contained in other budget areas and not included in this table.
- (d) Special education expenditure for WA is included under 'primary and secondary'.
- (e) Expenditure for preschool and special education in Tasmania is included under 'primary and secondary'.
- (f) Totals may not add due to rounding.
– Nil or rounded to zero.

Source: ABS (2012) *Government Finance Statistics, Education, 2011-12*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.5

Table BA.5 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by labour force status (a), (b)**

	Unit	Highest non-school qualification					Highest school year			Total (d)	
		Bachelor degree or higher	Advanced diploma/ diploma	Certificate III or IV	Certificate I, II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (c)		Sub-total (school completed)
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 212.5	1 206.2	2 170.8	508.1	149.9	7 247.5	1 874.3	2 012.7	3 887.0	11 134.5
Unemployed	'000	93.3	46.1	98.9	51.1	5.6	295.0	120.2	205.9	326.1	621.0
Not in labour force	'000	462.2	227.7	327.2	133.0	24.7	1 174.8	626.7	1 276.6	1 903.3	3 078.0
All people (e)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6
2011											
Labour force status											
Employed	%	85.4	79.9	83.8	72.8	82.3	82.9	73.1	57.7	63.9	74.6
Unemployed	%	2.5	3.3	3.6	6.9	3.1	3.4	4.2	5.4	4.9	4.0
Not in labour force	%	12.1	16.8	12.7	20.2	14.6	13.8	22.7	37.0	31.1	21.3
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 004.4	1 080.7	2 167.0	527.7	174.8	6 954.6	1 919.2	2 207.6	4 126.8	11 081.5
Unemployed	'000	88.6	45.0	92.0	50.3	6.5	282.4	110.9	206.5	317.4	599.9
Not in labour force	'000	423.8	227.5	327.5	146.6	31.0	1 156.4	595.4	1 414.9	2 010.3	3 166.8
All people (e)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

TABLE BA.5

Table BA.5 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by labour force status (a), (b)**

Unit	Highest non-school qualification					Highest school year			Total (d)
	Bachelor degree or higher	Advanced diploma/ diploma	Certificate III or IV	Certificate I, II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (c)		Sub-total (school completed)

(a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12).

(b) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas.

(c) Includes people who never attended school.

(d) Includes people who never attended school and people whose level of highest educational attainment could not be determined.

(e) Totals may not add as a result of rounding.

Source: ABS (2012) Education and Work, 2012, Cat. no. 6227.0; Canberra; ABS (2011) *Education and Work*, 2011, Cat. no. 6227.0; Canberra.

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–74 years, by occupation, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Highest school year</i>			<i>Total (e)</i>	
		<i>Bachelor degree or above</i>	<i>Advanced Diploma or Diploma</i>	<i>Certificate III and IV</i>	<i>Certificate I, II, or nfd</i>	<i>Level not determined</i>	<i>Sub-total (non-school qualification)</i>	<i>Year 12</i>	<i>Year 11 or below (d)</i>		<i>Sub-total (school completed)</i>
2012											
Managers	%	33.8	13.2	16.6	3.4	1.7	68.6	15.7	15.7	31.4	100.0
Professionals	%	72.6	11.4	5.3	1.1	1.1	91.5	5.7	2.8	8.5	100.0
Technicians and Trades Workers	%	8.0	8.9	49.2	5.6	1.3	73.0	12.0	15.0	27.0	100.0
Community and Personal Service Workers	%	17.3	16.2	25.4	5.4	1.3	65.7	19.2	15.2	34.3	100.0
Clerical and Administrative Workers	%	20.9	13.3	15.7	6.1	1.6	57.5	23.5	18.9	42.5	100.0
Sales Workers	%	11.1	8.7	12.5	5.5	1.1	38.9	31.5	29.7	61.2	100.0
Machinery Operators And Drivers	%	6.2	5.4	21.3	6.2	1.6	40.6	20.2	39.2	59.4	100.0
Labourers	%	7.0	6.0	15.9	7.5	1.5	37.8	20.3	41.9	62.2	100.0
All occupations	%	28.7	10.8	19.4	4.6	1.4	64.9	16.6	18.6	35.1	100.0
Managers	'000	498.3	194.2	245.3	49.9	24.6	1 012.3	231.4	231.9	463.3	1 475.6
Professionals	'000	1 876.4	295.7	135.9	29.3	29.5	2 366.8	147.1	72.3	219.4	2 586.1
Technicians and Trades Workers	'000	135.0	149.6	829.0	93.9	21.9	1 229.3	202.2	252.5	454.7	1 684.0
Community and Personal Service Workers	'000	192.0	180.5	282.6	59.7	14.5	729.3	213.0	168.5	381.5	1 110.8
Clerical and Administrative Workers	'000	348.8	221.6	262.3	101.7	27.4	961.9	393.3	316.8	710.1	1 671.9
Sales Workers	'000	116.6	91.3	132.0	58.1	11.4	409.4	331.9	312.5	644.4	1 053.7
Machinery Operators And Drivers	'000	45.3	39.4	155.8	45.1	11.4	297.0	147.6	287.2	434.8	731.9
Labourers	'000	82.0	70.6	185.9	87.4	17.3	443.3	237.5	490.7	728.2	1 171.5
All occupations	'000	3 294.6	1 242.9	2 228.8	525.0	158.0	7 449.3	1 903.9	2 132.4	4 036.3	11 485.6
2011											
Managers	%	31.2	12.2	16.6	4.1	1.7	65.9	16.3	17.8	34.1	100.0
Professionals	%	72.0	10.6	5.7	1.3	1.7	91.3	6.2	2.5	8.7	100.0
Technicians and Trades Workers	%	6.9	7.2	49.5	5.8	1.8	71.3	12.9	15.8	28.7	100.0

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–74 years, by occupation, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Highest school year</i>			Total (e)	
		<i>Bachelor degree or above</i>	<i>Advanced Diploma or Diploma</i>	<i>Certificate III and IV</i>	<i>Certificate I, II, or nfd</i>	<i>Level not determined</i>	<i>Sub-total (non-school qualification)</i>	<i>Year 12</i>	<i>Year 11 or below (d)</i>		<i>Sub-total (school completed)</i>
Community and Personal Service Workers	%	13.7	16.1	24.8	6.0	1.5	62.2	21.0	16.8	37.8	100.0
Clerical and Administrative Workers	%	19.5	11.9	16.1	6.5	1.6	55.6	23.9	20.5	44.4	100.0
Sales Workers	%	11.2	7.6	11.7	5.9	1.1	37.5	31.6	30.9	62.5	100.0
Machinery Operators And Drivers	%	4.7	4.7	20.2	6.0	1.9	37.5	18.0	44.4	62.5	100.0
Labourers	%	5.5	4.9	16.3	5.8	1.3	33.8	20.3	45.9	66.2	100.0
All occupations	%	27.0	9.8	19.5	4.7	1.6	62.6	17.1	20.3	37.4	100.0
Managers	'000	450.3	176.0	240.2	59.8	24.7	950.9	235.2	256.6	491.8	1 442.7
Professionals	'000	1 810.2	266.2	143.6	33.1	41.7	2 294.8	156.2	63.6	219.8	2 514.7
Technicians and Trades Workers	'000	115.9	121.7	831.5	97.5	30.4	1 197.1	216.2	266.1	482.3	1 679.3
Community and Personal Service Workers	'000	148.2	174.2	267.9	65.3	16.7	672.3	227.4	181.9	409.3	1 081.6
Clerical and Administrative Workers	'000	329.4	200.8	271.2	109.5	26.3	937.3	403.7	345.4	749.1	1 686.3
Sales Workers	'000	118.7	80.4	124.3	62.2	11.5	396.9	335.0	327.7	662.7	1 059.7
Machinery Operators And Drivers	'000	35.5	35.0	151.7	45.2	14.1	281.5	135.2	333.1	468.3	749.8
Labourers	'000	64.4	57.4	190.9	67.8	15.5	396.0	237.8	537.4	775.2	1 171.1
All occupations	'000	3 072.6	1 111.7	2 221.3	540.4	180.9	7 126.7	1 946.7	2 311.7	4 258.4	11 385.2

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas.
- (c) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (d) Include people who never attended school.
- (e) Includes people who never attended school and people whose level of highest educational attainment could not be determined.

Source: ABS (2012 and unpublished) *Education and Work, 2011*, Cat. no. 6227.0, Canberra.

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012										
Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	467	95	540	338	135	44	9	250	1 878
Developmentally on track on one or more domains	no.	4 100	742	3 630	1 709	560	417	88	954	12 200
Developmentally on track on two or more domains	no.	3 605	655	3 115	1 435	447	370	75	755	10 457
Developmentally on track on three or more domains	no.	3 119	552	2 594	1 162	360	312	65	565	8 729
Developmentally on track on four or more domains	no.	2 413	436	1 992	901	276	252	54	395	6 719
Developmentally on track on five domains	no.	1 700	285	1 343	552	172	180	31	224	4 487
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally on track on no domains	%	10.2	11.4	12.9	16.5	19.4	9.5	9.3	20.8	13.3
Developmentally on track on one or more domains	%	89.8	88.6	87.1	83.5	80.6	90.5	90.7	79.2	86.7
Developmentally on track on two or more domains	%	78.9	78.3	74.7	70.1	64.3	80.3	77.3	62.7	74.3
Developmentally on track on three or more domains	%	68.3	65.9	62.2	56.8	51.8	67.7	67.0	46.9	62.0
Developmentally on track on four or more domains	%	52.8	52.1	47.8	44.0	39.7	54.7	55.7	32.8	47.7
Developmentally on track on five domains	%	37.2	34.1	32.2	27.0	24.7	39.0	32.0	18.6	31.9
Non- Indigenous children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	2 718	2 556	3 011	1 303	804	250	139	73	10 854
Developmentally on track on one or more domains	no.	82 337	60 865	51 081	27 531	15 967	5 460	4 396	1 870	249 507
Developmentally on track on two or more domains	no.	77 827	57 401	47 233	25 852	14 856	5 114	4 085	1 767	234 135
Developmentally on track on three or more domains	no.	71 698	52 948	42 374	23 515	13 477	4 650	3 694	1 597	213 953
Developmentally on track on four or more domains	no.	61 530	45 988	35 402	20 132	11 382	4 021	3 089	1 370	182 914
Developmentally on track on five domains	no.	48 376	36 430	26 693	15 081	8 804	3 150	2 301	1 040	141 875
Children with a valid domain score	no.	85 055	63 421	54 092	28 834	16 771	5 710	4 535	1 943	260 361
Developmentally on track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally on track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
Developmentally on track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
Developmentally on track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
Developmentally on track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
Developmentally on track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
All children developmentally on track on the AEDI										
Developmentally on track on no domains	no.	3 185	2 651	3 551	1 641	939	294	148	323	12 732
Developmentally on track on one or more domains	no.	86 437	61 607	54 711	29 240	16 527	5 877	4 484	2 824	261 707
Developmentally on track on two or more domains	no.	81 432	58 056	50 348	27 287	15 303	5 484	4 160	2 522	244 592
Developmentally on track on three or more domains	no.	74 817	53 500	44 968	24 677	13 837	4 962	3 759	2 162	222 682
Developmentally on track on four or more domains	no.	63 943	46 424	37 394	21 033	11 658	4 273	3 143	1 765	189 633
Developmentally on track on five domains	no.	50 076	36 715	28 036	15 633	8 976	3 330	2 332	1 264	146 362
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
Developmentally on track on no domains	%	3.6	4.1	6.1	5.3	5.4	4.8	3.2	10.3	4.6
Developmentally on track on one or more domains	%	96.4	95.9	93.9	94.7	94.6	95.2	96.8	89.7	95.4
Developmentally on track on two or more domains	%	90.9	90.3	86.4	88.4	87.6	88.9	89.8	80.1	89.1
Developmentally on track on three or more domains	%	83.5	83.3	77.2	79.9	79.2	80.4	81.2	68.7	81.1
Developmentally on track on four or more domains	%	71.3	72.2	64.2	68.1	66.7	69.2	67.9	56.1	69.1
Developmentally on track on five domains	%	55.9	57.1	48.1	50.6	51.4	54.0	50.3	40.2	53.3
2009 (b)										
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

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	74.0	69.7	68.8	64.8	81.0	75.2	50.8	70.2
Developmentally on track on three or more domains	%	65.8	61.7	54.8	54.8	54.0	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	37.0	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
Developmentally on track on three or more domains	%	83.1	82.8	74.4	79.7	80.5	81.0	81.7	81.4	80.6
Developmentally on track on four or more domains	%	71.2	71.8	61.4	67.5	68.0	68.9	68.0	69.3	68.6
Developmentally on track on five domains	%	55.7	56.1	42.1	48.2	52.5	53.0	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

TABLE BA.7

Table BA.7 **Children developmentally on track on AEDI, 2012 and 2009 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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	88.0
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	60.0	65.7	67.0	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 are all inter-related aspects of school readiness. Further information on AEDI results are available at the website.

(b) The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDI.

Source: Australian Early Development Index 2012 and 2009 (unpublished data).

TABLE BA.8

Table BA.8 Children engaged in informal reading learning activities, 2011 (a), (b)

	<i>Unit</i>	<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 (c)</i>
Children aged 3-8 years										
Number of days each week parent spent telling stories, reading to child or listening to child read										
1-3 days	%	17.9	11.0	14.6	10.5	14.2	19.3	18.4	14.3	14.5
4-6 days	%	33.7	31.5	32.9	34.8	40.2	23.1	35.0	34.4	33.3
7 days	%	45.2	53.1	48.5	52.0	42.3	51.5	43.7	45.2	48.5
Did not tell stories, read or listen to child read	%	3.2	4.3	4.0	2.7	3.3	6.2	2.9	6.1	3.7
Total (d)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1-3 days	'000	96.7	45.5	51.6	18.3	16.2	7.5	5.0	2.1	242.8
4-6 days	'000	181.8	129.9	116.5	60.8	45.9	8.9	9.4	5.0	558.3
7 days	'000	244.0	218.8	171.4	90.7	48.4	19.9	11.8	6.6	811.7
Did not tell stories, read or listen to child read	'000	17.1	17.7	14.2	4.8	3.8	2.4	0.8	0.9	61.6
Total (d)	'000	539.5	411.9	353.7	174.6	114.3	38.7	27.0	14.7	1674.4
Children aged 0-2 years										
Number of days each week parent read from a book or told a story to child										
1-6 days	%	24.0	23.0	19.1	20.0	32.1	26.6	30.0	20.0	23.0
7 days	%	53.6	56.2	63.5	60.5	50.9	56.2	58.8	56.4	57.1
Did not read from books or tell a story	%	22.4	20.3	17.3	19.5	16.3	17.2	11.1	23.6	19.8
Total (d)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1-6 days	'000	67.4	49.0	35.8	18.4	19.0	5.2	4.5	1.7	200.9
7 days	'000	150.3	119.7	118.8	55.6	30.2	11.0	8.8	4.7	499.1
Did not read from books or tell a story	'000	62.8	43.2	32.4	17.9	9.7	3.4	1.7	2.0	173.0
Total (d)	'000	280.4	212.9	187.0	92.0	59.3	19.6	15.0	8.3	874.3

TABLE BA.8

Table BA.8 **Children engaged in informal reading learning activities, 2011 (a), (b)**

	<i>Unit</i>	<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 (c)</i>
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Children aged 3-8 years

- (a) Proportions are determined using the number of children involved in home based reading activities by the estimated residential population for the jurisdiction.
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) Australia includes 'Other Territories'.
- (d) Totals may not add due to rounding.

Source: ABS (unpublished) Childhood Education and Care Survey 2011, cat. no. 4402.0, Canberra

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012										
15-19 years										
Number of students										
Not enrolled, May 2012	'000	79.8	55.6	82.4	34.7	20.4	6.5	4.4	4.0	287.7
Enrolled, May 2012										
Higher education	'000	70.1	59.4	52.9	28.7	16.0	3.5	3.4	np	234.6
TAFE	'000	53.2	28.8	30.6	17.1	6.9	3.0	np	np	142.2
Other education and training	'000	10.0	7.0	6.3	3.7	3.5	0.7	np	np	31.7
School	'000	252.2	203.3	138.3	67.5	59.6	19.5	13.6	7.9	762.0
Total enrolled	'000	385.5	298.6	228.0	117.1	85.9	26.8	19.0	9.5	1 170.4
Total	'000	465.3	354.2	310.4	151.7	106.3	33.3	23.4	13.5	1 458.1
Proportion of students										
Not enrolled, May 2012	%	17.2 ± 2.8	15.7 ± 1.9	26.5 ± 3.4	22.9 ± 4.7	19.2 ± 4.3	19.5 ± 4.3	18.8 ± 5.3	29.6 ± 9.9	19.7 ± 1.3
Enrolled, May 2012										
Higher education	%	15.1 ± 2.2	16.8 ± 2.5	17.0 ± 3.2	18.9 ± 4.6	15.1 ± 3.9	10.5 ± 3.4	14.5 ± 6.2	np	16.1 ± 1.1
TAFE	%	11.4 ± 2.0	8.1 ± 2.3	9.9 ± 2.6	11.3 ± 2.5	6.5 ± 2.3	9.0 ± 3.8	np	np	9.8 ± 1.0
Other education and training	%	2.1 ± 0.9	2.0 ± 1.0	2.0 ± 1.3	2.4 ± 1.6	3.3 ± 1.7	2.1 ± 1.8	np	np	2.2 ± 0.6
School	%	54.2 ± 1.9	57.4 ± 2.2	44.6 ± 3.7	44.5 ± 3.6	56.1 ± 3.3	58.6 ± 4.8	58.1 ± 4.6	58.5 ± 8.1	52.3 ± 1.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
20-24 years										
Number of students										
Not enrolled, May 2012	'000	280.3	233.0	217.1	117.8	72.5	20.4	14.3	12.2	967.6
Enrolled, May 2012										
Higher education	'000	178.0	129.4	75.2	40.3	29.3	7.6	12.7	2.2	474.9
TAFE	'000	41.6	38.8	26.3	10.7	8.4	3.4	np	np	131.9
Other education and training	'000	20.9	17.6	np	6.9	4.6	1.1	np	np	61.3

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
School	'000	–	–	np	–	np	–	np	–	1.4
Total enrolled	'000	240.5	185.9	111.1	57.9	43.4	12.1	16.2	2.6	669.5
Total	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1 637.1
Proportion of students										
Not enrolled, May 2012	%	53.8 ± 3.6	55.6 ± 3.5	66.1 ± 4.0	67.0 ± 4.3	62.6 ± 5.3	63.0 ± 9.8	47.0 ± 9.3	82.4 ± 6.6	59.1 ± 1.8
Enrolled, May 2012										
Higher education	%	34.2 ± 3.8	30.9 ± 3.7	22.9 ± 3.5	22.9 ± 4.6	25.3 ± 4.5	23.5 ± 9.6	41.8 ± 8.6	14.9 ± 6.3	29.0 ± 1.5
TAFE	%	8.0 ± 1.8	9.3 ± 2.3	8.0 ± 2.4	6.1 ± 2.1	7.3 ± 2.7	10.5 ± 3.4	np	np	8.1 ± 0.8
Other education and training	%	4.0 ± 1.5	4.2 ± 1.9	np	3.9 ± 1.7	4.0 ± 1.5	3.4 ± 2.4	np	np	3.7 ± 0.8
School	%	–	–	np	–	np	–	np	–	0.1 ± 0.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15-24 years										
Number of students										
Not enrolled, May 2012	'000	360.1	288.6	299.5	152.5	92.8	26.9	18.6	16.2	1 255.3
Enrolled, May 2012										
Higher education	'000	248.1	188.8	128.1	69.1	45.3	11.2	16.0	2.8	709.4
TAFE	'000	94.8	67.6	56.9	27.8	15.3	6.4	np	np	274.1
Other education and training	'000	30.9	24.7	15.5	10.6	8.1	1.8	np	np	93.0
School	'000	252.2	203.3	138.7	67.5	60.5	19.5	13.6	7.9	763.4
Total enrolled	'000	626.0	484.4	339.1	174.9	129.3	38.9	35.1	12.1	1 839.9
Total	'000	986.1	773.1	638.6	327.4	222.1	65.7	53.8	28.2	3 095.1
Proportion of students										
Not enrolled, May 2012	%	36.5 ± 2.4	37.3 ± 2.3	46.9 ± 2.9	46.6 ± 3.2	41.8 ± 2.5	40.9 ± 5.3	34.6 ± 5.9	57.4 ± 5.7	40.6 ± 1.2
Enrolled, May 2012										
Higher education	%	25.2 ± 2.2	24.4 ± 2.6	20.1 ± 2.9	21.1 ± 3.2	20.4 ± 2.8	17.0 ± 4.8	29.7 ± 5.9	9.9 ± 4.3	22.9 ± 1.0
TAFE	%	9.6 ± 1.3	8.7 ± 1.3	8.9 ± 1.8	8.5 ± 1.2	6.9 ± 1.6	9.7 ± 2.3	np	np	8.9 ± 0.6
Other education and training	%	3.1 ± 0.8	3.2 ± 1.0	2.4 ± 1.0	3.2 ± 1.2	3.6 ± 1.0	2.7 ± 1.4	np	np	3.0 ± 0.4

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
School	%	25.6 ± 0.9	26.3 ± 1.2	21.7 ± 1.8	20.6 ± 1.9	27.2 ± 1.8	29.7 ± 2.7	25.3 ± 2.0	28.0 ± 4.7	24.7 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
25-29 years										
Number of students										
Not enrolled, May 2012	'000	442.9	357.6	283.6	154.5	91.0	24.3	24.5	14.1	1 392.4
Enrolled, May 2012										
Higher education	'000	55.8	40.8	27.2	19.9	10.7	2.3	6.0	2.4	165.1
TAFE	'000	20.3	18.2	10.4	5.5	7.6	np	1.0	np	63.9
Other education and training	'000	21.4	18.2	10.9	5.7	3.5	np	0.7	0.5	np
School	'000	–	–	–	–	–	np	–	–	np
Total enrolled	'000	97.5	77.2	48.5	31.1	21.7	4.2	7.7	3.2	291.0
Total	'000	540.3	434.8	332.2	185.5	112.7	28.5	32.2	17.3	1 683.4
Proportion of students										
Not enrolled, May 2012	%	82.0 ± 2.5	82.2 ± 2.6	85.4 ± 2.5	83.3 ± 3.2	80.7 ± 4.6	85.3 ± 5.8	76.1 ± 7.5	81.5 ± 6.3	82.7 ± 1.4
Enrolled, May 2012										
Higher education	%	10.3 ± 2.3	9.4 ± 2.1	8.2 ± 2.2	10.7 ± 2.6	9.5 ± 3.4	8.1 ± 3.7	18.6 ± 6.1	13.9 ± 6.0	9.8 ± 1.2
TAFE	%	3.8 ± 1.3	4.2 ± 1.3	3.1 ± 1.7	3.0 ± 1.7	6.7 ± 2.2	np	3.1 ± 2.8	np	3.8 ± 0.6
Other education and training	%	4.0 ± 1.1	4.2 ± 1.1	3.3 ± 1.3	3.1 ± 1.4	3.1 ± 1.7	np	2.2 ± 2.0	2.9 ± 2.4	np
School	%	–	–	–	–	–	np	–	–	np
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15-64										
Number of students										
Not enrolled, May 2012	'000	3 774.7	3 013.2	2 464.6	1 310.3	873.9	260.4	196.8	118.9	12 012.9
Enrolled, May 2012										
Higher education	'000	405.1	306.1	209.2	117.8	76.7	20.2	29.2	10.6	1 174.8
TAFE	'000	182.2	122.4	96.1	54.3	39.0	12.1	10.2	1.8	518.2
Other education and training	'000	112.8	94.6	76.2	36.2	28.9	8.4	4.2	2.2	363.6

TABLE BA.9

Table BA.9 Participation in education and training, by sector (a), (b), (c), (d), (e)

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
School	'000	252.2	203.3	138.7	67.5	61.0	19.8	13.6	7.9	764.0
Total enrolled	'000	952.2	726.5	520.3	275.9	205.6	60.5	57.2	22.6	2 820.7
Total	'000	4 726.9	3 739.7	2 984.9	1 586.2	1 079.5	320.9	253.9	141.5	14 833.6
Proportion of students										
Not enrolled, May 2012	%	79.9 ± 0.8	80.6 ± 0.8	82.6 ± 0.8	82.6 ± 1.0	81.0 ± 0.9	81.1 ± 1.6	77.5 ± 2.3	84.0 ± 1.9	81.0 ± 0.4
Enrolled, May 2012										
Higher education	%	8.6 ± 0.7	8.2 ± 0.7	7.0 ± 0.7	7.4 ± 0.9	7.1 ± 0.8	6.3 ± 1.1	11.5 ± 2.1	7.5 ± 1.3	7.9 ± 0.3
TAFE	%	3.9 ± 0.3	3.3 ± 0.4	3.2 ± 0.5	3.4 ± 0.5	3.6 ± 0.6	3.8 ± 0.6	4.0 ± 1.3	1.3 ± 0.8	3.5 ± 0.2
Other education and training	%	2.4 ± 0.3	2.5 ± 0.4	2.6 ± 0.4	2.3 ± 0.5	2.7 ± 0.5	2.6 ± 0.6	1.7 ± 0.6	1.6 ± 0.6	2.5 ± 0.2
School	%	5.3 ± 0.2	5.4 ± 0.3	4.6 ± 0.4	4.3 ± 0.4	5.7 ± 0.4	6.2 ± 0.7	5.4 ± 0.4	5.6 ± 1.1	5.2 ± 0.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are for participation at May, and not for the whole year.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (e) Totals may not add due to rounding and/or not published (np) data.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work.

TABLE BA.10

Table BA.10 Participation in education and training, by single year of age, by sector, 2012 (a), (b), (c), (d), (e)

	Units	15	16	17	18	19	20	21	22	23	24
2012											
Number of students (May)											
Not enrolled	'000	4.0	14.8	43.4	109.0	116.5	128.4	167.5	207.0	217.2	247.5
Enrolled											
Higher education	'000	–	np	23.9	93.6	116.2	128.0	np	94.8	82.6	56.3
TAFE	'000	np	9.8	24.6	51.6	55.2	40.9	36.1	21.1	18.7	15.1
Other education and training	'000	–	3.5	5.4	12.7	10.1	12.4	9.3	10.7	14.7	14.3
School	'000	275.5	np	195.3	30.8	7.3	np	np	–	–	–
Total enrolled	'000	276.5	267.3	249.1	188.7	188.8	182.4	158.9	126.6	116.0	85.6
Total	'000	280.5	282.0	292.5	297.7	305.4	310.8	326.4	333.5	333.2	333.1
Participation rate (May)											
Not enrolled	%	1.4 ± 1.0	5.2 ± 1.9	14.8 ± 2.4	36.6 ± 3.5	38.1 ± 3.6	41.3 ± 4.6	51.3 ± 3.1	62.1 ± 4.1	65.2 ± 3.9	74.3 ± 3.0
Enrolled											
Higher education	%	–	np	8.2 ± 2.3	31.4 ± 4.2	38.0 ± 3.4	41.2 ± 3.8	np	28.4 ± 3.5	24.8 ± 3.1	16.9 ± 3.2
TAFE	%	np	3.5 ± 1.6	8.4 ± 1.9	17.3 ± 3.4	18.1 ± 2.8	13.2 ± 3.0	11.1 ± 2.5	6.3 ± 1.3	5.6 ± 1.2	4.5 ± 1.5
Other education and training	%	–	1.2 ± 0.7	1.8 ± 1.2	4.3 ± 1.8	3.3 ± 1.5	4.0 ± 1.5	2.8 ± 1.4	3.2 ± 1.6	4.4 ± 1.6	4.3 ± 1.8
School	%	98.2 ± 1.0	np	66.8 ± 2.8	10.3 ± 2.5	2.4 ± 1.0	np	np	–	–	–
Total enrolled	%	98.6 ± 1.0	94.8 ± 1.9	85.2 ± 2.4	63.4 ± 3.5	61.8 ± 3.6	58.7 ± 4.6	48.7 ± 3.1	38.0 ± 4.1	34.8 ± 3.9	25.7 ± 3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011											
Number of students (May)											
Not enrolled	'000	4.4	16.3	54.4	116.9	113.5	135.6	171.9	189.1	222.8	245.2

TABLE BA.10

Table BA.10 Participation in education and training, by single year of age, by sector, 2012 (a), (b), (c), (d), (e)

	Units	15	16	17	18	19	20	21	22	23	24
Enrolled											
Higher education	'000	np	np	21.8	77.4	127.5	118.1	111.1	100.0	69.1	47.9
TAFE	'000	2.8	13.7	22.4	61.8	47.6	47.8	35.9	19.8	26.7	20.1
Other education and training	'000	np	np	2.2	12.8	10.4	15.2	np	np	13.3	22.0
School	'000	278.0	258.6	192.8	33.3	5.8	np	np	np	–	–
Total enrolled	'000	281.2	275.0	239.3	185.4	191.3	182.5	158.5	140.1	109.1	89.9
Total	'000	285.6	291.3	293.7	302.3	304.7	318.1	330.4	329.2	331.9	335.2
Participation rate (May)											
Not enrolled	%	1.5 ± 0.7	5.6 ± 1.7	18.5 ± 2.4	38.7 ± 3.8	37.2 ± 3.0	42.6 ± 4.2	52.0 ± 3.5	57.4 ± 4.4	67.1 ± 3.9	73.2 ± 3.5
Enrolled											
Higher education	%	np	np	7.4 ± 2.0	25.6 ± 3.1	41.8 ± 4.1	37.1 ± 4.0	33.6 ± 3.4	30.4 ± 3.2	20.8 ± 3.1	14.3 ± 3.0
TAFE	%	1.0 ± 0.8	4.7 ± 1.3	7.6 ± 2.2	20.4 ± 3.7	15.6 ± 2.9	15.0 ± 2.6	10.9 ± 2.2	6.0 ± 2.0	8.0 ± 2.3	6.0 ± 2.2
Other education and training	%	np	np	0.7 ± 0.6	4.2 ± 1.3	3.4 ± 1.4	4.8 ± 1.5	np	np	4.0 ± 1.5	6.6 ± 2.3
School	%	97.3 ± 1.1	88.8 ± 2.0	65.6 ± 3.4	11.0 ± 2.3	1.9 ± 1.1	np	np	np	–	–
Total enrolled	%	98.5 ± 0.7	94.4 ± 1.7	81.5 ± 2.4	61.3 ± 3.8	62.8 ± 3.0	57.4 ± 4.2	48.0 ± 3.5	42.6 ± 4.4	32.9 ± 3.9	26.8 ± 3.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are participation at May, and not for the whole year.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

TABLE BA.10

Table BA.10 **Participation in education and training, by single year of age, by sector, 2012 (a), (b), (c), (d), (e)**

	<i>Units</i>	15	16	17	18	19	20	21	22	23	24
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(e) Totals may not add due to rounding and/or not published (np) data.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work.

TABLE BA.11

Table BA.11 **Participation in education and training, by age groups, by sector, 2012 (a), (b), (c), (d), (e)**

	<i>Units</i>	<i>15-19</i>	<i>20-24</i>	<i>15-24</i>	<i>25-29</i>	<i>15-64</i>
2012						
Number of students (May)						
Not enrolled	'000	287.7	967.6	1 255.3	1 392.4	12 012.9
Enrolled						
Higher education	'000	234.6	474.9	709.4	np	1 174.8
TAFE	'000	142.2	131.9	274.1	63.9	518.2
Other education and training	'000	31.7	61.3	93.0	61.9	363.6
School	'000	762.0	1.4	763.4	np	764.0
Total enrolled	'000	1 170.4	669.5	1 839.9	291.0	2 820.7
Total	'000	1 458.1	1 637.1	3 095.1	1 683.4	14 833.6
Participation rate (May)						
Not enrolled	%	19.7 ± 1.3	59.1 ± 1.8	40.6 ± 1.2	82.7 ± 1.4	81.0 ± 0.4
Enrolled						
Higher education	%	16.1 ± 1.1	29.0 ± 1.5	22.9 ± 1.0	np	7.9 ± 0.3
TAFE	%	9.8 ± 1.0	8.1 ± 0.8	8.9 ± 0.6	3.8 ± 0.6	3.5 ± 0.2
Other education and training	%	2.2 ± 0.6	3.7 ± 0.8	3.0 ± 0.4	3.7 ± 0.5	2.5 ± 0.2
School	%	52.3 ± 1.0	0.1 ± 0.1	24.7 ± 0.5	np	5.2 ± 0.1
Total enrolled	%	80.3 ± 1.3	40.9 ± 1.8	59.4 ± 1.2	17.3 ± 1.4	19.0 ± 0.4
Total	%	100.0	100.0	100.0	100.0	100.0
2011						
Number of students (May)						
Not enrolled	'000	305.5	964.6	1 270.2	1 366.6	11 946.5
Enrolled						
Higher education	'000	226.9	446.2	673.1	160.8	1 120.6
TAFE	'000	148.3	150.2	298.6	74.0	599.9
Other education and training	'000	28.3	81.4	109.7	77.5	410.1
School	'000	768.5	2.4	771.0	–	771.0
Total enrolled	'000	1 172.1	680.2	1 852.3	312.4	2 901.6
Total	'000	1 477.6	1 644.8	3 122.5	1 678.9	14 848.1
Participation rate (May)						
Not enrolled	%	20.7 ± 1.1	58.6 ± 2.2	40.7 ± 1.2	81.4 ± 1.4	80.5 ± 0.4
Enrolled						
Higher education	%	15.4 ± 1.2	27.1 ± 1.8	21.6 ± 1.2	9.6 ± 1.2	7.5 ± 0.3
TAFE	%	10.0 ± 1.1	9.1 ± 1.1	9.6 ± 0.8	4.4 ± 0.6	4.0 ± 0.2
Other education and training	%	1.9 ± 0.5	4.9 ± 0.9	3.5 ± 0.6	4.6 ± 0.6	2.8 ± 0.2

Table BA.11 **Participation in education and training, by age groups, by sector, 2012 (a), (b), (c), (d), (e)**

	<i>Units</i>	<i>15-19</i>	<i>20-24</i>	<i>15-24</i>	<i>25-29</i>	<i>15-64</i>
School	%	52.0 ± 1.1	0.1 ± 0.1	24.7 ± 0.5	–	5.2 ± 0.1
Total enrolled	%	79.3 ± 1.1	41.4 ± 2.2	59.3 ± 1.2	18.6 ± 1.4	19.5 ± 0.4
Total	%	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are participation at May, and not for the whole year.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (e) Totals may not add due to rounding and/or not published (np) data.
np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work.

TABLE BA.12

Table BA.12 Participation in education and training (per cent) (a), (b), (c), (d)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
15–19	82.8 ± 2.8	84.3 ± 1.9	73.5 ± 3.4	77.2 ± 4.7	80.8 ± 4.3	80.4 ± 4.3	81.3 ± 5.3	70.5 ± 9.9	80.3 ± 1.3
20–24	46.2 ± 3.6	44.4 ± 3.5	33.9 ± 4.0	32.9 ± 4.3	37.4 ± 5.3	37.2 ± 9.8	53.1 ± 9.3	17.4 ± 6.6	40.9 ± 1.8
25–29	18.0 ± 2.5	17.7 ± 2.6	14.6 ± 2.5	16.7 ± 3.2	19.3 ± 4.6	14.7 ± 5.8	23.8 ± 7.5	18.8 ± 6.3	17.3 ± 1.4
15–64	20.1 ± 0.8	19.4 ± 0.8	17.4 ± 0.8	17.4 ± 1.0	19.0 ± 0.9	18.9 ± 1.6	22.5 ± 2.3	16.0 ± 1.9	19.0 ± 0.4
2011									
15–19	79.5 ± 2.0	86.9 ± 2.1	72.0 ± 3.2	74.3 ± 5.1	80.8 ± 3.7	84.5 ± 4.5	83.4 ± 5.5	63.6 ± 6.7	79.3 ± 1.1
20–24	44.3 ± 4.6	43.5 ± 3.2	35.6 ± 3.7	37.6 ± 5.1	42.6 ± 4.4	35.4 ± 6.7	53.9 ± 9.1	23.9 ± 9.4	41.4 ± 2.2
25–29	21.9 ± 2.4	18.7 ± 3.6	17.7 ± 3.1	12.8 ± 2.7	14.5 ± 3.7	19.0 ± 6.3	22.3 ± 6.8	11.5 ± 4.9	18.6 ± 1.4
15–64	20.5 ± 1.0	20.1 ± 0.7	18.5 ± 0.8	17.2 ± 1.1	19.3 ± 1.1	19.7 ± 1.6	23.2 ± 1.8	14.7 ± 1.5	19.5 ± 0.4
2010									
15–19	81.4 ± 3.1	85.0 ± 3.0	71.1 ± 3.1	70.7 ± 4.8	73.8 ± 4.4	77.3 ± 4.8	86.7 ± 4.1	72.5 ± 11.4	78.3 ± 1.5
20–24	45.2 ± 3.4	46.0 ± 3.8	32.8 ± 2.9	33.2 ± 5.6	42.3 ± 4.4	32.2 ± 6.1	49.1 ± 7.4	22.7 ± 7.0	41.1 ± 1.7
25–29	20.6 ± 3.0	19.6 ± 2.9	19.0 ± 2.5	14.3 ± 4.2	22.7 ± 4.1	14.6 ± 4.7	25.0 ± 5.9	18.5 ± 6.1	19.5 ± 1.8
15–64	20.6 ± 0.7	20.4 ± 0.9	18.1 ± 0.8	17.0 ± 1.2	19.4 ± 1.4	18.0 ± 1.0	24.2 ± 2.0	19.7 ± 2.5	19.6 ± 0.5
2009									
15–19	80.5 ± 3.5	82.0 ± 3.2	67.7 ± 4.0	73.4 ± 6.5	76.7 ± 3.6	77.7 ± 6.9	84.3 ± 7.7	62.9 ± 7.3	77.0 ± 1.6
20–24	43.3 ± 4.6	42.5 ± 4.1	33.8 ± 6.7	37.0 ± 5.6	39.4 ± 5.5	35.3 ± 8.9	44.1 ± 10.5	22.8 ± 6.6	39.9 ± 2.3
25–29	17.8 ± 3.8	16.3 ± 2.3	14.4 ± 3.5	14.4 ± 3.3	16.8 ± 4.8	17.4 ± 5.8	28.8 ± 4.6	11.0 ± 5.7	16.4 ± 1.3
15–64	19.9 ± 1.1	19.4 ± 0.8	17.3 ± 1.3	17.2 ± 1.3	18.5 ± 1.1	19.4 ± 1.8	23.3 ± 2.7	16.1 ± 1.7	18.9 ± 0.4
2008									
15–19	78.7 ± 3.4	85.3 ± 2.5	74.2 ± 3.2	72.5 ± 4.7	79.4 ± 3.8	76.6 ± 5.2	81.0 ± 6.2	76.5 ± 7.4	78.8 ± 1.4
20–24	41.8 ± 4.4	46.7 ± 2.5	33.0 ± 4.2	31.3 ± 5.5	37.0 ± 4.6	37.8 ± 9.0	49.5 ± 8.3	28.5 ± 11.3	39.8 ± 1.7
25–29	16.5 ± 2.4	18.5 ± 2.9	16.4 ± 3.0	11.5 ± 2.6	20.1 ± 4.9	19.4 ± 6.1	21.7 ± 5.7	20.6 ± 7.1	16.9 ± 1.3
15–64	18.5 ± 0.9	19.9 ± 0.6	17.9 ± 0.9	15.8 ± 1.0	18.7 ± 1.0	20.0 ± 1.6	22.9 ± 1.6	18.3 ± 2.7	18.6 ± 0.4

TABLE BA.12

Table BA.12 **Participation in education and training (per cent) (a), (b), (c), (d)**

<i>Age (years)</i>	<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</i>
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- (a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) 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.
- (d) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

Source: ABS (2012 and previous issues), *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.13

Table BA.13 **Proportion of 17-24 year old school leavers by level of schooling completed and participation in post school education, training and/or employment (a), (b), (c)**

	<i>Unit</i>	<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>
2012										
Completed year 12	'000	451.7	355.3	290.9	143.9	90.2	19.0	29.7	8.6	1389.3
Fully participating in education and/or training (e)	%	47.6 ± 4.6	46.8 ± 3.4	35.2 ± 3.9	39.0 ± 4.6	39.1 ± 4.9	44.1 ± 8.3	40.4 ± 8.0	15.7 ± 9.2	42.9 ± 1.7
Fully participating in employment	%	32.2 ± 3.7	30.8 ± 3.6	40.6 ± 3.3	40.6 ± 3.8	37.5 ± 4.6	27.9 ± 7.6	41.2 ± 6.1	63.8 ± 13.3	35.2 ± 1.7
Total fully engaged (f)	%	82.7 ± 3.3	79.7 ± 2.8	77.5 ± 3.1	82.2 ± 4.2	80.2 ± 3.8	75.9 ± 6.0	86.0 ± 5.0	80.5 ± 9.3	80.5 ± 1.4
Completed year 11	'000	29.9	32.7	20.3	24.5	13.0	4.7	np	3.0	129.2
Fully participating in education and/or training (e)	%	14.1 ± 8.7	14.2 ± 7.3	np	12.7 ± 6.7	7.6 ± 6.5	np	np	np	11.1 ± 3.4
Fully participating in employment	%	50.6 ± 12.8	46.0 ± 10.2	50.1 ± 9.7	59.5 ± 9.2	51.9 ± 10.6	57.8 ± 16.3	49.9 ± 46.4	55.4 ± 23.8	51.4 ± 4.2
Total fully engaged (f)	%	69.0 ± 12.6	66.5 ± 10.9	57.8 ± 7.3	72.2 ± 8.3	60.5 ± 8.1	64.0 ± 18.6	72.9 ± 28.0	61.8 ± 21.6	65.7 ± 4.1
Completed year 10	'000	78.2	28.3	34.6	24.2	10.8	6.7	2.0	2.2	187.1
Fully participating in education and/or training (e)	%	5.4 ± 2.8	np	7.0 ± 4.1	6.5 ± 4.4	np	np	–	np	5.1 ± 1.4
Fully participating in employment	%	57.0 ± 6.3	56.2 ± 11.0	46.6 ± 9.7	55.4 ± 9.5	45.8 ± 11.0	51.5 ± 12.5	56.1 ± 27.0	59.8 ± 17.7	53.6 ± 3.7
Total fully engaged (f)	%	64.5 ± 6.4	59.0 ± 11.0	54.6 ± 10.3	63.5 ± 9.7	52.4 ± 10.1	58.6 ± 9.8	56.1 ± 27.0	62.7 ± 18.9	60.4 ± 3.7

TABLE BA.13

Table BA.13 **Proportion of 17-24 year old school leavers by level of schooling completed and participation in post school education, training and/or employment (a), (b), (c)**

	<i>Unit</i>	<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>
Total (g)	'000	565.6	421.7	350.7	196.1	116.4	30.8	32.8	14.0	1728.1
Fully participating in education and/or training (e)	%	38.1 ± 3.8	38.8 ± 3.0	28.8 ± 3.6	30.0 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	34.2 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3
2011										
Completed year 12	'000	422.1	354.2	279.1	152.3	99.5	21.2	28.9	9.1	1366.4
Fully participating in education and/or training (e)	%	45.4 ± 5.0	44.5 ± 3.3	35.7 ± 3.2	40.5 ± 4.7	42.5 ± 4.2	39.5 ± 10.4	44.7 ± 9.0	18.9 ± 6.7	42.0 ± 2.1
Fully participating in employment	%	34.4 ± 4.4	35.2 ± 3.1	38.9 ± 3.6	40.7 ± 4.9	35.0 ± 4.4	43.0 ± 9.3	38.0 ± 7.9	57.7 ± 9.6	36.7 ± 1.8
Total fully engaged (f)	%	81.9 ± 2.8	81.9 ± 2.6	76.5 ± 4.0	83.3 ± 3.3	80.7 ± 3.8	84.5 ± 5.7	85.6 ± 5.7	78.5 ± 9.7	80.9 ± 1.6
Completed year 11	'000	27.4	36.1	24.5	18.8	13.5	3.6	1.4	1.4	126.7
Fully participating in education and/or training (e)	%	6.8 ± 5.3	18.8 ± 8.3	np	11.5 ± 7.4	7.7 ± 5.1	np	np	–	9.7 ± 3.2
Fully participating in employment		47.0 ± 8.8	48.8 ± 10.4	47.3 ± 11.2	62.0 ± 11.8	52.5 ± 13.2	54.2 ± 15.6	70.7 ± 43.8	47.7 ± 22.5	50.4 ± 4.5
Total fully engaged (f)	%	56.8 ± 9.4	71.2 ± 8.8	54.1 ± 10.7	73.6 ± 10.2	61.6 ± 11.3	64.9 ± 16.0	77.6 ± 31.8	47.7 ± 22.5	62.7 ± 3.5
Completed year 10	'000	81.9	31.4	38.9	24.9	6.6	8.7	1.9	2.6	196.9
Fully participating in education and/or training (e)	%	6.8 ± 3.0	6.9 ± 4.6	4.5 ± 4.3	6.0 ± 4.8	7.6 ± 7.3	np	np	np	6.1 ± 1.8
Fully participating in employment	%	57.2 ± 6.7	49.9 ± 11.7	59.7 ± 8.7	54.6 ± 9.6	38.5 ± 13.0	62.1 ± 11.2	51.1 ± 23.5	61.7 ± 15.1	55.4 ± 4.4
Total fully engaged (f)	%	64.7 ± 7.5	57.7 ± 11.8	64.2 ± 8.6	61.2 ± 8.4	46.1 ± 14.7	66.6 ± 10.2	54.9 ± 23.7	63.2 ± 14.5	62.1 ± 4.1
Total (g)	'000	541.4	436.9	347.0	199.7	121.5	33.7	32.3	13.4	1726.0

TABLE BA.13

Table BA.13 **Proportion of 17-24 year old school leavers by level of schooling completed and participation in post school education, training and/or employment (a), (b), (c)**

	<i>Unit</i>	<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>
Fully participating in education and/or training (e)	%	34.1 ± 4.1	36.7 ± 2.6	28.0 ± 3.0	31.3 ± 3.4	33.7 ± 3.2	24.6 ± 6.7	39.1 ± 8.5	11.5 ± 4.5	32.8 ± 1.8
Fully participating in employment	%	38.6 ± 3.4	38.2 ± 2.6	42.2 ± 2.7	45.0 ± 4.0	37.6 ± 3.8	49.6 ± 7.4	40.7 ± 8.4	56.0 ± 8.7	40.3 ± 1.4
Total fully engaged (f)	%	74.6 ± 2.5	77.1 ± 2.8	72.0 ± 3.0	77.9 ± 2.9	74.0 ± 3.5	75.6 ± 5.5	82.3 ± 6.3	68.7 ± 9.2	75.1 ± 1.4

- (a) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) Australia includes 'Other Territories'.
- (e) Includes full time participation in education/training
- (f) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.
- (g) Total population of all school leavers aged 17-24 years.

np Not published.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.14

Table BA.14 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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 (g)</i>
2011										
Total fully engaged (h)	no.	415 724	350 540	268 154	152 545	93 991	27 067	31 305	11 063	1 350 509
Engaged through full-time study and full-time employment	no.	7 661	5 707	4 794	2 282	1 278	289.0	1 719	228.0	23 970
Primarily engaged through full-time study	no.	189 810	174 716	101 068	59 206	42 330	11 227	14 424	1 517	594 304
Primarily engaged through full-time employment	no.	197 845	155 380	151 661	85 089	46 111	14 441	14 007	8 917	673 553
Engaged through part-time study and part-time employment	no.	16 762	12 161	8 879	4 905	3 572	925.0	962.0	304.0	48 470
Not fully engaged	no.	151 697	112 267	120 083	53 426	41 289	13 553	6 293	8 104	506 767
Total	no.	567 421	462 807	388 237	205 971	135 280	40 620	37 598	19 167	1 857 276
Total fully engaged (h)	%	73.3	75.7	69.1	74.1	69.5	66.6	83.3	57.7	72.7
Engaged through full-time study and full-time employment	%	1.4	1.2	1.2	1.1	0.9	0.7	4.6	1.2	1.3
Primarily engaged through full-time study	%	33.5	37.8	26.0	28.7	31.3	27.6	38.4	7.9	32.0
Primarily engaged through full-time employment	%	34.9	33.6	39.1	41.3	34.1	35.6	37.3	46.5	36.3
Engaged through part-time study and part-time employment	%	3.0	2.6	2.3	2.4	2.6	2.3	2.6	1.6	2.6
Not fully engaged	%	26.7	24.3	30.9	25.9	30.5	33.4	16.7	42.3	27.3

TABLE BA.14

Table BA.14 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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 (g)</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Total fully engaged (h)	no.	397 646	321 255	253 488	136 648	91 079	26 675	28 383	9 950	1 265 233
Engaged through full-time study and full-time employment	no.	6 543	4 700	4 356	1 735	1 210	305.0	1 242	205.0	20 309
Primarily engaged through full-time study	no.	156 083	147 062	80 160	48 504	34 532	9 995	11 854	1 414	489 619
Primarily engaged through full-time employment	no.	216 862	157 949	160 339	81 500	51 528	15 494	14 291	7 995	706 039
Engaged through part-time study and part-time employment	no.	14 062	9 060	6 986	3 839	3 079	676.0	812.0	254.0	38 768
Not fully engaged	no.	143 475	100 388	96 579	43 113	37 878	12 622	5 990	7 563	447 674
Total	no.	541 121	421 643	350 067	179 761	128 957	39 297	34 373	17 513	1 712 907
Total fully engaged (h)	%	73.5	76.2	72.4	76.0	70.6	67.9	82.6	56.8	73.9
Engaged through full-time study and full-time employment	%	1.2	1.1	1.2	1.0	0.9	0.8	3.6	1.2	1.2
Primarily engaged through full-time study	%	28.8	34.9	22.9	27.0	26.8	25.4	34.5	8.1	28.6
Primarily engaged through full-time employment	%	40.1	37.5	45.8	45.3	40.0	39.4	41.6	45.7	41.2
Engaged through part-time study and part-time employment	%	2.6	2.1	2.0	2.1	2.4	1.7	2.4	1.5	2.3

TABLE BA.14

Table BA.14 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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 (g)</i>
Not fully engaged	%	26.5	23.8	27.6	24.0	29.4	32.1	17.4	43.2	26.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).
- (b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.
- (d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.
- (e) People who did not state their labour force status and did not state their student status are excluded.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) Australia includes 'Other territories'.
- (h) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
2012										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	120.4	69.5	43.7	17.7	20.8	8.1	–	0.9	281.1
Total 17-24 year old population (g)	no.	172.6	106.1	70.1	26.4	34.8	15.8	np	np	428.0
Proportion fully engaged in education, training and/or employment	%	69.8 ± 6.3	65.5 ± 6.0	62.3 ± 9.2	67.1 ± 12.9	59.8 ± 11.8	51.3 ± 11.0	–	42.8 ± 26.7	65.7 ± 3.6
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	99.7	77.9	53.7	29.6	29.0	6.3	3.6	2.8	302.6
Total 17-24 year old population (g)	no.	141.3	103.7	86.0	43.6	41.3	8.4	3.7	4.3	432.4
Proportion fully engaged in education, training and/or employment	%	70.6 ± 7.8	75.1 ± 7.7	62.5 ± 11.2	67.8 ± 8.3	70.3 ± 7.0	75.1 ± 10.8	95.5 ± 11.2	64.6 ± 22.9	70.0 ± 3.3
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	96.7	85.6	91.5	45.7	16.7	8.0	6.2	4.8	355.3
Total 17-24 year old population (g)	no.	122.4	113.9	120.9	59.2	20.0	10.4	7.9	6.9	461.6
Proportion fully engaged in education, training and/or employment	%	79.0 ± 7.3	75.2 ± 5.7	75.6 ± 4.4	77.2 ± 6.7	83.7 ± 8.6	77.1 ± 14.2	78.9 ± 14.7	70.4 ± 12.1	77.0 ± 3.0
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	127.7	99.3	108.2	44.0	31.7	5.5	6.5	2.3	425.2
Total 17-24 year old population (g)	no.	153.3	127.3	139.5	55.5	40.4	7.3	7.7	3.4	534.5

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
Proportion fully engaged in education, training and/or employment	%	83.3 ± 4.5	78.0 ± 5.9	77.6 ± 4.4	79.2 ± 4.2	78.5 ± 7.3	75.5 ± 17.7	84.4 ± 14.5	69.0 ± 22.3	79.5 ± 2.0
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	119.1	89.0	53.6	57.3	18.2	2.8	16.5	3.0	359.4
Total 17-24 year old population (g)	no.	131.5	108.2	69.0	67.1	23.8	3.7	20.2	3.3	426.8
Proportion fully engaged in education, training and/or employment	%	90.5 ± 4.2	82.2 ± 5.6	77.7 ± 5.5	85.4 ± 6.0	76.5 ± 11.4	77.3 ± 31.9	81.4 ± 9.1	90.0 ± 12.2	84.2 ± 2.7
2011										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	102.0	69.3	34.2	23.6	23.4	10.9	np	2.9	266.9
Total 17-24 year old population (g)	no.	167.4	101.8	61.2	35.1	39.3	16.4	np	5.2	426.9
Proportion fully engaged in education, training and/or employment	%	60.9 ± 6.1	68.0 ± 7.5	56.0 ± 6.4	67.2 ± 11.0	59.6 ± 8.2	66.8 ± 11.5	100.0 ± 0.0	56.7 ± 25.3	62.5 ± 3.2
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	84.2	71.5	67.8	32.9	29.5	6.8	np	np	296.8
Total 17-24 year old population (g)	no.	119.6	93.4	96.3	50.9	38.6	9.2	np	5.2	413.8
Proportion fully engaged in education, training and/or employment	%	70.4 ± 5.3	76.6 ± 6.3	70.4 ± 5.7	64.7 ± 9.6	76.3 ± 7.8	73.8 ± 13.4	np	np	71.7 ± 3.1
SEIFA IRSD quintile 3										
All school leavers										

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
Fully engaged in education, training and/or employment (f)	no.	109.5	89.4	79.6	40.2	20.5	8.2	3.8	2.7	353.8
Total 17-24 year old population (g)	no.	137.4	115.3	111.7	48.6	27.4	9.5	5.5	4.0	459.5
Proportion fully engaged in education, training and/or employment	%	79.7 ± 6.5	77.5 ± 5.8	71.2 ± 7.3	82.7 ± 6.0	74.7 ± 7.6	86.3 ± 8.9	68.6 ± 15.1	66.6 ± 17.6	77.0 ± 2.9
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	116.1	101.8	76.7	48.4	25.8	6.2	7.8	2.7	385.4
Total 17-24 year old population (g)	no.	145.2	128.2	100.4	57.2	31.3	7.5	10.9	3.7	484.4
Proportion fully engaged in education, training and/or employment	%	79.9 ± 6.6	79.4 ± 6.3	76.3 ± 6.2	84.7 ± 6.7	82.3 ± 6.8	82.9 ± 11.0	71.6 ± 12.7	72.6 ± 13.1	79.6 ± 3.2
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	no.	124.0	104.6	87.1	52.5	22.3	1.6	20.0	1.3	413.5
Total 17-24 year old population (g)	no.	149.3	127.3	110.8	62.5	27.7	2.1	21.8	1.4	502.8
Proportion fully engaged in education, training and/or employment	%	83.0 ± 4.6	82.1 ± 5.5	78.7 ± 7.1	84.1 ± 4.1	80.8 ± 8.8	78.1 ± 16.7	91.9 ± 5.6	93.3 ± 14.8	82.2 ± 2.6

(a) SEIFA IRSD based on 2006 Census.

(b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.

(c) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(d) The Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

TABLE BA.15

Table BA.15 **Proportion of young people (17-24 years) who have left school, and are participating in post school education, training or employment, by SES based on ABS SEIFA (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
(e)	Australia includes 'Other Territories'.									
(f)	Fully engaged comprises persons in full time education/training; full time employment; or both part-time education/training and part time employment.									
(g)	Total population of all school leavers aged 15–19 years.									
	np Not published.									

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<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 (i)</i>
2011										
Total fully engaged (j)										
Quintile 1	%	60.1	64.1	53.0	57.6	56.5	55.6	70.9	24.9	58.3
Quintile 2	%	70.7	72.6	64.1	68.4	67.7	67.1	77.4	65.7	69.1
Quintile 3	%	75.0	75.9	70.8	73.8	73.1	72.9	74.8	72.8	73.9
Quintile 4	%	78.9	79.4	74.8	77.2	76.9	76.1	79.4	75.6	77.7
Quintile 5	%	83.5	83.5	80.5	82.5	80.0	76.5	85.7	78.7	82.6
Engaged through full-time study and full-time employment										
Quintile 1	%	1.1	1.0	0.9	0.9	0.8	0.6	2.8	0.3	1.0
Quintile 2	%	1.3	1.0	1.2	1.0	1.0	0.9	2.3	2.0	1.1
Quintile 3	%	1.3	1.2	1.2	1.0	1.0	0.7	2.1	1.1	1.2
Quintile 4	%	1.4	1.2	1.5	1.2	1.0	0.7	2.6	1.8	1.3
Quintile 5	%	1.6	1.5	1.5	1.3	1.1	0.8	6.9	2.1	1.7
Primarily engaged through full-time study										
Quintile 1	%	26.4	30.6	15.1	19.4	23.1	20.5	30.4	3.5	23.7
Quintile 2	%	31.0	33.9	19.1	22.1	27.1	23.2	32.2	10.6	27.6
Quintile 3	%	31.1	35.1	25.7	24.7	31.3	32.2	24.2	9.0	29.9
Quintile 4	%	34.5	39.8	28.8	28.7	37.4	35.1	30.8	11.3	33.9
Quintile 5	%	42.0	45.7	38.6	40.0	43.8	40.5	36.5	11.6	41.6
Primarily engaged through full-time employment										
Quintile 1	%	29.5	29.7	34.8	35.3	30.3	32.4	35.5	20.0	31.0
Quintile 2	%	34.9	34.7	41.4	42.8	36.6	40.3	39.6	50.4	37.5
Quintile 3	%	38.8	36.4	41.1	45.1	37.6	37.1	45.3	59.5	39.6
Quintile 4	%	39.1	35.0	41.4	44.1	34.9	36.8	42.7	59.9	39.1
Quintile 5	%	35.6	32.6	37.0	37.7	30.8	31.7	39.0	62.8	35.5
Engaged through part-time study and part-time employment										
Quintile 1	%	2.4	2.3	1.8	1.7	1.9	1.7	2.2	0.8	2.1

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<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 (i)</i>
Quintile 2	%	2.8	2.4	2.1	2.1	2.6	2.3	2.9	2.0	2.4
Quintile 3	%	3.1	2.6	2.3	2.4	2.8	2.5	3.0	2.6	2.7
Quintile 4	%	3.3	2.8	2.6	2.5	3.0	2.9	2.9	2.1	2.9
Quintile 5	%	3.6	3.1	2.8	2.9	3.5	3.1	2.7	1.7	3.2
Not fully engaged										
Quintile 1	%	39.9	35.9	47.0	42.4	43.5	44.4	29.1	75.1	41.7
Quintile 2	%	29.3	27.4	35.9	31.6	32.3	32.9	22.6	34.3	30.9
Quintile 3	%	25.0	24.1	29.2	26.2	26.9	27.1	25.2	27.2	26.1
Quintile 4	%	21.1	20.6	25.2	22.8	23.1	23.9	20.6	24.4	22.3
Quintile 5	%	16.5	16.5	19.5	17.5	20.0	23.5	14.3	21.3	17.4
2006										
Total fully engaged (j)										
Quintile 1	%	60.4	64.4	57.6	61.1	57.5	56.7	77.1	31.9	59.9
Quintile 2	%	70.4	72	68.1	71.7	70.0	67.5	77.8	70.1	70.3
Quintile 3	%	74.8	76.5	73.7	75.9	73.8	74.8	76.6	74.1	75.1
Quintile 4	%	78.2	79.9	77.5	79.2	77.9	77.7	80.4	78.5	78.6
Quintile 5	%	83.8	84.0	82.1	84.4	80.7	79.9	85.2	80.9	83.5
Engaged through full-time study and full-time employment										
Quintile 1	%	0.9	0.8	0.9	0.8	0.7	0.5	1.4	0.5	0.9
Quintile 2	%	1.1	0.9	1.1	0.8	0.9	0.8	1.6	1.6	1.0
Quintile 3	%	1.1	1.0	1.2	0.9	0.9	0.9	1.3	1.5	1.0
Quintile 4	%	1.3	1.1	1.4	1.0	1.1	0.9	1.5	1.7	1.2
Quintile 5	%	1.5	1.5	1.6	1.1	1.2	1.1	6.5	2.0	1.6
Primarily engaged through full-time study										
Quintile 1	%	22.9	26.8	12.1	15.6	18.4	18.2	50.8	5.5	20.3
Quintile 2	%	27.6	29.0	16.1	20.7	24.0	19.8	30.4	9.2	24.1

TABLE BA.16

Table BA.16 **Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<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 (i)</i>
Quintile 3	%	27.7	31.9	21.0	22.8	25.7	32.2	24.8	13.2	26.6
Quintile 4	%	27.9	37.0	26.4	27.5	31.4	33.8	28.2	11.1	30.3
Quintile 5	%	36.8	44.9	35.5	39.4	40.5	39.5	33.9	7.9	38.9
Primarily engaged through full-time employment										
Quintile 1	%	34.0	34.7	42.6	42.6	36.2	36.2	22.7	24.3	36.5
Quintile 2	%	38.6	39.6	48.6	48.1	42.3	44.8	43.8	57.1	42.6
Quintile 3	%	42.6	40.8	49.0	49.6	44.2	39.5	47.7	56.6	44.6
Quintile 4	%	45.3	38.7	47.1	47.7	42.1	40.3	47.4	63.3	44.0
Quintile 5	%	41.4	34.4	41.8	40.4	35.1	35.5	41.8	69.1	39.4
Engaged through part-time study and part-time employment										
Quintile 1	%	1.9	1.5	1.6	1.5	1.7	1.4	1.9	1.1	1.7
Quintile 2	%	2.3	1.9	1.8	1.7	2.2	1.5	1.5	1.5	2.0
Quintile 3	%	2.6	2.1	1.9	1.9	2.5	1.7	2.3	2.0	2.2
Quintile 4	%	2.9	2.4	2.2	2.3	2.8	2.2	2.8	2.1	2.5
Quintile 5	%	3.3	2.7	2.5	2.9	3.2	2.8	2.4	1.7	2.9
Not fully engaged										
Quintile 1	%	39.6	35.6	42.4	38.9	42.5	43.3	22.9	68.1	40.1
Quintile 2	%	29.6	28.0	31.9	28.3	30.0	32.5	22.2	29.9	29.7
Quintile 3	%	25.2	23.5	26.3	24.1	26.2	25.2	23.4	25.9	24.9
Quintile 4	%	21.8	20.1	22.5	20.8	22.1	22.3	19.6	21.5	21.4
Quintile 5	%	16.2	16.0	17.9	15.6	19.3	20.1	14.8	19.1	16.5

- (a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).
- (b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

TABLE BA.16

Table BA.16 Proportion of persons aged 17-24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<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 (i)</i>
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).									
(g)	Only includes people whose SEIFA IRSD status could be determined.									
(h)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(i)	Australia includes 'Other Territories'.									
(j)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.17

Table BA.17 **Applications to enrol in an educational institution, people aged 15–19 years (a), (b)**

	<i>Unit</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Applied to enrol						
Studying in May	%	96.6	96.1	96.6	97.0	97.8
Gained placement but deferred study	%	2.6	2.8	2.5	2.1	1.7
Unable to gain placement (c)						
TAFE	%	0.5	0.8	0.5	0.5	0.2
Other (d)	%	0.1	0.1	0.1	0.1	np
Higher education	%	0.2	0.3	0.3	0.2	np
Total unable to gain placement	%	0.7	1.2	0.9	0.9	0.4
Total (e)	%	99.9	100.0	100.0	100.0	100.0
Total applied to enrol	'000	1 149.4	1 158.9	1 197.9	1 208.2	1 196.2
Did not apply to enrol	'000	260.7	286.3	279.1	269.5	261.8
Total (e)	'000	1 410.1	1 445.2	1 477.0	1 477.6	1 458.1

- (a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (b) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 (which accounts for 20 per cent of the NT population). The survey was not conducted in Indigenous communities in very remote areas since 2009 (which accounts for 15 per cent of the NT population).
- (c) Reasons for being unable to gain placement include the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons.
- (d) Includes other educational institutions not separately listed.
- (e) Totals may not add as a result of rounding.

Source: ABS (2012 and previous issues) *Education and Work*, Cat. no. 6227.0, Canberra; ABS (unpublished).

TABLE BA.18

Table BA.18 **Applications to enrol in an educational institution, people aged 20–24 years (a)**

	<i>Unit</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Applied to enrol						
Studying in May	%	95.3	95.3	94.8	95.2	95.8
Gained placement but deferred study	%	3.2	3.4	3.1	3.5	2.7
Unable to gain placement (b)						
TAFE	%	0.5	0.3	1.0	0.6	0.7
Other (c)	%	0.3	0.3	0.3	0.1	np
Higher education	%	0.8	0.8	0.9	0.7	0.6
Total unable to gain placement	%	1.6	1.3	2.2	1.3	1.5
Total (d)	%	100.0	100.0	100.0	100.0	100.0
Total applied to enrol	'000	610.9	633.9	684.8	714.5	698.9
Did not apply to enrol	'000	852.0	878.8	894.4	930.3	938.2
Total (d)	'000	1 462.9	1 512.7	1 579.2	1 644.8	1 637.1

(a) The ABS Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

(b) Reasons for being unable to gain placement include the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons.

(c) Includes other educational institutions not separately listed.

(d) Totals may not add as a result of rounding.

Source: ABS (2012 and previous issues) *Education and Work*, Cat. no. 6227.0, Canberra; ABS (unpublished).

TABLE BA.19

Table BA.19 **Applications to enrol in an educational institution, people aged 15–64 years (a)**

	<i>Unit</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Applied to enrol						
Studying in May	%	93.0	92.9	93.1	93.4	94.0
Gained placement but deferred study	%	4.9	4.5	4.5	4.6	4.1
Unable to gain placement (b)						
TAFE	%	1.0	1.0	1.0	0.9	0.7
Other (c)	%	0.4	0.5	0.5	0.5	0.4
Higher education	%	0.7	1.0	0.9	0.7	0.7
Total unable to gain placement	%	2.1	2.6	2.4	2.0	1.8
Total (d)	%	100.0	100.0	100.0	100.0	100.0
Total applied to enrol	'000	2 770.5	2 881.4	3 042.4	3 107.6	3 000.0
Did not apply to enrol	'000	11 080.2	11 281.8	11 469.5	11 740.5	11 833.6
Total (d)	'000	13 850.7	14 163.1	14 511.9	14 848.1	14 833.6

(a) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 (which accounts for 20 per cent of the NT population). The survey was not conducted in Indigenous communities in very remote areas since 2009 (which accounts for 15 per cent of the NT population).

(b) Reasons for being unable to gain placement include the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons.

(c) Includes other educational institutions not separately listed.

(d) Totals may not add as a result of rounding.

Source: ABS (2012 and previous issues) *Education and Work*, Cat. no. 6227.0, Canberra; ABS (unpublished).

TABLE BA.20

Table BA.20 School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
2012										
Early school leavers (g)										
Proportion of school leavers										
Enrolled	%	45.6 ± 7.0	41.6 ± 8.1	27.7 ± 9.0	44.4 ± 10.9	29.8 ± 11.8	40.2 ± 12.1	np	37.1 ± 22.2	39.4 ± 3.9
Not enrolled	%	54.4 ± 7.0	58.4 ± 8.1	72.3 ± 9.0	55.6 ± 10.9	70.2 ± 11.8	59.8 ± 12.1	74.3 ± 34.4	62.9 ± 22.2	60.6 ± 3.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	33.0	19.1	12.1	12.6	4.5	2.9	np	1.2	85.9
Not enrolled	'000	39.4	26.8	31.6	15.8	10.6	4.4	1.5	2.0	132.1
Total	'000	72.5	45.9	43.7	28.4	15.1	7.3	2.0	3.2	218.0
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	71.7 ± 7.8	72.7 ± 5.0	60.6 ± 6.9	66.2 ± 9.8	69.7 ± 9.4	66.9 ± 13.6	np	np	67.7 ± 3.2
Not enrolled	%	28.3 ± 7.8	27.3 ± 5.0	39.4 ± 6.9	33.8 ± 9.8	30.3 ± 9.4	33.1 ± 13.6	37.1 ± 14.2	83.8 ± 25.1	32.3 ± 3.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	102.0	76.8	78.1	37.0	22.4	4.4	np	np	325.9
Not enrolled	'000	40.4	28.8	50.8	18.9	9.7	2.2	2.9	2.0	155.6
Total	'000	142.4	105.6	128.9	55.8	32.2	6.5	7.7	2.4	481.5
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	32.6 ± 4.6	39.2 ± 5.8	30.6 ± 5.7	34.1 ± 8.1	33.8 ± 8.1	25.6 ± 9.2	34.4 ± 14.0	np	33.5 ± 2.3
TAFE institutes	%	24.8 ± 4.5	19.0 ± 5.2	17.7 ± 4.2	20.3 ± 4.2	14.5 ± 5.8	21.8 ± 7.6	np	np	20.3 ± 1.9
Other study (h)	%	5.5 ± 2.2	5.1 ± 2.2	3.9 ± 2.2	4.4 ± 2.8	8.6 ± 3.9	5.5 ± 4.8	np	np	5.0 ± 1.1
Total enrolled	%	62.9 ± 5.7	63.3 ± 4.1	52.3 ± 5.3	58.8 ± 8.1	56.9 ± 8.4	52.9 ± 8.7	55.1 ± 12.3	28.2 ± 16.9	58.9 ± 2.6

TABLE BA.20

Table BA.20 **School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
Not enrolled	%	37.1 ± 5.7	36.7 ± 4.1	47.7 ± 5.3	41.2 ± 8.1	43.1 ± 8.4	47.1 ± 8.7	44.9 ± 12.3	71.8 ± 16.9	41.1 ± 2.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	70.1	59.4	52.9	28.7	16.0	3.5	3.4	np	234.6
TAFE institutes	'000	53.2	28.8	30.6	17.1	6.9	3.0	np	np	142.2
Other study (h)	'000	11.7	7.7	6.7	3.7	4.1	0.8	np	np	35.1
Total enrolled	'000	135.1	95.9	90.2	49.5	26.9	7.3	5.4	1.6	411.8
Not enrolled	'000	79.8	55.6	82.4	34.7	20.4	6.5	4.4	4.0	287.7
Total	'000	214.9	151.5	172.5	84.2	47.3	13.8	9.7	5.5	699.5
2011										
Early school leavers (g)										
Proportion of school leavers										
Enrolled	%	35.5 ± 6.3	52.2 ± 9.4	26.2 ± 8.3	40.9 ± 12.1	40.7 ± 12.3	51.4 ± 17.8	39.5 ± 26.8	17.6 ± 13.6	38.6 ± 3.5
Not enrolled	%	64.5 ± 6.3	47.8 ± 9.4	73.8 ± 8.3	59.1 ± 12.1	59.3 ± 12.3	48.6 ± 17.8	60.5 ± 26.8	82.4 ± 13.6	61.4 ± 3.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	33.0	27.4	11.7	13.9	5.7	4.1	1.0	0.6	97.4
Not enrolled	'000	60.0	25.1	33.0	20.1	8.3	3.8	1.5	3.0	154.8
Total	'000	93.0	52.5	44.8	34.0	14.1	7.9	2.4	3.7	252.3
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	71.0 ± 7.0	77.5 ± 5.3	55.2 ± 4.9	66.2 ± 9.3	65.9 ± 8.4	75.1 ± 11.3	66.7 ± 12.4	39.8 ± 16.1	67.1 ± 2.9
Not enrolled	%	29.0 ± 7.0	22.5 ± 5.3	44.8 ± 4.9	33.8 ± 9.3	34.1 ± 8.4	24.9 ± 11.3	33.3 ± 12.4	60.2 ± 16.1	32.9 ± 2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										

TABLE BA.20

Table BA.20 School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust
Enrolled	'000	90.7	77.8	65.8	38.7	23.9	4.5	4.9	1.1	307.4
Not enrolled	'000	37.0	22.6	53.4	19.8	12.4	1.5	2.4	1.7	150.7
Total	'000	127.7	100.4	119.2	58.5	36.3	6.0	7.3	2.8	458.1
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	32.8 ± 4.3	35.9 ± 5.1	29.2 ± 6.0	30.0 ± 6.0	30.6 ± 6.6	25.0 ± 10.2	39.8 ± 12.8	19.1 ± 10.4	31.9 ± 2.6
TAFE institutes	%	20.6 ± 4.1	27.7 ± 5.1	14.0 ± 4.5	23.1 ± 4.9	20.5 ± 5.9	33.0 ± 11.2	np	np	20.9 ± 2.0
Other study (h)	%	2.7 ± 1.6	5.2 ± 3.5	4.1 ± 2.5	3.8 ± 2.1	7.7 ± 3.5	np	np	np	4.2 ± 1.0
Total enrolled	%	56.1 ± 4.2	68.8 ± 4.2	47.3 ± 5.0	56.9 ± 7.5	58.8 ± 7.1	61.6 ± 9.5	59.9 ± 12.8	27.2 ± 9.8	57.0 ± 2.1
Not enrolled	%	43.9 ± 4.2	31.2 ± 4.2	52.7 ± 5.0	43.1 ± 7.5	41.2 ± 7.1	38.4 ± 9.5	40.1 ± 12.8	72.8 ± 9.8	43.0 ± 2.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	72.3	54.9	47.9	27.8	15.4	3.5	3.9	1.2	226.9
TAFE institutes	'000	45.4	42.4	22.9	21.3	10.3	4.6	np	np	148.3
Other study (h)	'000	6.0	7.9	6.7	3.5	3.9	np	np	np	29.6
Total enrolled	'000	123.7	105.2	77.5	52.6	29.6	8.6	5.8	1.8	404.9
Not enrolled	'000	96.9	47.6	86.4	39.9	20.7	5.3	3.9	4.7	305.5
Total	'000	220.7	152.9	164.0	92.5	50.3	13.9	9.7	6.4	710.4

- (a) Includes all people aged 15-19 years who have left school. Early school leavers include those who have completed Year 11 or below as their highest year of schooling.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

TABLE BA.20

Table BA.20 **School leaver destination (15–19 year olds) (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	<i>Unit</i>	<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</i>
(e)	Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.									
(f)	The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.									
(g)	Those who left school earlier than year 12.									
(h)	Includes business colleges, industry skills centres and other educational institutions.									
	np Not published. – Nil or rounded to zero.									

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.21

Table BA.21 **School leaver destination (15–19 year olds), by sex (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	Early school leavers (g)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2012										
Proportion of school leavers										
Enrolled										
Higher education	%	1.5 ± 1.4	2.6 ± 1.9	1.9 ± 1.0	41.8 ± 4.7	53.4 ± 4.0	47.8 ± 3.3	27.5 ± 3.3	39.9 ± 3.0	33.5 ± 2.3
TAFE institutes	%	34.1 ± 5.7	24.3 ± 6.8	30.0 ± 3.4	20.0 ± 3.6	12.2 ± 2.9	16.0 ± 2.4	25.0 ± 3.2	15.4 ± 2.6	20.3 ± 1.9
Other study (h)	%	6.6 ± 2.6	8.7 ± 3.1	7.5 ± 1.9	3.0 ± 1.7	4.7 ± 1.8	3.9 ± 1.5	4.3 ± 1.4	5.8 ± 1.7	5.0 ± 1.1
Total enrolled	%	42.2 ± 5.4	35.5 ± 7.9	39.4 ± 3.9	64.8 ± 5.3	70.3 ± 2.8	67.7 ± 3.2	56.8 ± 4.0	61.1 ± 3.0	58.9 ± 2.6
Not enrolled	%	57.8 ± 5.4	64.5 ± 7.9	60.6 ± 3.9	35.2 ± 5.3	29.7 ± 2.8	32.3 ± 3.2	43.2 ± 4.0	38.9 ± 3.0	41.1 ± 2.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	1.9	2.3	4.2	96.5	133.8	230.3	98.4	136.1	234.6
TAFE institutes	'000	43.3	22.0	65.3	46.2	30.6	76.8	89.6	52.6	142.2
Other study (h)	'000	8.4	7.9	16.3	7.0	11.8	18.8	15.4	19.7	35.1
Total enrolled	'000	53.7	32.2	85.9	149.7	176.2	325.9	203.4	208.4	411.8
Not enrolled	'000	73.6	58.5	132.1	81.3	74.3	155.6	154.9	132.8	287.7
Total	'000	127.3	90.7	218.0	231.1	250.5	481.5	358.3	341.2	699.5
2011										
Proportion of school leavers										
Enrolled										
Higher education	%	1.1 ± 0.9	2.4 ± 2.0	1.6 ± 0.9	45.9 ± 5.6	51.0 ± 5.1	48.6 ± 3.9	27.0 ± 3.8	37.3 ± 3.8	31.9 ± 2.6
TAFE institutes	%	39.6 ± 5.1	19.6 ± 5.8	31.9 ± 3.6	20.7 ± 4.2	9.7 ± 2.5	14.8 ± 2.5	28.6 ± 3.1	12.5 ± 2.5	20.9 ± 2.0

TABLE BA.21

Table BA.21 **School leaver destination (15–19 year olds), by sex (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	Early school leavers (g)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Other study (h)	%	<i>3.8 ± 1.9</i>	<i>7.2 ± 3.6</i>	<i>5.1 ± 1.8</i>	<i>2.9 ± 1.5</i>	<i>4.3 ± 1.7</i>	<i>3.6 ± 1.2</i>	<i>3.3 ± 1.2</i>	<i>5.1 ± 1.6</i>	<i>4.2 ± 1.0</i>
Total enrolled	%	44.5 ± 5.2	29.3 ± 6.4	38.6 ± 3.5	69.5 ± 4.8	65.0 ± 4.0	67.1 ± 2.9	58.9 ± 4.0	54.9 ± 3.2	57.0 ± 2.1
Not enrolled	%	<i>55.5 ± 5.2</i>	<i>70.7 ± 6.4</i>	<i>61.4 ± 3.5</i>	<i>30.5 ± 4.8</i>	<i>35.0 ± 4.0</i>	<i>32.9 ± 2.9</i>	<i>41.1 ± 4.0</i>	<i>45.1 ± 3.2</i>	<i>43.0 ± 2.1</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	<i>1.7</i>	<i>2.4</i>	<i>4.0</i>	<i>97.8</i>	<i>125.0</i>	<i>222.8</i>	<i>99.5</i>	<i>127.4</i>	<i>226.9</i>
TAFE institutes	'000	<i>61.5</i>	<i>19.0</i>	<i>80.5</i>	<i>44.1</i>	<i>23.8</i>	<i>67.9</i>	<i>105.5</i>	<i>42.8</i>	<i>148.3</i>
Other study (h)	'000	<i>6.0</i>	<i>7.0</i>	<i>13.0</i>	<i>6.2</i>	<i>10.5</i>	<i>16.7</i>	<i>12.2</i>	<i>17.5</i>	<i>29.6</i>
Total enrolled	'000	69.1	28.4	97.4	148.1	159.3	307.4	217.2	187.7	404.9
Not enrolled	'000	<i>86.3</i>	<i>68.5</i>	<i>154.8</i>	<i>65.0</i>	<i>85.7</i>	<i>150.7</i>	<i>151.3</i>	<i>154.3</i>	<i>305.5</i>
Total	'000	155.4	96.9	252.3	213.0	245.1	458.1	368.4	342.0	710.4

- (a) Data relate to people who left school at any time previously.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (g) Those who left school earlier than year 12.
- (h) Includes business colleges, industry skills centres and other educational institutions.

Source: ABS (unpublished) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.22

Table BA.22 School leaver destination (15–24 year olds) (a), (b), (c), (d), (e), (f)

Type of institution attended in May	Unit	Early school leavers (g)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2012										
Enrolled										
Higher education	%	1.5 ± 0.8	4.7 ± 1.7	2.8 ± 0.8	38.6 ± 1.9	41.4 ± 2.0	40.0 ± 1.4	27.3 ± 1.7	33.6 ± 1.7	30.4 ± 1.3
TAFE institutes	%	18.9 ± 3.4	13.7 ± 3.4	16.8 ± 2.1	12.3 ± 1.7	7.9 ± 1.1	10.0 ± 1.0	14.3 ± 1.6	9.1 ± 1.0	11.7 ± 0.8
Other study (h)	%	4.1 ± 1.6	6.3 ± 1.9	5.0 ± 1.1	2.8 ± 0.9	4.9 ± 1.2	3.9 ± 0.8	3.2 ± 0.7	5.2 ± 0.9	4.2 ± 0.6
Total enrolled	%	24.4 ± 3.4	24.7 ± 4.1	24.5 ± 2.3	53.6 ± 2.2	54.2 ± 2.1	53.9 ± 1.5	44.8 ± 2.4	47.9 ± 2.0	46.3 ± 1.6
Not enrolled	%	75.6 ± 3.4	75.3 ± 4.1	75.5 ± 2.3	46.4 ± 2.2	45.8 ± 2.1	46.1 ± 1.5	55.2 ± 2.4	52.1 ± 2.0	53.7 ± 1.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	5.2	11.4	16.7	320.3	372.4	692.8	325.6	383.8	709.4
TAFE institutes	'000	68.2	33.2	101.3	101.8	70.9	172.7	170.0	104.1	274.1
Other study (h)	'000	14.7	15.3	30.0	23.3	44.5	67.8	38.0	59.8	97.8
Total enrolled	'000	88.1	59.8	148.0	445.5	487.8	933.3	533.6	547.7	1081.3
Not enrolled	'000	273.3	182.6	456.0	385.3	412.4	797.7	658.7	595.0	1253.7
Total	'000	361.5	242.5	603.9	830.8	900.3	1731.0	1192.3	1142.7	2335.0
2011										
Enrolled										
Higher education	%	2.2 ± 0.9	4.5 ± 2.2	3.1 ± 1.1	35.5 ± 2.7	41.3 ± 1.9	38.6 ± 1.9	24.2 ± 2.3	33.2 ± 1.7	28.6 ± 1.6
TAFE institutes	%	21.3 ± 2.7	13.6 ± 3.4	18.4 ± 1.9	14.2 ± 1.6	7.1 ± 1.3	10.4 ± 1.2	16.6 ± 1.5	8.6 ± 1.1	12.7 ± 1.1
Other study (h)	%	3.7 ± 1.3	6.5 ± 1.6	4.8 ± 1.1	4.5 ± 1.1	5.1 ± 1.0	4.8 ± 1.9	4.2 ± 0.9	5.4 ± 0.9	4.8 ± 0.7
Total enrolled	%	27.2 ± 3.3	24.6 ± 4.1	26.2 ± 2.5	54.2 ± 3.0	53.6 ± 1.9	53.9 ± 1.9	45.0 ± 2.6	47.2 ± 1.8	46.1 ± 1.6
Not enrolled	%	72.8 ± 3.3	75.4 ± 4.1	73.8 ± 2.5	45.8 ± 3.0	46.4 ± 1.9	46.1 ± 1.9	55.0 ± 2.6	52.8 ± 1.8	53.9 ± 1.6

TABLE BA.22

Table BA.22 **School leaver destination (15–24 year olds) (a), (b), (c), (d), (e), (f)**

Type of institution attended in May	Unit	<i>Early school leavers (g)</i>			<i>Year 12 leavers</i>			<i>All school leavers</i>		
		<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	8.9	<i>11.4</i>	20.4	282.3	381.8	652.7	291.2	381.8	673.1
TAFE institutes	'000	87.3	34.7	122.0	112.7	63.8	176.6	200.1	98.5	298.6
Other study (h)	'000	15.3	16.6	31.9	35.7	45.8	81.5	51.0	62.4	113.4
Total enrolled	'000	111.5	62.7	174.3	430.8	480.0	910.8	542.3	542.8	1085.1
Not enrolled	'000	298.8	191.9	490.6	363.7	415.8	779.5	662.4	607.7	1270.2
Total	'000	410.3	254.6	664.9	794.5	895.9	1690.3	1204.8	1150.5	2355.2

- (a) Data relate to people who left school at any time previously. Includes people aged 15-19 years who have left school and all people aged 20-24 years as there are a very small number of 20-24 year olds in the data currently attending school.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (g) Those who left school earlier than year 12.
- (h) Includes business colleges, industry skills centres and other educational institutions.

Source: ABS (unpublished) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.23

Table BA.23 **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
2012	3.7	18.7	1.0	15.9
Representation in the community (d)	18.5	29.8	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. 15.9 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.24

Table BA.24 Full time participation in employment, education or training (per cent) (a), (b), (c), (d)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
15	98.6 ± 1.8	100.0	96.9 ± 3.0	100.0	100.0	100.0	100.0	100.0	98.9 ± 0.8
16	97.4 ± 2.5	93.1 ± 4.5	90.4 ± 6.7	96.4 ± 4.3	96.4 ± 4.0	97.3 ± 3.9	92.6 ± 10.1	100.0	94.7 ± 2.0
17	86.8 ± 5.2	96.9 ± 2.8	82.3 ± 7.2	83.5 ± 9.5	88.6 ± 6.4	92.7 ± 7.4	96.2 ± 7.7	88.8 ± 15.1	88.3 ± 2.2
18	78.5 ± 7.1	73.4 ± 7.5	72.8 ± 7.8	80.2 ± 8.7	73.0 ± 11.2	71.2 ± 12.8	77.2 ± 15.2	68.2 ± 23.4	75.6 ± 3.2
19	78.5 ± 7.4	76.8 ± 7.5	73.7 ± 7.4	80.7 ± 9.2	67.6 ± 9.7	76.1 ± 10.3	74.8 ± 15.7	76.8 ± 26.9	76.4 ± 3.7
20	79.2 ± 7.7	83.9 ± 7.4	69.9 ± 10.7	71.8 ± 8.9	79.9 ± 9.4	66.8 ± 13.8	82.2 ± 11.7	75.9 ± 13.6	77.5 ± 4.1
21	85.2 ± 5.8	75.0 ± 7.3	72.6 ± 8.6	77.0 ± 8.3	76.5 ± 10.0	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	78.0 ± 3.8
22	77.6 ± 6.7	66.0 ± 6.6	70.8 ± 6.9	82.3 ± 6.9	70.3 ± 8.4	71.7 ± 18.3	89.2 ± 7.8	49.1 ± 17.4	73.1 ± 2.9
23	79.8 ± 7.0	82.3 ± 6.2	75.1 ± 8.0	79.5 ± 8.0	73.7 ± 11.5	56.6 ± 15.5	90.2 ± 10.1	75.7 ± 16.4	78.8 ± 3.2
24	78.4 ± 5.4	73.8 ± 6.8	74.0 ± 7.4	72.8 ± 7.1	75.9 ± 8.5	75.1 ± 16.6	77.4 ± 14.8	84.7 ± 14.7	75.6 ± 2.8
15–19	87.7 ± 2.5	87.8 ± 1.9	83.1 ± 3.0	87.8 ± 3.7	84.5 ± 4.3	87.2 ± 4.6	87.3 ± 5.4	86.3 ± 8.1	86.5 ± 1.0
20–24	80.0 ± 3.2	76.1 ± 3.4	72.5 ± 3.4	76.8 ± 3.9	75.1 ± 4.7	66.9 ± 8.3	86.0 ± 5.3	70.1 ± 7.5	76.6 ± 1.7
15–24	83.7 ± 2.1	81.5 ± 2.1	77.6 ± 2.6	81.9 ± 2.6	79.6 ± 2.8	77.2 ± 4.2	86.6 ± 4.3	77.8 ± 5.5	81.2 ± 1.0
18–24	79.6 ± 2.7	75.8 ± 2.8	72.7 ± 3.4	77.8 ± 3.0	73.7 ± 3.6	68.9 ± 6.1	83.5 ± 5.5	70.8 ± 7.9	76.4 ± 1.3
25–29	73.3 ± 2.5	73.7 ± 2.7	72.0 ± 3.4	75.2 ± 3.0	68.9 ± 4.4	56.5 ± 8.9	80.4 ± 4.9	74.5 ± 5.9	72.9 ± 1.3
15–64	67.4 ± 1.0	65.4 ± 0.8	66.3 ± 1.2	69.0 ± 1.1	62.6 ± 1.6	58.9 ± 2.2	73.5 ± 2.3	75.4 ± 2.5	66.5 ± 0.4
2011									
15	99.3 ± 1.4	99.3 ± 1.4	96.5 ± 3.0	96.8 ± 3.4	100.0	100.0	100.0	96.7 ± 6.7	98.5 ± 0.7
16	93.0 ± 3.0	97.1 ± 2.5	93.9 ± 3.7	96.3 ± 4.3	95.0 ± 4.2	96.1 ± 6.4	100.0	86.5 ± 14.2	94.8 ± 1.9
17	88.3 ± 4.1	93.8 ± 3.7	77.8 ± 6.1	85.5 ± 7.6	89.4 ± 6.1	92.9 ± 7.1	94.6 ± 7.7	87.3 ± 14.0	87.4 ± 2.0
18	66.7 ± 7.7	82.6 ± 6.9	65.2 ± 9.0	79.1 ± 10.5	75.1 ± 10.5	84.2 ± 10.7	82.8 ± 15.2	59.7 ± 19.7	72.6 ± 4.1
19	80.7 ± 5.8	77.0 ± 7.1	74.7 ± 7.8	82.6 ± 8.2	71.4 ± 9.8	75.3 ± 13.3	72.0 ± 12.5	52.1 ± 17.7	77.5 ± 3.3
20	77.7 ± 6.4	79.5 ± 6.3	76.2 ± 7.0	73.2 ± 10.1	82.7 ± 7.4	79.1 ± 16.9	86.8 ± 12.5	81.9 ± 18.6	78.0 ± 3.5
21	79.3 ± 6.4	74.2 ± 5.9	73.1 ± 8.7	81.8 ± 6.7	81.4 ± 8.2	77.8 ± 14.8	85.5 ± 14.5	74.1 ± 31.8	77.3 ± 3.3

TABLE BA.24

Table BA.24 Full time participation in employment, education or training (per cent) (a), (b), (c), (d)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
22	79.4 ± 6.2	82.9 ± 6.5	78.2 ± 7.3	76.9 ± 6.7	78.1 ± 10.7	78.3 ± 10.8	84.6 ± 14.6	71.2 ± 14.4	79.8 ± 3.3
23	79.5 ± 6.3	79.0 ± 6.3	77.7 ± 7.3	75.7 ± 9.3	66.8 ± 9.5	78.0 ± 12.5	85.1 ± 7.7	72.9 ± 16.4	77.7 ± 2.8
24	72.3 ± 5.8	79.0 ± 6.5	71.4 ± 8.1	79.5 ± 6.3	73.6 ± 9.3	72.3 ± 22.4	81.1 ± 19.7	73.5 ± 13.8	74.9 ± 2.9
15–19	85.3 ± 2.1	89.7 ± 2.4	81.2 ± 3.1	87.8 ± 3.9	85.5 ± 3.4	89.9 ± 3.8	89.6 ± 4.6	75.9 ± 8.0	85.9 ± 1.3
20–24	77.6 ± 3.1	79.0 ± 3.2	75.3 ± 3.3	77.6 ± 3.4	76.3 ± 3.6	77.2 ± 7.3	84.6 ± 6.2	74.7 ± 10.7	77.5 ± 1.5
15–24	81.3 ± 1.8	83.9 ± 1.9	78.2 ± 2.4	82.4 ± 2.5	80.8 ± 2.6	83.8 ± 4.2	86.8 ± 4.7	75.3 ± 7.3	81.5 ± 1.0
18–24	76.5 ± 2.6	79.2 ± 2.6	73.8 ± 3.0	78.5 ± 2.7	75.4 ± 3.3	77.9 ± 5.8	82.9 ± 6.1	69.4 ± 9.4	76.8 ± 1.4
25–29	72.0 ± 2.6	76.4 ± 3.2	72.6 ± 4.1	74.3 ± 3.3	70.0 ± 3.9	68.0 ± 7.9	81.7 ± 7.4	72.5 ± 7.7	73.5 ± 1.5
15–64	65.5 ± 1.0	66.9 ± 1.0	66.2 ± 1.1	66.6 ± 0.7	63.9 ± 1.3	61.0 ± 2.2	74.3 ± 2.3	74.4 ± 2.7	66.1 ± 0.5

- (a) Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) 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.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (unpublished).

TABLE BA.25

Table BA.25 Full time participation in employment, education or training at or above certificate III (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
15	–	–	np	–	–	np	–	–	np
16	np	np	np	8.8 ± 5.4	np	np	–	–	3.2 ± 1.6
17	13.0 ± 5.5	np	41.2 ± 8.3	37.6 ± 9.4	np	11.0 ± 8.5	–	–	19.9 ± 2.6
18	66.0 ± 7.9	53.7 ± 8.2	66.8 ± 8.3	74.2 ± 8.5	59.8 ± 10.5	45.7 ± 16.4	57.8 ± 15.0	52.4 ± 25.1	62.9 ± 4.0
19	72.3 ± 6.5	72.9 ± 8.1	72.1 ± 8.0	77.6 ± 8.6	64.2 ± 10.8	70.2 ± 13.4	71.6 ± 15.9	76.8 ± 26.9	72.3 ± 3.8
20	77.2 ± 7.4	81.5 ± 7.9	68.1 ± 10.0	71.8 ± 8.9	78.6 ± 9.6	63.3 ± 13.8	78.6 ± 12.6	75.9 ± 13.6	75.6 ± 3.9
21	84.1 ± 5.9	72.6 ± 7.2	72.6 ± 8.6	75.9 ± 7.8	73.6 ± 9.6	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	76.7 ± 3.8
22	77.6 ± 6.7	65.4 ± 6.8	70.1 ± 6.7	81.3 ± 6.5	70.3 ± 8.4	71.7 ± 18.3	89.2 ± 7.8	49.1 ± 17.4	72.7 ± 2.8
23	79.4 ± 7.0	81.8 ± 6.1	73.5 ± 7.7	78.8 ± 8.3	72.3 ± 11.9	56.6 ± 15.5	90.2 ± 10.1	75.7 ± 16.4	78.1 ± 3.1
24	77.9 ± 5.5	72.0 ± 6.5	73.5 ± 7.2	72.1 ± 7.1	74.8 ± 8.8	75.1 ± 16.6	77.4 ± 14.8	84.7 ± 14.7	74.7 ± 2.7
15–19	31.9 ± 2.4	27.8 ± 2.2	38.2 ± 3.5	41.1 ± 4.1	28.2 ± 4.1	26.6 ± 4.4	28.3 ± 5.2	27.3 ± 8.5	32.7 ± 1.3
20–24	79.3 ± 3.1	74.6 ± 3.5	71.6 ± 3.3	76.1 ± 3.9	73.7 ± 4.8	66.1 ± 8.4	85.3 ± 5.3	70.1 ± 7.5	75.6 ± 1.8
15–24	56.9 ± 2.0	53.1 ± 2.2	55.4 ± 2.8	59.9 ± 3.0	51.9 ± 3.3	46.1 ± 5.3	60.6 ± 4.0	49.7 ± 6.6	55.4 ± 1.0
18–24	76.5 ± 2.7	71.7 ± 2.8	71.0 ± 3.3	76.0 ± 3.1	70.5 ± 4.0	63.6 ± 6.5	80.3 ± 5.5	68.5 ± 8.2	73.4 ± 1.4
25–29	72.9 ± 2.5	73.4 ± 2.7	71.8 ± 3.3	74.5 ± 3.1	67.9 ± 4.2	55.6 ± 8.8	80.4 ± 4.9	74.5 ± 5.9	72.5 ± 1.3
15–64	61.6 ± 0.9	59.5 ± 0.7	61.4 ± 1.2	64.2 ± 1.2	56.6 ± 1.6	52.2 ± 2.1	67.9 ± 2.3	69.8 ± 2.9	60.9 ± 0.4
2011									
15	–	–	–	np	–	–	–	np	np
16	4.3 ± 3.2	5.5 ± 3.5	np	14.1 ± 6.5	np	7.5 ± 6.4	–	np	5.0 ± 1.2
17	16.5 ± 4.9	5.6 ± 3.6	30.1 ± 7.6	48.0 ± 11.0	12.2 ± 6.8	22.5 ± 16.5	np	11.9 ± 11.5	19.8 ± 3.1
18	50.1 ± 7.6	57.9 ± 9.4	56.9 ± 9.2	64.5 ± 13.6	60.3 ± 12.4	47.4 ± 16.7	63.5 ± 16.6	48.4 ± 20.0	55.8 ± 4.4
19	75.2 ± 6.1	69.6 ± 7.6	69.4 ± 9.4	79.7 ± 7.4	69.1 ± 9.3	70.8 ± 15.1	72.0 ± 12.5	52.1 ± 17.7	72.2 ± 3.9
20	74.9 ± 6.9	75.9 ± 6.3	71.0 ± 8.9	72.0 ± 11.2	77.4 ± 9.1	71.0 ± 18.7	86.8 ± 12.5	81.9 ± 18.6	74.5 ± 3.7

TABLE BA.25

Table BA.25 **Full time participation in employment, education or training at or above certificate III (per cent) (a), (b), (c), (d), (e)**

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
21	75.8 ± 6.7	71.6 ± 6.6	73.1 ± 8.7	81.8 ± 6.7	77.3 ± 10.2	77.8 ± 14.8	80.7 ± 14.0	74.1 ± 31.8	75.1 ± 3.6
22	77.8 ± 6.1	79.3 ± 7.0	77.0 ± 7.2	75.1 ± 7.4	75.8 ± 10.2	76.5 ± 10.3	84.6 ± 14.6	71.2 ± 14.4	77.7 ± 3.4
23	78.9 ± 6.3	78.4 ± 6.2	77.0 ± 7.5	75.7 ± 9.3	65.6 ± 9.4	78.0 ± 12.5	85.1 ± 7.7	72.9 ± 16.4	77.2 ± 2.8
24	71.2 ± 5.6	78.4 ± 7.4	70.6 ± 8.5	76.8 ± 7.3	72.2 ± 9.3	72.3 ± 22.4	76.5 ± 18.0	73.5 ± 13.8	73.7 ± 3.2
15–19	29.7 ± 2.7	28.5 ± 3.0	32.4 ± 3.2	42.4 ± 4.5	30.0 ± 2.7	29.1 ± 6.1	28.7 ± 5.5	25.3 ± 7.0	31.3 ± 1.3
20–24	75.7 ± 3.0	76.8 ± 3.3	73.7 ± 3.3	76.4 ± 3.4	73.5 ± 3.7	75.3 ± 7.5	82.8 ± 5.5	74.7 ± 10.7	75.6 ± 1.5
15–24	53.9 ± 2.1	54.6 ± 2.0	53.7 ± 2.5	60.3 ± 2.5	52.6 ± 2.6	51.2 ± 4.4	59.2 ± 4.2	51.0 ± 6.8	54.6 ± 1.0
18–24	72.1 ± 2.8	73.5 ± 2.8	70.7 ± 3.3	75.2 ± 3.2	71.1 ± 3.6	70.6 ± 5.6	79.2 ± 5.6	67.9 ± 9.3	72.5 ± 1.4
25–29	70.9 ± 2.9	75.9 ± 3.3	71.5 ± 4.0	73.3 ± 3.2	69.6 ± 4.2	66.5 ± 7.2	81.7 ± 7.4	70.9 ± 7.7	72.6 ± 1.7
15–64	59.3 ± 1.0	60.4 ± 1.0	60.6 ± 1.2	61.6 ± 0.7	57.7 ± 1.3	53.5 ± 2.1	68.3 ± 2.2	69.1 ± 2.9	60.1 ± 0.5

- (a) Includes people who are participating in full-time employment, full-time education or training at or above certificate III, or both part-time employment and part-time education or training at or above certificate III. People with certificate nfd and people whose level could not be determined are excluded.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) 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.
- (d) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished).

TABLE BA.26

Table BA.26 **Full time participation in employment, education or training, by Indigenous status (17-24 year olds)**
(per cent) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<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 (g)</i>
2011										
Indigenous (h)										
Total fully engaged (i)		44.1	49.5	38.7	34.4	36.9	50.7	62.3	21.3	39.4
Engaged through full time study and full time employment	%	0.9	1.1	0.8	0.6	1.0	0.7	2.4	0.3	0.8
Primarily engaged through full time study	%	14.2	17.0	9.6	8.4	11.9	15.9	19.3	4.0	11.3
Primarily engaged through full time employment	%	26.7	29.0	27.1	23.9	22.4	32.0	37.9	16.0	25.6
Engaged through part time study and part time employment	%	1.7	1.9	1.1	1.2	1.2	1.6	2.3	0.7	1.4
Not fully engaged		55.9	50.5	61.3	65.6	63.1	49.3	37.7	78.7	60.6
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (h)										
Total fully engaged (i)		74.4	76.0	70.6	75.7	70.4	67.8	83.8	77.3	74.0
Engaged through full time study and full time employment	%	1.4	1.2	1.3	1.1	0.9	0.7	4.6	1.6	1.3
Primarily engaged through full time study	%	34.2	38.0	26.9	29.6	31.8	28.4	38.8	10.0	32.7
Primarily engaged through full time employment	%	35.2	33.7	39.7	42.1	34.5	35.9	37.2	63.0	36.7
Engaged through part time study and part time employment	%	3.0	2.6	2.3	2.4	2.7	2.3	2.6	2.1	2.7
Not fully engaged		25.6	24.0	29.4	24.3	29.6	32.2	16.2	22.7	26.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE BA.26

Table BA.26 **Full time participation in employment, education or training, by Indigenous status (17-24 year olds)**
(per cent) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<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 (g)</i>
2006										
Indigenous (h)										
Total fully engaged (i)		40.6	47.1	41.9	33.3	34.4	49.9	60.6	18.5	38.0
Engaged through full time study and full time employment	%	0.7	1.0	0.9	0.5	0.5	0.7	1.0	0.4	0.7
Primarily engaged through full time study	%	11.5	13.7	8.6	7.5	11.2	14.9	18.3	4.4	9.7
Primarily engaged through full time employment	%	26.3	29.9	30.7	23.7	21.0	32.5	38.8	12.6	25.8
Engaged through part time study and part time employment	%	1.6	1.7	1.3	1.1	1.4	1.2	1.8	0.9	1.3
Not fully engaged		59.4	52.9	58.1	66.7	65.6	50.1	39.4	81.5	62.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-Indigenous (h)										
Total fully engaged (i)		74.5	76.5	73.7	77.7	71.5	69.0	83.0	77.9	75.0
Engaged through full time study and full time employment	%	1.2	1.1	1.3	1.0	0.9	0.8	3.7	1.6	1.2
Primarily engaged through full time study	%	29.3	35.0	23.5	27.7	27.1	26.1	34.7	10.0	29.1
Primarily engaged through full time employment	%	40.5	37.6	46.5	46.2	40.5	39.9	41.7	64.0	41.8
Engaged through part time study and part time employment	%	2.6	2.2	2.0	2.2	2.4	1.8	2.4	1.8	2.3
Not fully engaged		25.5	23.5	26.3	22.3	28.5	31.0	17.0	22.1	25.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table BA.26 **Full time participation in employment, education or training, by Indigenous status (17-24 year olds)**
(per cent) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<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 (g)</i>
(a)	People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).									
(b)	The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.									
(c)	People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.									
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	Australia includes 'Other territories'.									
(g)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(h)	Excludes people who did not state their Indigenous status.									
(i)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>
2012									
Proportion of population engaged in full time employment, education or training									
15–19 year olds									
SEIFA IRSD quintile 1	83.7 ± 5.0	77.8 ± 7.8	73.9 ± 9.0	86.8 ± 8.4	81.4 ± 9.4	79.0 ± 11.7	np	92.6 ± 16.2	80.6 ± 3.1
SEIFA IRSD quintile 2	84.9 ± 7.1	87.2 ± 5.6	76.8 ± 9.5	78.6 ± 9.9	81.7 ± 10.9	92.8 ± 5.7	100.0	81.1 ± 39.6	83.0 ± 3.9
SEIFA IRSD quintile 3	86.1 ± 7.8	93.6 ± 4.3	85.5 ± 5.7	87.6 ± 5.3	91.9 ± 9.8	92.1 ± 5.9	79.8 ± 15.7	83.3 ± 19.9	88.3 ± 2.9
SEIFA IRSD quintile 4	90.3 ± 5.4	88.5 ± 5.0	86.0 ± 4.9	85.5 ± 6.9	90.2 ± 6.5	91.2 ± 7.9	84.0 ± 13.0	84.0 ± 23.5	88.1 ± 2.7
SEIFA IRSD quintile 5	93.7 ± 3.6	90.7 ± 4.8	89.0 ± 5.4	93.7 ± 4.1	80.3 ± 13.2	81.4 ± 29.2	91.4 ± 7.1	93.9 ± 13.1	91.2 ± 2.2
15–24 year olds									
SEIFA IRSD quintile 1	77.3 ± 4.6	72.7 ± 5.1	69.2 ± 7.2	76.2 ± 7.3	71.1 ± 8.1	65.1 ± 7.2	np	62.9 ± 19.3	73.7 ± 2.9
SEIFA IRSD quintile 2	78.5 ± 6.4	80.2 ± 5.3	69.5 ± 9.7	72.8 ± 7.3	77.1 ± 5.8	84.1 ± 7.4	96.2 ± 9.3	71.8 ± 21.6	76.7 ± 2.8
SEIFA IRSD quintile 3	84.2 ± 5.7	82.3 ± 4.2	80.6 ± 4.1	81.8 ± 5.4	87.4 ± 7.5	84.4 ± 9.9	84.4 ± 10.9	78.8 ± 8.1	82.6 ± 2.3
SEIFA IRSD quintile 4	86.8 ± 3.4	83.4 ± 3.9	82.3 ± 3.5	82.7 ± 3.4	84.6 ± 5.2	81.6 ± 14.0	88.6 ± 10.3	79.8 ± 16.8	84.1 ± 1.4
SEIFA IRSD quintile 5	93.1 ± 3.1	87.5 ± 4.3	82.0 ± 3.9	89.0 ± 4.5	82.5 ± 9.2	82.0 ± 24.8	85.7 ± 6.7	92.1 ± 9.0	88.3 ± 2.0
17–24 years old									
SEIFA IRSD quintile 1	72.9 ± 5.7	68.5 ± 5.6	64.4 ± 8.9	69.0 ± 11.0	64.5 ± 10.5	56.7 ± 9.1	np	55.0 ± 20.0	68.8 ± 3.4
SEIFA IRSD quintile 2	74.0 ± 7.3	77.9 ± 6.5	65.2 ± 10.7	69.4 ± 8.2	73.8 ± 6.2	79.2 ± 9.6	95.8 ± 9.9	67.6 ± 23.0	73.1 ± 3.2
SEIFA IRSD quintile 3	81.3 ± 6.8	78.5 ± 5.0	76.6 ± 4.2	78.3 ± 6.3	85.3 ± 8.2	80.3 ± 12.5	82.2 ± 12.1	72.5 ± 10.1	79.1 ± 2.8
SEIFA IRSD quintile 4	84.5 ± 4.3	80.3 ± 5.2	78.8 ± 4.3	80.0 ± 4.0	80.4 ± 6.7	79.1 ± 15.3	86.5 ± 12.1	73.1 ± 20.0	81.1 ± 1.9
SEIFA IRSD quintile 5	91.6 ± 3.9	84.5 ± 5.0	79.9 ± 5.0	86.2 ± 5.6	79.2 ± 10.5	79.4 ± 29.5	83.5 ± 8.3	91.1 ± 10.5	85.9 ± 2.4
18–24 year olds									
SEIFA IRSD quintile 1	71.1 ± 6.4	66.4 ± 5.9	65.9 ± 9.3	67.4 ± 13.5	61.4 ± 11.5	53.4 ± 11.0	–	53.1 ± 22.8	67.3 ± 3.6
SEIFA IRSD quintile 2	73.0 ± 7.9	75.2 ± 7.6	62.4 ± 12.2	67.5 ± 8.6	70.4 ± 7.2	76.8 ± 10.7	95.5 ± 11.2	64.6 ± 22.9	70.9 ± 3.4
SEIFA IRSD quintile 3	81.3 ± 7.2	75.6 ± 5.6	74.7 ± 4.2	77.8 ± 7.5	84.9 ± 8.8	77.8 ± 13.7	80.1 ± 13.9	71.1 ± 11.8	77.6 ± 2.9
SEIFA IRSD quintile 4	84.2 ± 4.1	78.8 ± 5.7	78.4 ± 4.3	80.6 ± 4.7	79.7 ± 7.4	75.9 ± 17.1	86.6 ± 13.3	69.0 ± 22.3	80.5 ± 2.1

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (h)
SEIFA IRSD quintile 5	90.6 ± 4.2	82.5 ± 5.5	77.2 ± 6.8	85.7 ± 6.1	78.4 ± 11.0	77.9 ± 30.8	82.0 ± 8.8	93.8 ± 11.4	84.6 ± 2.8
20–24 year olds									
SEIFA IRSD quintile 1	72.1 ± 7.7	68.2 ± 6.6	65.4 ± 9.4	63.6 ± 18.5	60.4 ± 11.5	52.5 ± 17.6	–	31.0 ± 21.4	67.7 ± 4.1
SEIFA IRSD quintile 2	72.8 ± 7.9	75.4 ± 9.1	62.4 ± 13.5	68.4 ± 9.9	73.0 ± 9.9	72.4 ± 15.3	94.8 ± 13.0	65.0 ± 22.9	71.3 ± 4.2
SEIFA IRSD quintile 3	82.3 ± 7.8	72.7 ± 4.9	76.4 ± 5.4	77.5 ± 8.4	84.7 ± 9.9	76.0 ± 17.2	88.2 ± 11.6	75.2 ± 10.0	77.7 ± 3.0
SEIFA IRSD quintile 4	84.2 ± 5.3	78.8 ± 6.4	78.7 ± 5.5	80.8 ± 5.4	79.5 ± 8.2	72.9 ± 24.2	92.9 ± 11.8	75.1 ± 19.7	80.7 ± 2.9
SEIFA IRSD quintile 5	92.4 ± 5.1	84.5 ± 6.4	73.5 ± 8.5	83.7 ± 7.6	85.1 ± 12.0	82.6 ± 25.4	81.5 ± 9.7	90.2 ± 18.0	85.2 ± 3.2
25–29 year olds									
SEIFA IRSD quintile 1	61.9 ± 5.9	62.3 ± 6.9	56.8 ± 9.8	74.2 ± 12.2	55.2 ± 9.6	np	np	65.3 ± 12.5	60.8 ± 4.1
SEIFA IRSD quintile 2	68.7 ± 6.4	66.5 ± 7.5	74.9 ± 6.6	64.7 ± 7.7	66.4 ± 6.2	61.7 ± 20.7	81.0 ± 21.0	78.6 ± 18.0	69.0 ± 3.1
SEIFA IRSD quintile 3	71.3 ± 6.8	72.8 ± 5.0	73.7 ± 6.8	77.7 ± 5.0	80.3 ± 11.6	np	np	66.8 ± 16.3	73.3 ± 3.6
SEIFA IRSD quintile 4	81.2 ± 5.3	81.3 ± 6.2	76.2 ± 6.7	76.8 ± 8.0	78.5 ± 10.3	60.4 ± 12.2	71.4 ± 14.9	81.7 ± 19.6	79.2 ± 2.9
SEIFA IRSD quintile 5	88.5 ± 6.5	82.9 ± 6.6	75.5 ± 7.1	79.1 ± 6.5	79.1 ± 13.7	82.0 ± 28.6	83.2 ± 6.2	89.8 ± 14.8	82.6 ± 2.8
15–64 year olds									
SEIFA IRSD quintile 1	60.3 ± 1.9	56.6 ± 2.4	57.1 ± 4.1	65.2 ± 5.8	53.4 ± 4.1	49.1 ± 4.3	58.3 ± 26.2	66.6 ± 8.3	58.2 ± 1.3
SEIFA IRSD quintile 2	63.9 ± 2.5	63.2 ± 2.8	62.7 ± 3.0	65.3 ± 3.3	63.7 ± 4.2	62.4 ± 4.5	78.3 ± 11.6	75.2 ± 5.9	63.7 ± 1.3
SEIFA IRSD quintile 3	67.4 ± 2.5	67.6 ± 2.5	69.3 ± 2.3	69.9 ± 2.5	62.8 ± 3.7	63.1 ± 3.6	77.0 ± 6.1	75.5 ± 4.8	68.1 ± 1.3
SEIFA IRSD quintile 4	72.6 ± 2.3	68.6 ± 2.3	69.2 ± 2.4	70.0 ± 2.1	67.1 ± 2.2	64.5 ± 4.3	72.9 ± 6.6	78.9 ± 3.4	70.0 ± 1.0
SEIFA IRSD quintile 5	72.5 ± 1.9	68.4 ± 2.5	70.2 ± 2.8	71.2 ± 2.4	67.1 ± 3.9	62.8 ± 6.2	72.3 ± 3.4	79.2 ± 5.9	70.5 ± 0.9

2011

Proportion of population engaged in full time employment, education or training

15–19 year olds

SEIFA IRSD quintile 1	78.0 ± 5.4	82.6 ± 6.3	68.2 ± 11.2	71.8 ± 14.1	77.8 ± 12.5	np	np	66.7 ± 16.0	77.5 ± 3.5
SEIFA IRSD quintile 2	81.5 ± 4.8	88.3 ± 6.0	80.0 ± 6.0	78.7 ± 8.4	87.2 ± 8.0	np	np	77.4 ± 18.5	82.9 ± 2.3
SEIFA IRSD quintile 3	82.9 ± 6.8	91.9 ± 3.8	81.4 ± 6.9	90.3 ± 7.1	80.4 ± 8.6	89.0 ± 9.4	88.1 ± 13.0	67.2 ± 21.3	85.4 ± 2.5

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	NSW		Vic		Qld		WA		SA		Tas		ACT		NT		Aust (h)	
SEIFA IRSD quintile 4	89.4	± 5.3	93.3	± 3.7	83.1	± 5.3	96.2	± 4.6	92.6	± 6.0	95.2	± 5.4	85.1	± 7.4	82.6	± 17.4	90.0	± 2.5
SEIFA IRSD quintile 5	92.5	± 3.5	92.0	± 4.6	87.4	± 7.2	92.4	± 5.0	87.3	± 6.6	96.0	± 10.0	93.1	± 5.8	100.0	± 0.0	91.0	± 2.8
15–24 year olds																		
SEIFA IRSD quintile 1	71.7	± 4.7	78.3	± 5.4	63.1	± 6.1	71.3	± 9.3	69.0	± 7.8	76.7	± 8.8	100.0	64.6	± 18.4	72.0	± 2.8	
SEIFA IRSD quintile 2	77.5	± 4.4	82.6	± 4.4	77.2	± 4.2	72.7	± 8.7	82.8	± 5.8	81.5	± 8.6	68.8	± 25.2	77.7	± 15.2	78.6	± 2.2
SEIFA IRSD quintile 3	83.9	± 5.0	83.9	± 3.9	77.4	± 5.4	86.7	± 5.3	81.6	± 5.9	88.9	± 8.2	76.9	± 12.7	73.6	± 13.3	82.5	± 2.0
SEIFA IRSD quintile 4	85.3	± 4.8	85.6	± 3.7	82.4	± 4.3	88.1	± 5.4	87.3	± 4.8	90.9	± 7.2	79.5	± 9.1	79.7	± 9.5	85.2	± 2.2
SEIFA IRSD quintile 5	87.9	± 3.2	88.0	± 3.7	83.9	± 5.8	87.5	± 3.4	85.3	± 6.7	90.2	± 10.8	93.6	± 4.5	95.9	± 8.8	87.2	± 1.9
17-24 years old																		
SEIFA IRSD quintile 1	66.3	± 5.9	73.7	± 6.5	59.0	± 5.9	68.0	± 10.7	64.1	± 8.0	72.0	± 10.7	100.0	60.2	± 22.7	67.2	± 3.3	
SEIFA IRSD quintile 2	74.2	± 5.1	79.3	± 5.3	72.4	± 5.7	67.2	± 9.8	79.0	± 6.9	76.6	± 11.9	61.5	± 27.9	74.7	± 17.5	74.6	± 2.8
SEIFA IRSD quintile 3	82.0	± 5.7	80.2	± 4.8	73.6	± 6.2	84.4	± 6.2	78.6	± 6.8	88.2	± 7.5	71.6	± 13.5	69.5	± 16.0	79.5	± 2.5
SEIFA IRSD quintile 4	82.2	± 6.0	83.4	± 4.4	78.4	± 5.5	85.6	± 6.5	84.9	± 5.7	88.3	± 9.0	76.0	± 10.7	74.0	± 12.5	82.2	± 2.8
SEIFA IRSD quintile 5	85.4	± 3.9	85.5	± 4.4	80.8	± 6.1	84.7	± 4.1	82.2	± 7.9	84.1	± 19.0	92.2	± 5.3	95.0	± 10.7	84.5	± 2.1
18–24 year olds																		
SEIFA IRSD quintile 1	65.4	± 5.8	72.0	± 7.3	57.2	± 6.7	68.9	± 10.5	61.3	± 7.9	71.1	± 11.3	100.0	58.2	± 24.6	66.0	± 3.4	
SEIFA IRSD quintile 2	72.5	± 5.8	78.3	± 5.2	73.0	± 5.8	64.6	± 10.7	78.0	± 7.6	73.9	± 12.8	55.4	± 27.6	72.2	± 19.9	73.5	± 3.0
SEIFA IRSD quintile 3	81.5	± 6.2	78.4	± 5.3	72.0	± 6.8	83.8	± 6.8	76.8	± 7.9	86.5	± 8.6	69.7	± 16.0	70.2	± 17.0	78.3	± 2.9
SEIFA IRSD quintile 4	80.9	± 7.0	81.8	± 5.1	77.8	± 6.7	85.3	± 5.9	83.7	± 6.4	85.8	± 11.7	71.6	± 12.7	71.2	± 12.6	81.0	± 3.2
SEIFA IRSD quintile 5	83.3	± 4.3	83.8	± 5.1	81.4	± 6.1	84.0	± 3.9	81.7	± 8.0	80.1	± 18.7	92.1	± 5.4	93.7	± 13.8	83.4	± 2.1
20–24 year olds																		
SEIFA IRSD quintile 1	66.4	± 6.5	73.6	± 9.0	58.0	± 10.3	70.9	± 9.8	63.9	± 9.0	np	np	np	62.6	± 32.7	67.2	± 3.7	
SEIFA IRSD quintile 2	74.2	± 6.3	78.4	± 7.1	74.6	± 5.7	67.4	± 12.3	np	np	np	–	77.9	± 16.5	74.8	± 3.8		
SEIFA IRSD quintile 3	84.8	± 6.1	78.2	± 7.2	74.2	± 7.2	83.2	± 6.9	82.7	± 7.8	88.8	± 8.3	66.1	± 21.0	78.5	± 13.3	80.0	± 3.0
SEIFA IRSD quintile 4	81.9	± 7.5	79.6	± 5.6	81.8	± 7.4	81.0	± 8.2	81.9	± 7.6	83.4	± 18.1	75.6	± 13.5	77.2	± 17.5	81.0	± 3.4

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>	
SEIFA IRSD quintile 5	82.6	± 5.1	84.1	± 5.0	80.3	± 6.5	82.5	± 5.0	82.7	± 10.0	80.0	± 14.2	93.9	± 5.0	90.6	± 20.7	83.1	± 2.5
25–29 year olds																		
SEIFA IRSD quintile 1	59.6	± 6.5	61.3	± 7.9	63.4	± 15.4	70.0	± 11.5	66.1	± 10.4	63.0	± 13.9	100.0	± 16.3	68.1	± 16.3	62.5	± 4.1
SEIFA IRSD quintile 2	62.8	± 6.1	75.9	± 8.7	68.5	± 6.7	70.9	± 8.9	66.2	± 8.5	63.7	± 14.4	93.3	± 19.0	65.8	± 15.7	68.5	± 3.9
SEIFA IRSD quintile 3	73.6	± 4.7	77.1	± 6.0	76.1	± 6.1	73.1	± 9.1	75.1	± 9.8	72.4	± 19.9	81.6	± 18.9	79.9	± 14.6	75.3	± 2.7
SEIFA IRSD quintile 4	80.2	± 8.1	80.0	± 5.7	73.7	± 6.2	81.2	± 5.8	69.5	± 11.0	81.7	± 13.1	71.0	± 15.0	73.6	± 17.1	78.1	± 2.9
SEIFA IRSD quintile 5	83.1	± 7.0	85.1	± 5.1	78.4	± 6.1	78.3	± 9.6	82.0	± 8.7	64.7	± 30.8	86.2	± 8.6	83.3	± 15.1	82.3	± 2.4
15–64 year olds																		
SEIFA IRSD quintile 1	55.1	± 3.2	59.3	± 2.1	56.2	± 3.7	61.9	± 4.0	55.2	± 3.2	54.0	± 4.5	72.1	± 14.7	64.5	± 8.5	56.9	± 1.8
SEIFA IRSD quintile 2	61.7	± 2.5	65.6	± 3.0	63.7	± 2.4	64.6	± 4.0	64.2	± 2.8	61.2	± 5.1	79.8	± 21.2	70.8	± 5.4	63.8	± 1.2
SEIFA IRSD quintile 3	66.6	± 2.6	67.3	± 2.6	67.3	± 2.4	68.7	± 3.3	65.4	± 3.5	67.5	± 4.3	73.7	± 5.1	78.6	± 4.9	67.3	± 1.2
SEIFA IRSD quintile 4	70.0	± 2.3	69.5	± 2.4	69.1	± 3.3	67.7	± 1.9	69.4	± 3.0	67.1	± 3.5	70.5	± 3.0	83.7	± 4.7	69.4	± 1.2
SEIFA IRSD quintile 5	71.7	± 1.9	70.2	± 1.9	70.5	± 2.6	67.7	± 2.1	66.9	± 3.0	58.6	± 5.6	76.5	± 3.2	78.8	± 5.2	70.5	± 0.9

- (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 ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) 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.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.

TABLE BA.27

Table BA.27 **Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>
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(g) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

(h) Australia includes 'Other Territories'.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>
2012									
Proportion of population engaged in full time employment, education or training									
15–19 year olds									
SEIFA IRSD quintile 1	24.1 ± 6.5	23.5 ± 7.3	28.1 ± 10.1	33.2 ± 14.5	24.2 ± 12.3	np	–	np	24.9 ± 3.7
SEIFA IRSD quintile 2	26.5 ± 6.6	29.2 ± 8.5	32.4 ± 8.6	34.1 ± 10.5	24.4 ± 8.7	31.2 ± 8.4	np	32.7 ± 15.9	29.0 ± 3.3
SEIFA IRSD quintile 3	31.3 ± 7.6	26.4 ± 8.3	37.1 ± 7.0	41.1 ± 9.6	34.9 ± 14.0	27.3 ± 9.5	23.7 ± 12.5	19.4 ± 18.8	32.3 ± 4.1
SEIFA IRSD quintile 4	40.4 ± 8.8	29.7 ± 6.0	42.9 ± 6.8	43.1 ± 10.8	30.6 ± 9.8	38.9 ± 17.1	27.8 ± 14.8	np	37.2 ± 3.8
SEIFA IRSD quintile 5	37.7 ± 7.5	29.6 ± 6.4	46.6 ± 10.9	45.2 ± 7.2	32.5 ± 12.1	37.2 ± 30.9	30.9 ± 9.3	54.0 ± 29.3	38.0 ± 4.2
15–24 year olds									
SEIFA IRSD quintile 1	50.0 ± 5.6	46.9 ± 6.0	48.1 ± 7.9	46.4 ± 12.4	41.5 ± 10.7	33.7 ± 10.4	–	27.8 ± 21.2	47.2 ± 3.0
SEIFA IRSD quintile 2	50.5 ± 6.0	55.6 ± 7.7	47.1 ± 8.2	52.6 ± 8.0	49.8 ± 7.2	48.7 ± 10.3	80.0 ± 15.4	51.3 ± 16.0	51.4 ± 3.0
SEIFA IRSD quintile 3	56.6 ± 5.9	51.2 ± 6.9	58.1 ± 3.8	61.6 ± 6.7	64.7 ± 10.5	50.5 ± 9.1	58.5 ± 13.4	50.4 ± 12.8	56.3 ± 2.8
SEIFA IRSD quintile 4	65.2 ± 5.3	53.7 ± 6.5	60.6 ± 4.8	65.9 ± 6.5	55.4 ± 9.0	56.8 ± 14.5	61.6 ± 15.7	44.9 ± 18.7	60.0 ± 2.4
SEIFA IRSD quintile 5	63.5 ± 5.0	57.9 ± 5.1	58.2 ± 6.6	63.4 ± 6.0	55.8 ± 8.8	61.1 ± 26.8	59.5 ± 9.2	71.3 ± 22.7	60.6 ± 2.8
17–24 year olds									
SEIFA IRSD quintile 1	61.0 ± 6.2	57.1 ± 6.1	59.5 ± 8.5	57.8 ± 12.0	51.4 ± 11.7	42.2 ± 11.8	–	33.7 ± 26.0	57.9 ± 3.5
SEIFA IRSD quintile 2	61.8 ± 7.0	65.0 ± 8.2	57.0 ± 10.4	61.6 ± 7.9	59.1 ± 7.7	61.2 ± 10.7	88.1 ± 21.4	59.1 ± 18.8	61.5 ± 3.1
SEIFA IRSD quintile 3	68.8 ± 6.2	62.3 ± 5.6	71.1 ± 4.3	71.8 ± 6.9	75.7 ± 10.5	66.1 ± 12.1	66.6 ± 15.4	65.4 ± 15.3	68.2 ± 2.8
SEIFA IRSD quintile 4	76.8 ± 4.6	66.9 ± 6.1	72.8 ± 4.8	76.1 ± 5.3	70.7 ± 8.7	64.6 ± 15.3	72.8 ± 15.4	59.9 ± 20.4	72.4 ± 2.0
SEIFA IRSD quintile 5	80.4 ± 4.4	70.9 ± 5.9	69.9 ± 5.5	79.5 ± 5.8	66.3 ± 9.8	70.0 ± 26.7	71.4 ± 9.2	80.6 ± 17.7	74.8 ± 2.9
18–24 year olds									
SEIFA IRSD quintile 1	66.9 ± 7.3	61.1 ± 6.8	64.1 ± 9.6	63.1 ± 13.2	59.0 ± 12.0	47.2 ± 13.0	–	39.2 ± 25.9	63.2 ± 4.1
SEIFA IRSD quintile 2	70.1 ± 8.7	71.6 ± 7.8	61.0 ± 12.2	63.7 ± 8.6	65.7 ± 7.9	69.1 ± 12.0	95.5 ± 11.2	64.6 ± 22.9	67.8 ± 3.9
SEIFA IRSD quintile 3	77.8 ± 7.0	70.0 ± 5.2	73.1 ± 4.4	75.6 ± 7.1	81.6 ± 10.0	74.4 ± 13.9	74.4 ± 14.9	68.9 ± 12.2	74.2 ± 2.8
SEIFA IRSD quintile 4	82.0 ± 4.5	75.1 ± 6.3	77.5 ± 4.5	80.0 ± 5.3	77.8 ± 7.8	71.5 ± 16.2	86.6 ± 13.3	69.0 ± 22.3	78.5 ± 2.2

TABLE BA.28

Table BA.28 Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (h)
SEIFA IRSD quintile 5	87.8 ± 4.4	80.1 ± 6.3	73.3 ± 7.1	85.7 ± 6.1	74.1 ± 11.3	75.1 ± 31.0	78.1 ± 9.6	93.8 ± 11.4	82.0 ± 3.0
20–24 year olds									
SEIFA IRSD quintile 1	71.2 ± 8.1	66.9 ± 6.7	64.4 ± 9.4	62.0 ± 20.0	59.4 ± 11.3	50.4 ± 17.3	–	31.0 ± 21.4	66.6 ± 4.2
SEIFA IRSD quintile 2	72.2 ± 8.1	73.6 ± 9.0	61.6 ± 13.2	66.5 ± 9.9	72.2 ± 10.5	72.4 ± 15.3	94.8 ± 13.0	65.0 ± 22.9	70.2 ± 4.3
SEIFA IRSD quintile 3	81.0 ± 8.0	72.2 ± 4.9	75.9 ± 5.5	76.6 ± 8.0	82.7 ± 10.1	76.0 ± 17.2	88.2 ± 11.6	75.2 ± 10.0	76.9 ± 2.8
SEIFA IRSD quintile 4	83.7 ± 5.7	76.2 ± 6.9	77.4 ± 5.7	80.8 ± 5.4	78.0 ± 9.9	72.9 ± 24.2	92.9 ± 11.8	75.1 ± 19.7	79.5 ± 3.1
SEIFA IRSD quintile 5	91.8 ± 4.9	83.4 ± 7.4	72.4 ± 8.1	83.7 ± 7.6	82.8 ± 12.3	82.6 ± 25.4	80.3 ± 9.9	90.2 ± 18.0	84.3 ± 3.3
25–29 year olds									
SEIFA IRSD quintile 1	61.3 ± 6.1	62.3 ± 6.9	55.9 ± 9.6	74.2 ± 12.2	53.5 ± 8.8	np	np	65.3 ± 12.5	60.3 ± 4.1
SEIFA IRSD quintile 2	67.7 ± 6.4	66.5 ± 7.5	74.3 ± 6.5	64.7 ± 7.7	65.3 ± 5.9	61.7 ± 20.7	81.0 ± 21.0	78.6 ± 18.0	68.4 ± 3.1
SEIFA IRSD quintile 3	71.3 ± 6.8	72.8 ± 5.0	73.7 ± 6.8	76.5 ± 5.2	80.3 ± 11.6	58.6 ± 14.9	81.0 ± 15.9	66.8 ± 16.3	73.2 ± 3.6
SEIFA IRSD quintile 4	81.2 ± 5.3	79.7 ± 6.6	76.2 ± 6.7	76.0 ± 8.2	77.1 ± 9.9	57.6 ± 10.8	71.4 ± 14.9	81.7 ± 19.6	78.5 ± 3.0
SEIFA IRSD quintile 5	88.5 ± 6.5	82.9 ± 6.6	75.5 ± 7.1	78.3 ± 6.2	79.1 ± 13.7	82.0 ± 28.6	83.2 ± 6.2	89.8 ± 14.8	82.5 ± 2.7
15–64 year olds									
SEIFA IRSD quintile 1	53.2 ± 2.0	50.6 ± 2.4	52.5 ± 4.1	58.7 ± 6.1	46.6 ± 4.2	41.1 ± 4.2	np	60.3 ± 8.4	51.8 ± 1.3
SEIFA IRSD quintile 2	57.6 ± 2.7	58.1 ± 3.0	58.3 ± 2.6	60.6 ± 3.4	57.9 ± 4.2	56.1 ± 3.7	74.4 ± 12.6	70.7 ± 7.3	58.3 ± 1.4
SEIFA IRSD quintile 3	62.3 ± 2.4	60.9 ± 2.9	64.0 ± 2.1	65.7 ± 2.8	58.4 ± 3.8	55.9 ± 3.3	70.6 ± 6.4	68.9 ± 6.4	62.6 ± 1.4
SEIFA IRSD quintile 4	68.0 ± 2.3	62.5 ± 2.5	64.1 ± 2.7	66.6 ± 2.2	59.8 ± 2.6	59.4 ± 5.0	67.3 ± 6.8	72.8 ± 3.9	64.7 ± 1.1
SEIFA IRSD quintile 5	66.7 ± 2.2	62.6 ± 2.8	65.3 ± 3.4	65.2 ± 2.6	61.9 ± 4.0	57.9 ± 6.8	67.0 ± 4.1	75.5 ± 6.8	65.0 ± 1.0

2011

Proportion of population engaged in full time employment, education or training

15–19 year olds

SEIFA IRSD quintile 1	25.4 ± 6.7	26.1 ± 7.8	26.1 ± 9.1	32.3 ± 18.9	14.8 ± 8.8	25.0 ± 12.2	np	np	25.4 ± 3.6
SEIFA IRSD quintile 2	27.8 ± 7.5	30.1 ± 7.4	27.8 ± 9.1	27.2 ± 13.5	32.4 ± 9.8	np	np	28.3 ± 21.4	28.9 ± 4.0
SEIFA IRSD quintile 3	29.8 ± 7.8	30.5 ± 7.4	33.7 ± 8.0	42.2 ± 11.2	26.2 ± 6.9	37.0 ± 16.4	31.1 ± 18.3	np	32.0 ± 3.8

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>
SEIFA IRSD quintile 4	26.6 ± 5.3	28.2 ± 7.9	31.4 ± 8.0	51.4 ± 8.3	31.2 ± 10.8	30.2 ± 10.7	16.6 ± 10.2	30.5 ± 21.7	31.1 ± 3.5
SEIFA IRSD quintile 5	36.0 ± 4.6	28.3 ± 7.2	39.0 ± 7.4	49.8 ± 5.8	42.5 ± 9.8	np	33.1 ± 9.2	np	36.3 ± 3.3
15–24 year olds									
SEIFA IRSD quintile 1	45.3 ± 5.4	45.8 ± 6.4	41.4 ± 6.2	54.3 ± 11.8	44.5 ± 7.1	47.6 ± 12.0	100.0	41.3 ± 17.8	45.6 ± 2.5
SEIFA IRSD quintile 2	51.8 ± 4.9	57.4 ± 6.7	51.2 ± 6.6	np	53.8 ± 8.3	54.6 ± 12.1	np	53.6 ± 18.6	52.7 ± 3.1
SEIFA IRSD quintile 3	57.8 ± 6.5	57.2 ± 6.5	54.7 ± 6.7	62.8 ± 7.4	53.7 ± 8.1	61.6 ± 13.6	48.9 ± 13.9	52.6 ± 19.4	57.1 ± 3.3
SEIFA IRSD quintile 4	56.6 ± 6.7	56.8 ± 6.2	56.0 ± 6.6	66.1 ± 6.4	54.3 ± 7.9	48.8 ± 9.2	51.7 ± 11.8	55.7 ± 15.0	57.1 ± 3.5
SEIFA IRSD quintile 5	57.7 ± 4.8	55.6 ± 4.8	59.1 ± 6.2	65.6 ± 4.3	58.9 ± 8.7	35.0 ± 11.2	66.3 ± 6.0	60.3 ± 40.8	58.6 ± 2.4
17–24 year olds									
SEIFA IRSD quintile 1	54.1 ± 5.1	55.0 ± 6.8	50.5 ± 6.7	64.3 ± 12.6	52.2 ± 7.8	56.9 ± 12.4	100.0	50.0 ± 21.5	54.5 ± 2.8
SEIFA IRSD quintile 2	63.2 ± 5.8	68.2 ± 6.5	64.6 ± 6.8	np	65.7 ± 9.3	68.7 ± 13.6	np	67.7 ± 19.5	64.6 ± 3.6
SEIFA IRSD quintile 3	70.1 ± 6.2	69.1 ± 6.8	64.9 ± 7.0	75.0 ± 6.7	64.2 ± 8.4	74.1 ± 14.2	60.1 ± 15.8	60.8 ± 17.8	68.6 ± 3.3
SEIFA IRSD quintile 4	69.9 ± 6.6	68.4 ± 6.7	69.9 ± 6.9	77.2 ± 7.1	70.5 ± 7.5	62.3 ± 9.9	60.4 ± 11.9	69.0 ± 14.1	70.0 ± 3.4
SEIFA IRSD quintile 5	72.2 ± 5.0	68.3 ± 5.2	71.7 ± 7.6	78.7 ± 3.7	73.7 ± 10.2	56.7 ± 18.8	80.0 ± 6.3	69.2 ± 33.5	72.1 ± 2.6
18–24 year olds									
SEIFA IRSD quintile 1	58.1 ± 5.8	63.4 ± 8.1	54.1 ± 6.4	65.0 ± 12.3	56.8 ± 8.5	60.8 ± 12.0	100.0	54.6 ± 24.2	59.4 ± 3.0
SEIFA IRSD quintile 2	66.9 ± 5.6	75.8 ± 6.5	68.3 ± 7.2	np	74.2 ± 9.1	72.8 ± 13.3	np	72.2 ± 19.9	69.4 ± 3.3
SEIFA IRSD quintile 3	78.1 ± 5.7	75.2 ± 6.7	69.3 ± 7.1	79.6 ± 7.6	71.1 ± 8.9	81.3 ± 10.5	69.7 ± 16.0	70.2 ± 17.0	74.9 ± 3.0
SEIFA IRSD quintile 4	78.0 ± 7.5	75.3 ± 6.9	75.5 ± 6.8	81.0 ± 6.0	78.1 ± 7.1	75.7 ± 10.4	71.6 ± 12.7	71.2 ± 12.6	76.9 ± 3.7
SEIFA IRSD quintile 5	80.6 ± 5.0	76.5 ± 4.8	78.8 ± 7.3	82.9 ± 3.8	79.9 ± 8.1	71.0 ± 14.3	86.3 ± 6.0	88.2 ± 25.3	79.6 ± 2.3
20–24 year olds									
SEIFA IRSD quintile 1	62.0 ± 6.8	67.1 ± 9.3	np	68.9 ± 10.4	61.9 ± 9.3	67.0 ± 15.7	np	62.6 ± 32.7	63.4 ± 3.5
SEIFA IRSD quintile 2	70.9 ± 5.5	77.6 ± 7.9	72.6 ± 6.6	67.4 ± 12.3	74.7 ± 9.6	73.4 ± 15.7	–	77.9 ± 16.5	72.9 ± 4.0
SEIFA IRSD quintile 3	84.0 ± 5.7	76.2 ± 8.3	71.6 ± 7.2	82.4 ± 7.2	81.0 ± 7.2	87.1 ± 8.5	66.1 ± 21.0	78.5 ± 13.3	78.4 ± 3.0
SEIFA IRSD quintile 4	81.1 ± 7.5	79.1 ± 5.4	80.4 ± 7.4	79.0 ± 8.4	77.3 ± 7.6	80.8 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	79.8 ± 3.6

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>
SEIFA IRSD quintile 5	82.6 ± 5.1	81.8 ± 5.3	79.7 ± 7.2	81.6 ± 5.2	80.8 ± 10.4	80.0 ± 14.2	90.6 ± 5.2	90.6 ± 20.7	82.0 ± 2.6
25–29 year olds									
SEIFA IRSD quintile 1	58.1 ± 7.7	61.3 ± 7.9	62.7 ± 15.2	68.6 ± 11.2	65.3 ± 10.6	60.0 ± 12.8	100.0	66.0 ± 17.4	61.5 ± 4.2
SEIFA IRSD quintile 2	60.9 ± 5.9	74.4 ± 8.9	67.9 ± 6.2	70.9 ± 8.9	65.5 ± 8.5	63.7 ± 14.4	93.3 ± 19.0	65.8 ± 15.7	67.4 ± 3.8
SEIFA IRSD quintile 3	72.6 ± 5.1	77.1 ± 6.0	75.6 ± 6.3	71.5 ± 9.9	75.1 ± 9.8	72.4 ± 19.9	81.6 ± 18.9	77.7 ± 15.7	74.6 ± 2.9
SEIFA IRSD quintile 4	79.0 ± 8.8	79.5 ± 5.8	72.1 ± 6.3	81.2 ± 5.8	69.5 ± 11.0	79.2 ± 11.9	71.0 ± 15.0	73.6 ± 17.1	77.2 ± 3.2
SEIFA IRSD quintile 5	82.5 ± 7.2	84.0 ± 6.0	76.3 ± 5.7	75.9 ± 9.9	82.0 ± 8.7	64.7 ± 30.8	86.2 ± 8.6	77.6 ± 9.7	81.1 ± 2.5
15–64 year olds									
SEIFA IRSD quintile 1	48.1 ± 3.3	51.2 ± 2.8	51.3 ± 3.4	57.7 ± 4.0	49.1 ± 3.1	46.6 ± 4.4	72.1 ± 14.7	57.6 ± 9.9	50.3 ± 1.7
SEIFA IRSD quintile 2	55.9 ± 2.4	60.2 ± 3.3	58.0 ± 2.6	59.3 ± 3.5	58.3 ± 2.9	56.1 ± 5.2	73.4 ± 25.8	66.0 ± 5.9	58.2 ± 1.2
SEIFA IRSD quintile 3	60.9 ± 2.5	61.6 ± 2.8	61.8 ± 2.8	64.0 ± 3.2	59.5 ± 3.1	60.3 ± 5.1	68.1 ± 5.8	74.7 ± 5.3	61.8 ± 1.3
SEIFA IRSD quintile 4	63.7 ± 2.6	63.0 ± 2.2	63.3 ± 3.4	62.9 ± 2.3	62.0 ± 3.6	57.7 ± 4.0	65.0 ± 2.8	78.9 ± 6.2	63.3 ± 1.3
SEIFA IRSD quintile 5	65.5 ± 1.9	63.2 ± 1.9	64.4 ± 2.9	62.1 ± 2.3	60.8 ± 3.0	48.6 ± 4.9	70.0 ± 2.8	72.0 ± 9.4	64.2 ± 0.9

- (a) Includes people who are participating in full-time employment, full-time education or training at or above Certificate III, or both part-time employment and part-time education or training at or above Certificate III. People with Certificate nfd and people whose level could not be determined are excluded.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) 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.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.

TABLE BA.28

Table BA.28 **Full time participation in employment, education or training at certificate level III or above, by SES based on ABS SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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 (h)</i>
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(g) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

(h) Australia includes 'Other Territories'.

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<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</i>
2012										
Bachelor degree or higher	'000	1 277.3	1 053.9	642.9	376.8	215.7	66.6	102.1	32.8	3 768.0
Advanced diploma/ diploma	'000	487.9	403.7	275.6	156.7	98.6	23.7	19.4	14.4	1 480.1
Certificate III or IV	'000	828.4	581.3	556.9	301.9	204.2	66.2	34.1	24.0	2 597.0
Certificate I, II or nfd	'000	222.2	156.2	151.5	80.5	54.6	16.4	7.0	3.8	692.2
Level not determined	'000	47.7	42.1	41.6	24.9	13.8	3.5	4.8	1.5	179.9
Total with non-school qualification	'000	2 863.5	2 237.2	1 668.5	940.8	586.9	176.4	167.4	76.5	8 717.2
Total without non-school qualification	'000	1 863.4	1 502.5	1 316.4	645.4	492.6	144.6	86.5	65.0	6 116.3
Total	'000	4 726.9	3 739.7	2 984.9	1 586.2	1 079.5	320.9	253.9	141.5	14 833.6
Bachelor degree or higher	%	27.0 ± 1.1	28.2 ± 1.5	21.5 ± 1.5	23.8 ± 1.3	20.0 ± 1.4	20.8 ± 2.1	40.2 ± 3.3	23.1 ± 3.0	25.4 ± 0.7
Advanced diploma/ diploma	%	10.3 ± 0.6	10.8 ± 0.6	9.2 ± 0.7	9.9 ± 0.8	9.1 ± 0.8	7.4 ± 0.9	7.6 ± 1.7	10.1 ± 1.9	10.0 ± 0.3
Certificate III or IV	%	17.5 ± 0.9	15.5 ± 0.8	18.7 ± 1.2	19.0 ± 1.4	18.9 ± 1.2	20.6 ± 1.3	13.4 ± 2.2	17.0 ± 2.1	17.5 ± 0.4
Certificate I, II or nfd	%	4.7 ± 0.5	4.2 ± 0.5	5.1 ± 0.8	5.1 ± 0.8	5.1 ± 0.7	5.1 ± 0.9	2.8 ± 1.0	2.7 ± 0.9	4.7 ± 0.3
Level not determined	%	1.0 ± 0.2	1.1 ± 0.2	1.4 ± 0.3	1.6 ± 0.4	1.3 ± 0.4	1.1 ± 0.4	1.9 ± 0.7	1.2 ± 0.6	1.2 ± 0.1
Total with non-school qualification	%	60.6 ± 0.9	59.8 ± 1.2	55.9 ± 1.5	59.3 ± 1.6	54.4 ± 1.6	54.9 ± 2.1	65.9 ± 2.3	54.1 ± 3.4	58.8 ± 0.5
Total without non-school qualification	%	39.4 ± 0.9	40.2 ± 1.2	44.1 ± 1.5	40.7 ± 1.6	45.6 ± 1.6	45.1 ± 2.1	34.1 ± 2.3	45.9 ± 3.4	41.2 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Bachelor degree or higher	'000	1 196.6	990.9	608.1	319.9	213.6	59.5	100.0	28.2	3 516.7
Advanced diploma/ diploma	'000	447.1	353.2	258.2	144.3	95.6	23.3	22.4	9.1	1 353.3
Certificate III or IV	'000	818.5	589.0	587.7	290.3	185.0	63.3	27.7	25.0	2 586.5
Certificate I, II or nfd	'000	238.3	174.2	143.6	68.9	65.5	18.7	8.9	6.6	724.7
Level not determined	'000	61.6	48.6	51.5	30.2	10.7	3.8	4.9	1.0	212.3
Total with non-school qualification	'000	2 762.1	2 155.9	1 649.1	853.6	570.4	168.6	163.9	69.9	8 393.5

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<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</i>
Total without non-school qualification	'000	2 008.8	1 574.8	1 344.9	713.1	507.4	152.9	86.3	66.4	6 454.6
Total	'000	4 770.9	3 730.7	2 994.0	1 566.7	1 077.9	321.5	250.2	136.3	14 848.1
Bachelor degree or higher	%	25.1 ± 1.2	26.6 ± 1.3	20.3 ± 1.2	20.4 ± 1.7	19.8 ± 1.6	18.5 ± 2.5	40.0 ± 3.1	20.7 ± 2.1	23.7 ± 0.5
Advanced diploma/ diploma	%	9.4 ± 0.5	9.5 ± 0.7	8.6 ± 0.7	9.2 ± 0.8	8.9 ± 1.1	7.3 ± 1.1	9.0 ± 1.7	6.7 ± 0.9	9.1 ± 0.3
Certificate III or IV	%	17.2 ± 1.1	15.8 ± 1.0	19.6 ± 1.2	18.5 ± 1.2	17.2 ± 1.4	19.7 ± 2.1	11.1 ± 1.5	18.3 ± 2.5	17.4 ± 0.5
Certificate I, II or nfd	%	5.0 ± 0.5	4.7 ± 0.5	4.8 ± 0.6	4.4 ± 0.7	6.1 ± 0.9	5.8 ± 1.1	3.5 ± 0.8	4.9 ± 1.7	4.9 ± 0.2
Level not determined	%	1.3 ± 0.2	1.3 ± 0.3	1.7 ± 0.4	1.9 ± 0.4	1.0 ± 0.3	1.2 ± 0.4	1.9 ± 0.6	0.7 ± 0.4	1.4 ± 0.2
Total with non-school qualification	%	57.9 ± 1.2	57.8 ± 1.3	55.1 ± 1.6	54.5 ± 1.9	52.9 ± 1.8	52.4 ± 2.0	65.5 ± 2.2	51.3 ± 2.8	56.5 ± 0.6
Total without non-school qualification	%	42.1 ± 1.2	42.2 ± 1.3	44.9 ± 1.6	45.5 ± 1.9	47.1 ± 1.8	47.6 ± 2.0	34.5 ± 2.2	48.7 ± 2.8	43.5 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Bachelor degree or higher	'000	1 153.3	954.4	551.2	315.0	215.9	53.1	93.2	28.9	3 364.9
Advanced diploma/ diploma	'000	449.8	340.6	259.5	148.4	98.3	25.5	24.1	11.7	1 357.8
Certificate III or IV	'000	763.9	578.5	600.6	284.4	176.8	63.3	30.5	26.8	2 524.9
Certificate I, II or nfd	'000	251.6	154.9	149.7	71.2	54.3	20.3	6.5	8.3	716.8
Level not determined	'000	60.3	46.7	37.6	24.8	19.5	4.0	4.7	3.0	200.6
Total with non-school qualification	'000	2 678.9	2 075.1	1 598.7	843.8	564.7	166.1	159.1	78.7	8 165.1
Total without non-school qualification	'000	2 015.5	1 613.1	1 358.6	694.1	500.2	153.8	87.6	60.8	6 483.8
Total	'000	4 694.4	3 688.2	2 957.3	1 537.9	1 064.9	320.0	246.7	139.5	14 648.9
Bachelor degree or higher	%	24.6 ± 1.1	25.9 ± 1.0	18.6 ± 1.1	20.5 ± 1.6	20.3 ± 1.8	16.6 ± 2.3	37.8 ± 2.5	20.7 ± 2.7	23.0 ± 0.5
Advanced diploma/ diploma	%	9.6 ± 0.5	9.2 ± 0.7	8.8 ± 0.8	9.6 ± 1.0	9.2 ± 1.2	8.0 ± 1.0	9.8 ± 1.2	8.4 ± 1.5	9.3 ± 0.3
Certificate III or IV	%	16.3 ± 0.8	15.7 ± 1.0	20.3 ± 1.0	18.5 ± 1.2	16.6 ± 1.4	19.8 ± 2.4	12.4 ± 2.0	19.2 ± 1.6	17.2 ± 0.5
Certificate I, II or nfd	%	5.4 ± 0.5	4.2 ± 0.5	5.1 ± 0.4	4.6 ± 0.7	5.1 ± 0.6	6.3 ± 1.2	2.6 ± 0.9	6.0 ± 1.6	4.9 ± 0.3

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<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</i>
Level not determined	%	1.3 ± 0.3	1.3 ± 0.3	1.3 ± 0.4	1.6 ± 0.4	1.8 ± 0.5	1.3 ± 0.4	1.9 ± 0.7	2.2 ± 0.7	1.4 ± 0.1
Total with non-school qualification	%	57.1 ± 1.3	56.3 ± 1.2	54.1 ± 1.4	54.9 ± 1.6	53.0 ± 1.6	51.9 ± 2.6	64.5 ± 2.5	56.4 ± 2.5	55.7 ± 0.6
Total without non-school qualification	%	42.9 ± 1.3	43.7 ± 1.2	45.9 ± 1.4	45.1 ± 1.6	47.0 ± 1.6	48.1 ± 2.6	35.5 ± 2.5	43.6 ± 2.5	44.3 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Bachelor degree or higher	'000	1 122.7	925.3	527.3	306.3	199.5	54.4	94.9	28.8	3 259.4
Advanced diploma/ diploma	'000	421.6	308.0	238.0	130.0	82.3	20.9	25.8	10.2	1 236.8
Certificate III or IV	'000	704.8	452.4	585.0	251.6	184.3	63.6	17.6	27.2	2 286.5
Certificate I, II or nfd	'000	303.9	186.1	160.1	92.1	66.2	17.1	9.9	9.4	844.9
Level not determined	'000	51.1	30.1	35.0	18.5	13.3	4.2	4.0	2.3	158.3
Total with non-school qualification	'000	2 604.1	1 901.9	1 545.4	798.5	545.6	160.2	152.2	77.9	7 785.9
Total without non-school qualification	'000	1 944.3	1 644.0	1 305.4	667.7	502.0	156.9	89.2	67.7	6 377.3
Total	'000	4 548.4	3 545.9	2 850.8	1 466.2	1 047.7	317.1	241.4	145.7	14 163.1
Bachelor degree or higher	%	24.7 ± 1.3	26.1 ± 1.5	18.5 ± 1.3	20.9 ± 1.5	19.0 ± 1.7	17.2 ± 2.4	39.3 ± 3.9	19.8 ± 3.0	23.0 ± 0.7
Advanced diploma/ diploma	%	9.3 ± 0.7	8.7 ± 0.7	8.3 ± 0.7	8.9 ± 0.9	7.9 ± 0.8	6.6 ± 1.5	10.7 ± 2.2	7.0 ± 1.5	8.7 ± 0.4
Certificate III or IV	%	15.5 ± 0.6	12.8 ± 1.0	20.5 ± 1.5	17.2 ± 1.3	17.6 ± 1.3	20.1 ± 2.3	7.3 ± 1.6	18.7 ± 2.5	16.1 ± 0.5
Certificate I, II or nfd	%	6.7 ± 0.7	5.2 ± 0.5	5.6 ± 0.8	6.3 ± 0.9	6.3 ± 0.7	5.4 ± 0.9	4.1 ± 1.0	6.4 ± 1.5	6.0 ± 0.4
Level not determined	%	1.1 ± 0.2	0.8 ± 0.2	1.2 ± 0.3	1.3 ± 0.5	1.3 ± 0.4	1.3 ± 0.8	1.6 ± 0.7	1.5 ± 0.6	1.1 ± 0.1
Total with non-school qualification	%	57.3 ± 1.5	53.6 ± 1.4	54.2 ± 1.9	54.5 ± 1.6	52.1 ± 2.1	50.5 ± 2.8	63.1 ± 2.4	53.5 ± 3.0	55.0 ± 0.8
Total without non-school qualification	%	42.7 ± 1.5	46.4 ± 1.4	45.8 ± 1.9	45.5 ± 1.6	47.9 ± 2.1	49.5 ± 2.8	36.9 ± 2.4	46.5 ± 3.0	45.0 ± 0.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Bachelor degree or higher	'000	1 056.8	832.7	513.8	280.3	195.5	52.1	85.1	21.2	3 037.2

TABLE BA.29

Table BA.29 Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)

	<i>Unit</i>	<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</i>
Advanced diploma/ diploma	'000	440.9	308.3	220.8	133.8	74.6	21.5	24.7	10.0	1 234.7
Certificate III or IV	'000	717.9	513.0	513.1	220.1	174.6	58.5	20.9	14.7	2 232.9
Certificate I, II or nfd	'000	279.4	190.6	146.1	89.1	63.7	16.9	12.0	6.5	804.1
Level not determined	'000	44.3	39.5	42.0	18.4	9.9	3.2	2.7	3.2	163.1
Total with non-school qualification	'000	2 539.3	1 884.2	1 435.7	741.7	518.2	152.2	145.4	55.6	7 472.1
Total without non-school qualification	'000	1 998.9	1 570.3	1 331.3	674.1	504.4	162.3	88.0	49.2	6 378.6
Total	'000	4 538.2	3 454.5	2 766.9	1 415.8	1 022.6	314.5	233.4	104.8	13 850.7
Bachelor degree or higher	%	23.3 ± 1.0	24.1 ± 1.3	18.6 ± 1.2	19.8 ± 1.6	19.1 ± 1.5	16.6 ± 2.2	36.4 ± 2.9	20.2 ± 3.0	21.9 ± 0.6
Advanced diploma/ diploma	%	9.7 ± 0.7	8.9 ± 0.5	8.0 ± 0.7	9.5 ± 1.0	7.3 ± 0.9	6.8 ± 0.9	10.6 ± 1.3	9.5 ± 2.0	8.9 ± 0.3
Certificate III or IV	%	15.8 ± 0.9	14.9 ± 0.8	18.5 ± 1.1	15.5 ± 1.1	17.1 ± 0.9	18.6 ± 2.0	9.0 ± 1.2	14.0 ± 2.1	16.1 ± 0.5
Certificate I, II or nfd	%	6.2 ± 0.6	5.5 ± 0.6	5.3 ± 0.5	6.3 ± 0.8	6.2 ± 0.8	5.4 ± 1.1	5.1 ± 1.0	6.2 ± 1.5	5.8 ± 0.3
Level not determined	%	1.0 ± 0.2	1.1 ± 0.3	1.5 ± 0.2	1.3 ± 0.3	1.0 ± 0.3	1.0 ± 0.3	1.2 ± 0.6	3.1 ± 1.4	1.2 ± 0.1
Total with non-school qualification	%	56.0 ± 1.0	54.5 ± 1.2	51.9 ± 1.4	52.4 ± 2.2	50.7 ± 1.7	48.4 ± 2.6	62.3 ± 2.4	53.1 ± 3.4	53.9 ± 0.5
Total without non-school qualification	%	44.0 ± 1.0	45.5 ± 1.2	48.1 ± 1.4	47.6 ± 2.2	49.3 ± 1.7	51.6 ± 2.6	37.7 ± 2.4	46.9 ± 3.4	46.1 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

nfd = Not further defined

- (a) The levels of highest non-school qualifications are not necessarily higher than a school qualification (that is, certificate I, II or nfd are not necessarily higher than year 12).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

TABLE BA.29

Table BA.29 **Level of highest non-school qualification completed, people aged 15–64 years (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
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np Not published.

Source: ABS (2012 and previous issues and unpublished) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.30

Table BA.30 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust</i>
2012										
With or working towards a non-school qualification (c)	%	71.8 ± 1.0	70.3 ± 1.3	65.1 ± 1.8	68.5 ± 1.5	64.5 ± 1.6	65.1 ± 2.8	78.2 ± 2.6	62.6 ± 3.4	69.1 ± 0.6
With non-school qualification (d)	%	66.5 ± 1.0	65.1 ± 1.4	60.9 ± 1.7	64.3 ± 1.7	59.6 ± 1.8	60.3 ± 2.4	71.7 ± 2.4	59.0 ± 3.5	64.2 ± 0.6
Currently studying for a non-school qualification (e)	%	13.2 ± 0.8	12.6 ± 0.8	10.8 ± 0.7	11.0 ± 0.9	12.1 ± 1.0	11.6 ± 1.5	16.6 ± 2.4	10.2 ± 1.5	12.3 ± 0.4
2011										
With or working towards a non-school qualification (c)	%	69.1 ± 1.3	68.4 ± 1.3	64.2 ± 1.6	63.9 ± 2.3	63.1 ± 1.8	62.3 ± 2.2	77.5 ± 2.5	59.0 ± 2.8	66.9 ± 0.7
With non-school qualification (d)	%	63.6 ± 1.3	63.0 ± 1.4	59.8 ± 1.6	59.5 ± 2.1	58.0 ± 1.9	57.8 ± 2.2	71.6 ± 2.4	55.7 ± 2.8	61.8 ± 0.7
Currently studying for a non-school qualification (e)	%	13.2 ± 1.0	12.4 ± 0.8	11.8 ± 0.9	10.6 ± 1.1	11.9 ± 1.0	11.6 ± 1.7	16.3 ± 2.0	9.1 ± 1.5	12.3 ± 0.5

nfd = Not further defined

- (a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).
- (b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.
- (c) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.
- (d) Includes all persons aged 20–64 years who have attained a non-school qualification.
- (e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) 2012 Survey of Education and Work; ABS (unpublished) 2011 Survey of Education and Work.

TABLE BA.31

Table BA.31 Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c), (d)

	<i>Unit</i>	<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 (e)</i>
2011										
With or working towards a non-school qualification (f)										
With non-school qualification (g)										
20–24 years	%	45.2	45.7	44.7	46.9	42.1	42.3	43.7	36.8	45.0
25–34 years	%	70.2	71.7	64.8	66.6	65.2	61.3	76.5	57.3	68.6
35–44 years	%	66.9	64.8	61.4	63.2	59.9	57.6	74.7	57.9	64.2
45–54 years	%	60.6	57.5	56.0	58.6	53.5	53.9	71.6	56.3	58.1
55–64 years	%	53.5	50.5	48.9	52.3	48.9	48.4	67.3	52.3	51.4
20–64 years	%	61.2	59.9	56.7	59.1	55.2	53.7	69.1	53.9	59.2
Currently studying for a non-school qualification (h)										
20–24 years	%	42.4	44.3	31.6	32.8	38.3	32.3	50.8	16.1	39.1
25–34 years	%	15.0	14.2	13.2	12.5	14.7	12.9	19.7	11.5	14.2
35–44 years	%	7.9	7.3	7.3	7.1	8.1	8.0	10.1	8.7	7.6
45–54 years	%	4.9	4.5	4.2	4.1	4.8	5.0	6.3	5.8	4.6
55–64 years	%	2.4	2.1	1.7	1.8	2.1	2.2	2.9	2.7	2.1
20–64 years	%	11.5	11.6	9.6	9.7	10.9	9.4	15.9	8.8	10.9
With or working towards a non-school qualification (f)										
20–24 years	%	73.9	76.2	65.9	69.1	68.9	65.3	78.1	47.3	71.6
25–34 years	%	74.4	75.8	68.9	70.5	69.8	65.4	80.9	61.0	72.7
35–44 years	%	69.0	67.0	63.5	65.2	62.3	60.0	76.5	60.5	66.3
45–54 years	%	61.9	58.9	57.1	59.8	54.9	55.3	72.6	57.7	59.4
55–64 years	%	54.2	51.2	49.4	52.9	49.5	48.9	67.7	52.9	52.1
20–64 years	%	66.2	65.4	60.9	63.4	60.2	57.9	75.5	57.3	64.1

2006

TABLE BA.31

Table BA.31 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
With or working towards a non-school qualification (f)										
With non-school qualification (g)										
20–24 years	%	44.7	44.7	43.0	44.1	41.4	40.7	43.4	34.0	43.8
25–34 years	%	65.0	64.7	57.9	59.9	57.5	53.4	71.5	50.5	62.2
35–44 years	%	60.4	57.1	53.4	56.5	51.2	50.5	68.5	52.3	57.0
45–54 years	%	56.4	53.3	50.9	54.4	50.2	50.0	69.0	51.7	53.9
55–64 years	%	47.1	44.7	42.8	47.1	43.3	42.0	63.0	47.3	45.5
20–64 years	%	56.4	54.4	50.7	53.6	49.6	48.2	65.1	48.7	53.9
Currently studying for a non-school qualification (h)										
20–24 years	%	38.1	40.4	28.7	31.2	34.1	30.2	45.8	15.0	35.6
25–34 years	%	13.2	12.3	11.3	11.5	12.9	11.7	18.5	10.1	12.5
35–44 years	%	7.3	6.6	6.7	6.8	7.8	7.9	10.3	8.2	7.1
45–54 years	%	4.5	4.1	4.0	4.0	4.7	4.8	6.3	6.0	4.3
55–64 years	%	2.1	1.8	1.5	1.7	2.1	2.2	3.0	2.6	1.9
20–64 years	%	10.5	10.4	8.7	9.1	10.0	9.0	15.0	8.3	10.0
With or working towards a non-school qualification (f)										
20–24 years	%	70.4	72.7	62.5	65.3	64.5	61.6	75.5	44.1	68.1
25–34 years	%	69.1	68.6	62.0	64.1	62.1	57.8	76.2	54.3	66.3
35–44 years	%	62.7	59.2	55.8	58.7	53.9	53.3	70.8	54.7	59.2
45–54 years	%	57.9	54.6	52.2	55.7	51.7	51.6	70.1	53.3	55.2
55–64 years	%	47.9	45.3	43.3	47.6	44.1	42.7	63.5	48.1	46.1
20–64 years	%	61.2	59.4	54.8	58.0	54.3	52.4	71.4	52.1	58.5

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

TABLE BA.31

Table BA.31 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
(b)	People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.									
(c)	People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes 'Other Territories'.									
(f)	The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.									
(g)	Includes all people aged 20–64 years who have attained a non-school qualification.									
(h)	Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.32

Table BA.32 **People who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by selected age groups (per cent) (a), (b), (c), (d)**

<i>Unit</i>		<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</i>
2012										
20–24	%	87.9 ± 2.4	88.0 ± 2.4	85.8 ± 3.0	81.3 ± 2.8	81.0 ± 3.6	71.2 ± 7.9	93.7 ± 4.0	68.8 ± 8.1	85.9 ± 1.3
20–64	%	80.8 ± 0.8	80.9 ± 1.3	78.0 ± 1.3	78.2 ± 1.3	74.1 ± 1.5	69.6 ± 2.4	90.6 ± 1.8	73.7 ± 3.2	79.3 ± 0.5
2011										
20–24	%	83.5 ± 2.7	86.1 ± 2.8	83.0 ± 3.4	83.8 ± 3.2	84.0 ± 3.3	78.2 ± 5.9	90.1 ± 4.3	72.8 ± 8.4	84.1 ± 1.3
20–64	%	78.2 ± 1.0	78.6 ± 1.2	75.3 ± 1.5	75.8 ± 1.6	73.7 ± 1.7	68.5 ± 2.2	88.4 ± 2.0	68.8 ± 3.2	77.0 ± 0.5
2010										
20–24	%	86.0 ± 2.4	88.1 ± 2.1	87.9 ± 2.5	79.5 ± 4.5	80.2 ± 4.2	77.1 ± 7.9	89.5 ± 4.5	73.1 ± 6.9	85.6 ± 1.3
20–64	%	77.6 ± 1.1	78.0 ± 1.1	75.7 ± 1.4	75.7 ± 1.4	73.3 ± 1.6	67.4 ± 2.5	87.7 ± 1.6	75.8 ± 2.6	76.7 ± 0.6
2009										
20–24	%	86.2 ± 2.4	86.8 ± 4.2	85.6 ± 3.4	77.3 ± 6.1	79.4 ± 3.5	70.7 ± 7.8	95.1 ± 3.9	69.0 ± 9.9	84.5 ± 1.6
20–64	%	77.5 ± 1.4	75.0 ± 1.5	75.3 ± 1.4	73.5 ± 1.6	69.3 ± 2.2	64.8 ± 3.7	88.0 ± 2.2	70.4 ± 3.0	75.2 ± 0.7

- (a) Includes people who have identified as having attained 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) The Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.
- (d) Proportions are determined using the number of persons having completed year 12 or qualifications at Certificate II level or above in the jurisdiction divided by the estimated residential population for the jurisdiction.

Source: ABS (unpublished) *Education and Work*, Cat. No. 6227.0, Canberra.

TABLE BA.33

Table BA.33 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
2011										
20–24 year old population with relevant qualification	no.	351 462	307 249	228 811	120 062	80 927	21 411	26 048	9 189	1 145 254
Total 20–24 year old population	no.	414 314	349 139	270 169	144 530	98 909	27 719	28 620	14 263	1 347 779
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	84.8	88.0	84.7	83.1	81.8	77.2	91.0	64.4	85.0
2006										
20–24 year old population with relevant qualification	no.	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population	no.	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9
2001										
20–24 year old population with relevant qualification	no.	296 842	233 707	173 982	87 028	62 952	16 516	21 247	7 271	899 635
Total 20–24 year old population	no.	379 329	292 825	222 870	116 085	86 334	25 407	24 201	13 273	1 160 440
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	78.3	79.8	78.1	75.0	72.9	65.0	87.8	54.8	77.5

(a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.

TABLE BA.33

Table BA.33 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
(b)	People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.									
(c)	People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes 'Other Territories'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; ABS (unpublished) 2001 Census of Population and Housing.

TABLE BA.34

Table BA.34 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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>
2011										
Persons aged 20–24 years old with relevant qualification										
Indigenous	no.	6 930	1 868	7 150	2 350	1 212	893	382	1 266	22 056
Non-Indigenous	no.	341 715	302 597	220 206	116 930	79 166	20 366	25 521	7 881	1 114 472
Total population aged 20-24 years										
Indigenous	no.	12 408	3 036	11 438	5 183	2 392	1 541	537	4 407	40 951
Non-Indigenous	no.	398 361	342 828	256 881	138 334	95 816	25 968	27 907	9 778	1 295 977
Proportion										
Indigenous	%	55.9	61.5	62.5	45.3	50.7	57.9	71.1	28.7	53.9
Non-Indigenous	%	85.8	88.3	85.7	84.5	82.6	78.4	91.5	80.6	86.0
2006										
Persons aged 20–24 years old with relevant qualification										
Indigenous	no.	4 478	1 173	5 065	1 516	741	730	221	677	14 609
Non-Indigenous	no.	311 424	261 112	194 262	94 663	69 406	18 586	22 855	6 390	978 782
Total population aged 20-24 years										
Indigenous	no.	9 352	2 204	9 014	4 051	1 880	1 335	347	4 012	32 210
Non-Indigenous	no.	376 020	304 773	233 330	117 186	89 898	25 157	25 236	8 499	1 180 201
Proportion										
Indigenous	%	47.9	53.2	56.2	37.4	39.4	54.7	63.7	16.9	45.4
Non-Indigenous	%	82.8	85.7	83.3	80.8	77.2	73.9	90.6	75.2	82.9
2001										

TABLE BA.34

Table BA.34 **People aged 20-24 years who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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>
Persons aged 20–24 years old with relevant qualification										
Indigenous	no.	3 479	921	4 322	1 382	544	538	198	574	11 969
Non-Indigenous	no.	291 315	230 998	168 692	85 114	62 039	15 878	20 943	6 643	881 701
Total population aged 20-24 years										
Indigenous	no.	7 878	1 809	8 305	4 135	1 649	1 148	296	4 102	29 340
Non-Indigenous	no.	368 314	288 586	213 187	111 193	84 143	24 089	23 779	9 083	1 122 772
Proportion										
Indigenous	%	44.2	50.9	52.0	33.4	33.0	46.9	66.9	14.0	40.8
Non-Indigenous	%	79.0	80.0	79.1	76.5	73.7	65.9	88.1	73.1	78.5

- (a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded.
- (d) Excludes people who did not state their Indigenous status.
- (e) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (f) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing; ABS (unpublished) 2001 Census of Population and Housing.

TABLE BA.35

Table BA.35 **Proportion of population having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (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 (f)</i>	<i>Aust (g)</i>
2012									
20–24 year olds									
SEIFA IRSD quintile 1	78.9 ± 7.1	84.7 ± 7.8	77.4 ± 10.5	68.1 ± 15.4	66.6 ± 7.8	59.6 ± 16.0	np	np	77.5 ± 4.2
SEIFA IRSD quintile 2	86.2 ± 3.4	82.5 ± 8.3	85.5 ± 7.4	70.2 ± 9.7	77.3 ± 7.8	69.1 ± 17.9	100.0 ± 0.0	66.9 ± 14.6	82.3 ± 3.8
SEIFA IRSD quintile 3	87.3 ± 7.1	88.1 ± 5.9	82.0 ± 7.8	79.1 ± 6.9	90.7 ± 7.1	70.3 ± 13.7	88.2 ± 16.2	69.2 ± 14.9	84.6 ± 4.0
SEIFA IRSD quintile 4	92.8 ± 3.6	90.0 ± 5.1	89.1 ± 4.3	86.0 ± 6.8	86.4 ± 7.9	92.6 ± 10.9	95.2 ± 10.2	86.8 ± 14.2	90.0 ± 2.8
SEIFA IRSD quintile 5	97.4 ± 2.5	94.2 ± 3.3	97.6 ± 3.2	92.6 ± 5.3	91.3 ± 8.3	89.2 ± 23.7	93.9 ± 5.3	78.0 ± 15.8	95.1 ± 1.4
20–64 year olds									
SEIFA IRSD quintile 1	67.4 ± 2.3	68.7 ± 3.6	65.2 ± 4.0	65.6 ± 5.9	63.5 ± 3.7	56.3 ± 3.6	69.1 ± 18.5	60.0 ± 9.9	66.4 ± 1.5
SEIFA IRSD quintile 2	77.1 ± 2.5	76.6 ± 3.6	74.7 ± 3.1	68.6 ± 4.0	70.1 ± 5.0	65.4 ± 4.5	94.8 ± 5.7	70.0 ± 7.6	74.7 ± 1.5
SEIFA IRSD quintile 3	80.9 ± 2.2	80.7 ± 2.6	77.1 ± 2.7	73.8 ± 3.0	77.7 ± 3.8	75.9 ± 4.1	88.3 ± 5.2	72.3 ± 5.7	78.8 ± 1.2
SEIFA IRSD quintile 4	85.9 ± 2.2	84.2 ± 1.2	82.8 ± 2.6	82.1 ± 2.7	80.6 ± 2.8	85.3 ± 4.7	91.7 ± 3.8	82.9 ± 4.5	84.0 ± 1.0
SEIFA IRSD quintile 5	91.9 ± 1.7	89.8 ± 1.9	88.4 ± 3.1	90.5 ± 2.2	83.1 ± 3.8	82.6 ± 8.2	90.8 ± 2.6	79.2 ± 4.6	89.9 ± 0.9
2011									
20–24 year olds									
SEIFA IRSD quintile 1	75.0 ± 6.9	77.3 ± 6.9	69.6 ± 10.8	73.7 ± 11.0	71.4 ± 8.2	72.4 ± 12.8	np	np	74.1 ± 3.7
SEIFA IRSD quintile 2	75.7 ± 7.2	85.5 ± 5.6	77.3 ± 8.7	79.1 ± 10.7	85.5 ± 8.4	69.7 ± 16.5	–	77.6 ± 11.6	79.5 ± 3.8
SEIFA IRSD quintile 3	86.9 ± 5.1	82.1 ± 7.6	83.1 ± 6.4	84.2 ± 8.5	88.2 ± 8.6	83.5 ± 16.7	77.3 ± 19.6	82.2 ± 13.1	84.2 ± 3.2
SEIFA IRSD quintile 4	87.4 ± 6.4	88.3 ± 5.1	86.7 ± 6.6	84.3 ± 8.9	90.4 ± 6.4	92.3 ± 9.5	89.7 ± 7.8	65.5 ± 27.3	87.3 ± 3.2
SEIFA IRSD quintile 5	93.8 ± 4.1	95.2 ± 3.6	92.0 ± 5.5	94.6 ± 4.0	92.7 ± 7.5	93.0 ± 16.5	93.7 ± 5.7	92.9 ± 15.3	93.8 ± 1.9
20–64 year olds									
SEIFA IRSD quintile 1	66.0 ± 3.2	64.1 ± 4.2	63.9 ± 4.4	63.9 ± 5.7	61.9 ± 3.9	59.1 ± 4.4	89.9 ± 24.7	62.7 ± 7.2	64.3 ± 1.9
SEIFA IRSD quintile 2	71.3 ± 2.8	72.5 ± 3.1	67.8 ± 3.8	69.9 ± 3.1	72.2 ± 3.7	64.8 ± 4.4	87.1 ± 13.2	58.9 ± 6.9	70.4 ± 1.7
SEIFA IRSD quintile 3	78.0 ± 2.4	78.4 ± 2.7	77.1 ± 2.7	73.9 ± 3.2	76.3 ± 3.4	71.0 ± 8.4	78.9 ± 6.2	74.0 ± 4.5	77.2 ± 1.4

TABLE BA.35

Table BA.35 **Proportion of population having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (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 (f)</i>	<i>Aust (g)</i>
SEIFA IRSD quintile 4	81.9 ± 1.9	82.9 ± 1.8	78.9 ± 2.9	79.1 ± 3.2	78.2 ± 4.0	79.5 ± 4.3	87.8 ± 3.2	74.3 ± 8.2	81.0 ± 1.2
SEIFA IRSD quintile 5	89.6 ± 1.9	88.3 ± 1.8	84.0 ± 2.5	86.6 ± 1.8	84.5 ± 4.2	81.6 ± 8.9	91.7 ± 2.9	84.2 ± 5.4	87.6 ± 1.0

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) 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, as well as people with no SIEFA Score).
- (c) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) Proportions are determined using the number of persons who have completed year 12 or a qualification at certificate II level or above in the jurisdiction divided by the estimated resident population for the jurisdiction by SEIFA IRSD quintiles.
- (e) Data presented in previous reports to 2008 were sourced from the ABS 2006 *Census of Population and Housing* and therefore are not comparable with more recent data.
- (f) The ABS Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population
- (g) Australia includes 'Other Territories'.
– Nil or rounded to zero. **np** not published

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<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 (g)</i>
2011										
Quintile 1										
20–24 year old population with relevant qualification	no.	70 839	46 181	35 402	12 563	16 697	5 807	458	1 424	189 381
Total 20–24 year old population	no.	94 655	58 371	47 939	18 303	23 822	8 800	584	4 302	256 796
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	74.8	79.1	73.8	68.6	70.1	66.0	78.4	33.1	73.7
Quintile 2										
20–24 year old population with relevant qualification	no.	70 639	56 622	45 777	20 319	19 657	5 014	1 353	1 091	220 514
Total 20–24 year old population	no.	85 621	66 527	56 523	26 179	24 444	6 645	1 569	1 556	269 115
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	82.5	85.1	81.0	77.6	80.4	75.5	86.2	70.1	81.9
Quintile 3										
20–24 year old population with relevant qualification	no.	62 590	64 002	51 803	23 833	16 047	5 095	2 683	1 797	227 881
Total 20–24 year old population	no.	73 014	72 750	60 352	28 834	18 830	6 124	3 181	2 380	265 496
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	85.7	88.0	85.8	82.7	85.2	83.2	84.3	75.5	85.8

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<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 (g)</i>
Quintile 4										
20–24 year old population with relevant qualification	no.	62 819	68 632	49 757	28 267	16 382	3 331	6 027	2 121	237 346
Total 20–24 year old population	no.	70 448	75 329	55 711	32 725	18 484	3 759	6 754	2 598	265 818
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	89.2	91.1	89.3	86.4	88.6	88.6	89.2	81.6	89.3
Quintile 5										
20–24 year old population with relevant qualification	no.	79 001	68 843	42 566	32 671	11 487	1 926	13 281	2 216	251 991
Total 20–24 year old population	no.	84 476	72 910	45 737	35 698	12 528	2 111	14 239	2 672	270 371
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	93.5	94.4	93.1	91.5	91.7	91.2	93.3	82.9	93.2
2006										
Quintile 1										
20–24 year old population with relevant qualification	no.	43 824	24 240	19 137	2 771	12 731	5 176	23	1 645	109 637
Total 20–24 year old population	no.	57 702	30 797	27 122	4 699	19 770	8 075	32	4 750	153 064

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<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 (g)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	75.9	78.7	70.6	59.0	64.4	64.1	71.9	34.6	71.6
Quintile 2										
20–24 year old population with relevant qualification	no.	71 068	46 193	36 211	10 637	19 370	5 858	188	652	190 177
Total 20–24 year old population	no.	92 864	57 888	46 587	13 818	25 666	8 250	244	950	246 267
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	76.5	79.8	77.7	77.0	75.5	71.0	77.0	68.6	77.2
Quintile 3										
20–24 year old population with relevant qualification	no.	72 121	43 538	38 935	31 096	6 375	2 333	1 490	1 304	197 192
Total 20–24 year old population	no.	87 098	52 068	48 060	41 606	8 394	2 982	1 619	1 909	243 736
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	82.8	83.6	81.0	74.7	75.9	78.2	92.0	68.3	80.9
Quintile 4										
20–24 year old population with relevant qualification	no.	61 316	80 622	55 547	23 676	20 928	6 511	4 544	2 083	255 227
Total 20–24 year old population	no.	70 722	91 626	64 582	28 885	24 563	7 320	5 168	2 772	295 638

TABLE BA.36

Table BA.36 **Proportion of people age 20-24 years having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>

	<i>Unit</i>	<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 (g)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	86.7	88.0	86.0	82.0	85.2	88.9	87.9	75.1	86.3
Quintile 5										
20–24 year old population with relevant qualification	no.	73 306	71 895	52 234	29 557	12 360	–	16 178	1 515	257 045
Total 20–24 year old population	no.	79 908	77 033	56 589	32 649	13 835	–	17 753	1 953	279 720
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	%	91.7	93.3	92.3	90.5	89.3	–	91.1	77.6	91.9

- (a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.
- (d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (e) Only includes people whose SEIFA IRSD status could be determined.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.37

Table BA.37 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above (a), (b)**

	<i>Unit</i>	<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</i>
2012										
20–24 year old population with relevant qualification (c)	'000	453.1	365.9	273.6	141.2	91.1	22.2	28.3	10.1	1385.5
Total 20–24 year old population (d)	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1637.1
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	87.0 ± 2.4	87.3 ± 2.6	83.3 ± 3.9	80.4 ± 2.9	78.7 ± 4.2	68.4 ± 7.8	92.9 ± 4.2	68.2 ± 7.9	84.6 ± 1.3
2011										
20–24 year old population with relevant qualification (c)	'000	432.8	359.9	269.7	142.4	95.9	23.4	27.3	9.7	1361.0
Total 20–24 year old population (d)	'000	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1644.8
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	82.5 ± 3.0	84.3 ± 3.0	82.3 ± 3.3	82.4 ± 3.0	82.4 ± 3.8	73.8 ± 7.7	90.1 ± 4.3	69.7 ± 8.2	82.7 ± 1.3
2010										
20–24 year old population with relevant qualification (c)	'000	437.7	372.3	281.1	132.9	90.6	23.0	26.6	9.5	1373.7
Total 20–24 year old population (d)	'000	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1625.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	84.7 ± 2.8	87.7 ± 2.2	87.3 ± 2.6	77.5 ± 4.7	78.6 ± 4.3	73.3 ± 7.7	88.5 ± 5.0	70.4 ± 7.1	84.5 ± 1.5
2009										

TABLE BA.37

Table BA.37 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above (a), (b)**

	<i>Unit</i>	<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</i>
20–24 year old population with relevant qualification (c)	'000	406.4	336.6	254.9	120.2	86.5	21.5	27.3	10.0	1263.4
Total 20–24 year old population (d)	'000	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1512.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	84.9 ± 2.6	86.3 ± 4.2	84.7 ± 3.8	76.5 ± 6.0	78.4 ± 3.8	68.8 ± 8.0	94.6 ± 4.0	66.7 ± 9.6	83.5 ± 1.7
2008										
20–24 year old population with relevant qualification (c)	'000	385.6	326.1	245.9	119.6	86.5	22.5	24.8	6.2	1217.1
Total 20–24 year old population (d)	'000	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1462.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	82.2 ± 2.9	88.2 ± 2.3	83.4 ± 2.9	78.8 ± 6.0	79.6 ± 5.0	70.3 ± 6.8	90.4 ± 4.2	64.1 ± 12.8	83.2 ± 1.3

- (a) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (b) The ABS Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (c) Includes people aged 20–24 years who have completed year 12 or Certificate III or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined)
- (d) 'Total population' of all persons aged 20–24 years.

Source: ABS (various years) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.38

Table BA.38 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
2011										
20–24 year old population with relevant qualification	no.	348 374	305 248	226 766	118 857	79 684	20 955	25 931	8 991	1 134 903
Total 20–24 year old population	no.	414 274	349 105	270 148	144 519	98 888	27 713	28 613	14 257	1 347 636
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	%	84.1	87.4	83.9	82.2	80.6	75.6	90.6	63.1	84.2
2006										
20–24 year old population with relevant qualification	'000	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population	'000	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9

- (a) Certificate III level or above excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.
- (c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.
- (d) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (e) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.39

Table BA.39 Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (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</i>
2012									
20-24	43.8 ± 3.4	41.9 ± 3.7	40.4 ± 3.9	42.6 ± 4.9	34.1 ± 4.6	32.7 ± 7.3	39.9 ± 5.4	28.4 ± 8.2	41.4 ± 1.4
25-29	70.0 ± 3.1	69.0 ± 3.4	58.9 ± 3.9	64.9 ± 5.6	59.2 ± 5.0	58.6 ± 6.1	73.9 ± 7.0	53.1 ± 10.4	66.0 ± 1.5
30-34	70.2 ± 3.4	71.4 ± 3.3	63.5 ± 3.5	66.4 ± 4.1	64.5 ± 4.8	63.4 ± 7.5	77.1 ± 6.7	64.6 ± 6.4	68.4 ± 1.7
35-39	69.1 ± 3.6	67.9 ± 3.6	61.9 ± 4.1	63.6 ± 4.3	63.1 ± 5.0	63.4 ± 6.9	73.9 ± 5.2	61.8 ± 8.1	66.2 ± 1.9
40-44	67.7 ± 3.4	64.7 ± 3.0	56.0 ± 3.7	60.8 ± 3.9	59.8 ± 5.5	53.2 ± 6.7	76.5 ± 6.2	57.5 ± 7.6	63.0 ± 1.5
45-49	61.2 ± 3.3	58.1 ± 3.7	54.2 ± 4.3	61.0 ± 4.7	55.0 ± 3.9	65.8 ± 5.4	71.8 ± 6.6	60.3 ± 9.6	58.8 ± 1.8
50-54	56.7 ± 2.9	55.6 ± 3.7	51.5 ± 4.7	52.9 ± 4.7	50.5 ± 4.2	53.8 ± 6.3	64.3 ± 7.3	59.4 ± 7.2	54.6 ± 1.4
55-59	54.0 ± 3.2	53.6 ± 3.6	52.7 ± 5.6	52.4 ± 3.7	49.0 ± 4.8	52.0 ± 5.6	64.0 ± 6.4	53.5 ± 11.6	53.2 ± 1.6
60-64	45.1 ± 3.9	50.5 ± 3.4	49.2 ± 4.7	50.3 ± 4.1	41.2 ± 3.6	45.2 ± 6.7	60.4 ± 8.6	52.7 ± 10.1	47.8 ± 1.6
25-64	62.8 ± 1.1	62.2 ± 1.5	56.4 ± 2.3	59.7 ± 1.7	55.5 ± 1.9	56.8 ± 2.7	71.1 ± 2.8	58.3 ± 3.4	60.5 ± 0.7
20-64	60.5 ± 1.1	59.7 ± 1.5	54.5 ± 1.9	57.6 ± 1.7	53.0 ± 1.7	54.1 ± 2.3	67.0 ± 2.6	54.9 ± 3.5	58.1 ± 0.6
2011									
20-24	38.6 ± 3.3	40.6 ± 3.0	40.7 ± 3.1	37.7 ± 4.7	37.4 ± 4.9	38.2 ± 7.7	34.4 ± 5.4	27.0 ± 7.3	39.2 ± 1.9
25-29	65.3 ± 3.0	68.0 ± 3.5	58.6 ± 4.0	60.2 ± 3.6	58.2 ± 5.6	53.3 ± 9.0	71.5 ± 8.5	57.3 ± 7.6	63.5 ± 1.8
30-34	66.1 ± 3.6	66.7 ± 4.6	60.7 ± 3.7	61.0 ± 5.7	56.4 ± 5.7	54.9 ± 7.6	75.2 ± 10.0	56.3 ± 6.0	63.9 ± 1.7
35-39	67.2 ± 3.4	64.9 ± 3.1	60.2 ± 3.7	59.3 ± 4.0	55.3 ± 5.0	56.7 ± 6.9	78.1 ± 5.7	49.7 ± 7.0	63.4 ± 1.8
40-44	60.6 ± 2.8	60.0 ± 3.2	59.0 ± 4.6	56.4 ± 5.4	52.0 ± 5.5	53.0 ± 6.5	73.4 ± 7.2	50.4 ± 7.9	59.0 ± 1.5
45-49	56.0 ± 2.9	57.7 ± 3.6	52.5 ± 3.8	51.0 ± 5.7	52.3 ± 5.7	55.6 ± 5.5	73.3 ± 6.3	49.8 ± 9.1	55.1 ± 1.6
50-54	56.9 ± 2.8	51.0 ± 4.5	53.8 ± 3.6	52.9 ± 5.7	51.2 ± 4.7	56.7 ± 7.6	65.0 ± 10.0	55.1 ± 9.3	54.1 ± 1.9
55-59	53.4 ± 3.7	53.1 ± 3.9	48.4 ± 3.4	49.0 ± 5.1	48.8 ± 5.2	46.6 ± 5.1	64.8 ± 7.0	48.1 ± 9.2	51.5 ± 2.2
60-64	44.6 ± 3.8	46.1 ± 4.4	44.4 ± 4.1	45.6 ± 5.9	43.4 ± 5.0	38.0 ± 7.7	58.8 ± 8.3	56.6 ± 8.9	45.1 ± 2.0
25-64	59.5 ± 1.6	59.3 ± 1.6	55.3 ± 1.7	55.0 ± 2.4	52.4 ± 2.2	52.0 ± 2.5	70.8 ± 3.1	53.0 ± 3.3	57.6 ± 0.9
20-64	57.0 ± 1.4	56.9 ± 1.6	53.5 ± 1.6	52.9 ± 2.2	50.6 ± 2.2	50.4 ± 2.4	65.9 ± 2.6	50.0 ± 2.9	55.3 ± 0.8

TABLE BA.39

Table BA.39 Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (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</i>
2010									
20-24	39.8 ± 3.5	39.3 ± 3.9	41.0 ± 4.2	37.2 ± 4.3	36.0 ± 4.3	33.4 ± 9.2	42.2 ± 5.1	31.5 ± 8.3	39.2 ± 1.3
25-29	66.1 ± 3.0	66.0 ± 3.3	57.1 ± 4.6	58.7 ± 4.6	57.0 ± 6.6	50.7 ± 10.2	75.6 ± 6.5	52.1 ± 9.5	62.7 ± 1.8
30-34	64.6 ± 2.9	63.8 ± 3.3	60.8 ± 4.1	62.2 ± 4.9	56.2 ± 5.7	51.4 ± 6.6	73.4 ± 8.3	56.4 ± 6.6	62.7 ± 1.6
35-39	61.9 ± 3.6	63.3 ± 3.3	56.0 ± 4.4	58.1 ± 3.7	55.3 ± 4.2	55.6 ± 6.7	74.4 ± 6.5	63.9 ± 7.0	60.3 ± 1.6
40-44	59.6 ± 3.4	59.4 ± 2.8	55.3 ± 4.4	55.9 ± 4.9	52.2 ± 4.8	57.4 ± 5.0	65.8 ± 7.1	57.9 ± 7.9	57.8 ± 1.8
45-49	57.8 ± 2.8	56.2 ± 3.7	54.8 ± 3.6	55.6 ± 4.0	54.9 ± 5.3	51.9 ± 6.6	73.0 ± 6.0	56.7 ± 8.3	56.4 ± 1.6
50-54	54.7 ± 2.6	55.8 ± 3.8	56.1 ± 4.5	56.9 ± 4.7	52.1 ± 4.8	52.1 ± 7.6	67.4 ± 4.9	53.8 ± 8.7	55.4 ± 1.8
55-59	48.8 ± 3.1	49.9 ± 4.6	48.6 ± 4.4	51.0 ± 4.8	48.9 ± 5.3	46.9 ± 6.4	67.6 ± 6.9	50.7 ± 10.9	49.5 ± 1.4
60-64	43.3 ± 3.5	45.8 ± 3.6	39.3 ± 3.2	42.1 ± 5.9	43.9 ± 4.5	44.8 ± 9.1	52.9 ± 13.0	53.4 ± 14.2	43.3 ± 1.8
25-64	58.0 ± 1.3	58.4 ± 1.3	54.1 ± 1.6	55.8 ± 1.8	52.8 ± 2.2	51.5 ± 2.9	69.8 ± 2.6	55.9 ± 3.6	56.7 ± 0.6
20-64	55.8 ± 1.2	55.9 ± 1.3	52.5 ± 1.5	53.5 ± 1.7	50.8 ± 2.0	49.5 ± 3.0	66.1 ± 2.5	53.3 ± 3.3	54.6 ± 0.6
2009									
20-24	39.3 ± 3.5	41.7 ± 5.0	34.7 ± 5.7	32.8 ± 5.6	37.7 ± 6.5	28.5 ± 6.9	40.8 ± 8.1	34.2 ± 10.6	38.0 ± 2.4
25-29	66.0 ± 3.9	64.6 ± 4.6	58.2 ± 3.8	61.4 ± 5.8	60.0 ± 6.1	58.2 ± 6.0	71.9 ± 7.9	53.9 ± 10.1	63.0 ± 2.0
30-34	60.2 ± 3.1	64.6 ± 4.4	60.6 ± 5.5	57.7 ± 5.5	57.0 ± 5.6	55.1 ± 9.2	73.0 ± 6.4	57.3 ± 9.0	61.0 ± 2.1
35-39	63.0 ± 3.5	56.2 ± 3.4	62.3 ± 3.7	57.0 ± 5.5	49.2 ± 6.1	51.0 ± 8.9	65.4 ± 8.3	58.3 ± 8.7	59.3 ± 2.0
40-44	57.1 ± 3.6	54.5 ± 3.9	51.3 ± 4.1	54.2 ± 4.8	52.3 ± 5.3	52.9 ± 9.4	61.4 ± 9.2	53.2 ± 6.1	54.6 ± 1.7
45-49	54.1 ± 3.7	49.8 ± 3.6	52.7 ± 4.3	54.6 ± 5.3	48.3 ± 4.5	50.0 ± 6.6	67.2 ± 7.7	46.5 ± 8.5	52.4 ± 1.9
50-54	53.1 ± 4.3	51.4 ± 4.4	55.9 ± 4.4	48.3 ± 5.5	47.2 ± 4.1	55.3 ± 6.6	73.0 ± 8.3	51.1 ± 8.5	52.7 ± 1.9
55-59	50.2 ± 3.7	46.6 ± 4.1	48.2 ± 4.5	48.7 ± 4.9	48.8 ± 7.0	44.5 ± 10.5	60.5 ± 9.6	42.7 ± 10.6	48.6 ± 2.0
60-64	45.2 ± 4.4	37.3 ± 5.8	41.1 ± 5.3	48.9 ± 6.2	40.9 ± 8.2	44.9 ± 8.4	57.3 ± 11.4	57.9 ± 12.2	42.7 ± 2.5
25-64	56.8 ± 1.5	54.0 ± 1.6	54.4 ± 1.9	54.3 ± 2.0	50.6 ± 2.6	51.4 ± 3.8	66.8 ± 3.5	52.7 ± 4.1	54.9 ± 0.9
20-64	54.7 ± 1.4	52.5 ± 1.5	52.1 ± 1.9	51.7 ± 1.9	49.1 ± 2.5	48.9 ± 3.4	63.4 ± 3.0	50.6 ± 3.4	52.9 ± 0.9

TABLE BA.39

Table BA.39 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (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</i>
2008									
20-24	42.7 ± 2.9	38.8 ± 2.7	38.3 ± 4.5	37.8 ± 5.5	38.0 ± 5.1	31.5 ± 8.3	43.6 ± 7.6	29.0 ± 11.9	39.6 ± 1.3
25-29	61.6 ± 2.7	64.5 ± 3.6	58.0 ± 4.0	54.1 ± 6.0	51.8 ± 5.3	51.1 ± 8.5	71.0 ± 4.4	46.7 ± 9.9	60.0 ± 1.6
30-34	62.7 ± 3.1	61.8 ± 3.6	59.3 ± 5.0	54.7 ± 3.7	53.0 ± 6.4	53.8 ± 10.1	73.9 ± 7.7	53.2 ± 9.2	60.3 ± 1.6
35-39	59.8 ± 2.9	57.9 ± 3.6	55.5 ± 3.1	54.6 ± 5.7	52.8 ± 4.8	50.5 ± 6.5	66.4 ± 8.4	51.2 ± 6.6	57.3 ± 1.9
40-44	58.9 ± 3.5	55.7 ± 3.0	51.9 ± 3.9	51.7 ± 5.5	49.5 ± 4.3	50.5 ± 7.0	66.2 ± 7.0	47.3 ± 7.4	55.1 ± 1.6
45-49	54.5 ± 4.0	51.4 ± 4.1	50.1 ± 3.3	51.0 ± 5.1	51.8 ± 4.2	49.4 ± 6.8	63.2 ± 7.8	50.7 ± 8.0	52.3 ± 1.5
50-54	52.7 ± 3.6	51.7 ± 3.6	51.0 ± 3.6	50.4 ± 4.9	48.7 ± 4.6	53.5 ± 6.7	58.9 ± 8.8	51.3 ± 8.2	51.7 ± 1.7
55-59	47.5 ± 3.7	48.4 ± 3.5	41.4 ± 4.1	43.1 ± 5.5	46.1 ± 4.6	41.7 ± 6.5	56.2 ± 7.9	53.8 ± 10.4	45.9 ± 1.7
60-64	39.8 ± 3.6	39.8 ± 4.1	39.5 ± 4.2	46.0 ± 5.1	41.7 ± 4.9	38.7 ± 6.6	57.0 ± 10.8	46.8 ± 13.0	40.8 ± 2.1
25-64	55.4 ± 1.2	54.6 ± 1.5	51.4 ± 1.5	51.0 ± 2.6	49.6 ± 1.9	48.8 ± 3.6	64.8 ± 3.6	50.1 ± 3.0	53.5 ± 0.5
20-64	54.0 ± 1.2	52.8 ± 1.4	49.9 ± 1.6	49.4 ± 2.7	48.2 ± 1.7	46.8 ± 3.4	62.0 ± 3.1	48.0 ± 3.3	51.9 ± 0.5

- (a) Certificate III or above' includes certificate III, IV, diploma, advanced diploma, bachelors degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.
- (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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (various years) *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.40

Table BA.40 Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<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 (e)</i>
2011										
Age group (years)										
20–24	%	40.6	42.1	39.5	41.7	36.6	36.3	39.8	31.3	40.4
25–29	%	65.1	68.2	59.4	61.2	59.3	55.5	72.5	50.8	63.7
30–34	%	65.8	67.5	60.6	61.8	59.9	56.0	73.8	54.1	64.2
35–39	%	63.7	63.4	58.6	59.6	56.9	54.7	71.9	53.3	61.6
40–44	%	58.9	58.0	55.0	56.0	52.5	51.7	69.0	52.8	57.0
45–49	%	55.2	53.9	52.0	53.8	48.9	49.2	66.7	51.8	53.6
50–54	%	52.8	52.2	50.6	51.9	48.7	49.4	67.0	51.3	52.0
54–59	%	49.6	48.8	47.0	48.5	46.6	46.1	63.2	49.5	48.7
60–64	%	43.6	43.0	41.3	43.5	41.9	41.2	59.0	45.6	43.0
20–64	%	55.5	55.8	51.9	53.5	50.1	48.8	64.8	49.1	54.2
2006										
Age group (years)										
20–24	%	39.1	39.9	36.9	38.3	34.8	33.3	38.9	27.1	38.2
25–29	%	58.6	60.7	52.0	54.1	51.4	47.2	66.6	43.1	56.6
30–34	%	59.5	58.7	52.2	54.0	50.5	47.7	66.4	46.2	56.5
35–39	%	55.4	54.0	49.5	51.4	47.2	45.9	64.3	46.3	52.7
40–44	%	52.3	50.5	47.3	50.4	44.6	44.6	62.6	47.4	50.0
45–49	%	50.8	49.8	47.2	50.2	45.7	45.8	64.6	46.7	49.4
50–54	%	48.4	47.2	44.6	47.4	44.8	43.9	62.1	45.6	47.1
54–59	%	43.0	42.1	40.2	43.3	40.6	39.3	58.7	44.1	42.2
60–64	%	37.9	37.6	35.6	39.6	36.0	34.8	54.8	40.4	37.5
20–64	%	50.0	49.6	45.5	48.1	44.1	42.7	59.9	43.1	48.3

TABLE BA.40

Table BA.40 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
(a)	Working age population is defined as people aged 20–64 years.									
(b)	People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator.									
(c)	Not stated responses are excluded from the calculations (numerator and denominator).									
(d)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(e)	Australia includes 'Other Territories'.									

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.41

Table BA.41 **Proportion of 20–64 year old population who have qualifications at or above certificate III, by Indigenous status (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<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 (e)</i>
2011										
Indigenous (f)	%	33.4	38.3	30.2	23.6	28.5	34.3	46.1	15.8	29.6
Non-Indigenous (f)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8
2006										
Indigenous	%	27.0	31.5	24.5	18.8	22.4	28.5	41.2	11.6	23.6
Non-Indigenous	%	50.5	49.8	46.1	48.8	44.5	43.2	60.1	52.2	48.8

(a) Working age population is defined as people aged 20–64 years.

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator.

(c) Not stated responses are excluded from the calculations (numerator and denominator).

(d) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.

(e) Australia includes 'Other Territories'.

(f) Excludes people who did not state their Indigenous status.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.42

Table BA.42 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (by SES based on SEIFA IRSD) (a), (b), (c), (d)**

	<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 (e)</i>
2012									
SEIFA IRSD quintile 1	46.5 ± 2.9	44.8 ± 3.0	41.9 ± 3.9	46.7 ± 6.0	43.6 ± 4.0	41.5 ± 3.8	66.4 ± 13.7	52.0 ± 9.0	45.0 ± 1.7
SEIFA IRSD quintile 2	54.2 ± 3.0	53.4 ± 4.1	50.1 ± 3.2	51.9 ± 5.2	49.9 ± 4.2	52.8 ± 3.8	67.5 ± 18.4	50.1 ± 8.5	52.3 ± 1.8
SEIFA IRSD quintile 3	60.4 ± 2.3	60.5 ± 3.7	54.4 ± 3.7	54.6 ± 4.3	52.7 ± 5.8	60.0 ± 5.6	59.5 ± 5.5	54.2 ± 7.0	57.9 ± 1.7
SEIFA IRSD quintile 4	64.4 ± 2.1	63.6 ± 2.4	59.5 ± 2.4	62.1 ± 4.2	56.3 ± 4.0	68.8 ± 5.6	68.6 ± 4.8	61.9 ± 7.0	62.5 ± 1.2
SEIFA IRSD quintile 5	72.2 ± 1.9	69.7 ± 2.6	61.4 ± 4.3	64.2 ± 4.4	66.1 ± 2.8	65.2 ± 6.1	68.9 ± 4.4	61.5 ± 7.7	68.1 ± 1.2
2011									
SEIFA IRSD quintile 1	43.8 ± 2.8	42.0 ± 3.4	43.5 ± 3.5	42.5 ± 4.0	37.8 ± 3.8	39.7 ± 4.8	np	np	42.4 ± 1.7
SEIFA IRSD quintile 2	50.1 ± 3.0	51.9 ± 4.3	48.6 ± 3.9	46.2 ± 4.1	48.4 ± 4.5	48.9 ± 4.9	np	np	49.5 ± 2.1
SEIFA IRSD quintile 3	56.4 ± 3.1	56.5 ± 3.0	54.3 ± 2.9	51.2 ± 4.0	54.1 ± 4.6	52.7 ± 7.5	61.8 ± 7.2	56.7 ± 5.1	55.3 ± 1.4
SEIFA IRSD quintile 4	61.2 ± 3.1	60.5 ± 2.8	56.7 ± 3.7	56.1 ± 3.8	54.2 ± 4.8	62.6 ± 3.4	62.7 ± 6.3	55.7 ± 5.5	59.1 ± 1.5
SEIFA IRSD quintile 5	68.9 ± 2.2	66.9 ± 3.2	60.1 ± 3.7	62.6 ± 4.0	63.5 ± 4.5	60.5 ± 7.3	68.5 ± 4.1	68.2 ± 10.2	65.7 ± 1.5

- (a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.
- (b) SES is derived using the ABS SEIFA IRSD based on the *2006 Census of Population and Housing*, disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (c) The Survey of Education and Work was not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.
- (d) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (e) Australia includes 'Other Territories'.

Source: ABS (unpublished) *Survey of Education and Work*.

TABLE BA.43

Table BA.43 **Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) (by SES based on SEIFA IRSD) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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>
2011										
Quintile 1	%	40.4	40.3	39.2	38.7	37.4	36.5	53.5	26.2	39.4
Quintile 2	%	50.7	49.8	46.9	47.0	47.0	46.8	58.9	50.9	48.9
Quintile 3	%	55.8	55.3	51.9	52.0	52.0	54.2	58.8	55.1	54.1
Quintile 4	%	61.5	60.9	56.7	56.1	57.4	60.7	63.3	60.3	59.4
Quintile 5	%	68.5	66.8	63.7	63.0	63.0	64.3	68.6	60.7	66.2
2006										
Quintile 1	%	34.9	33.7	32.9	34.2	31.8	30.0	48.9	27.1	33.6
Quintile 2	%	44.2	42.7	40.1	41.7	40.5	40.5	54.1	46.1	42.3
Quintile 3	%	49.0	48.1	44.9	45.6	45.2	48.2	54.2	50.0	47.3
Quintile 4	%	54.4	54.2	49.7	51.0	50.4	54.5	57.7	55.4	52.9
Quintile 5	%	63.4	61.6	57.2	58.2	58.8	59.7	64.6	56.5	61.0

- (a) Working age population is defined as people aged 20–64 years.
- (b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator.
- (c) Not stated responses are excluded from the calculations (numerator and denominator).
- (d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (e) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (f) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing; ABS (unpublished) 2006 Census of Population and Housing.

TABLE BA.44

Table BA.44 **Proportion of 25–29 year olds who have gained a post-secondary qualification at certificate III or above (per cent) (a), (b)**

	<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</i>
2012	70.0 ± 3.1	69.0 ± 3.4	58.9 ± 3.9	64.9 ± 5.6	59.2 ± 5.0	58.6 ± 6.1	73.9 ± 7.0	53.1 ± 10.4	66.0 ± 1.5
2011	65.3 ± 3.0	68.0 ± 3.5	58.6 ± 4.0	60.2 ± 3.6	58.2 ± 5.6	53.3 ± 9.0	71.5 ± 8.5	57.3 ± 7.6	63.5 ± 1.8
2010	66.1 ± 3.0	66.0 ± 3.3	57.1 ± 4.6	58.7 ± 4.6	57.0 ± 6.6	50.7 ± 10.2	75.6 ± 6.5	52.1 ± 9.5	62.7 ± 1.8
2009	66.0 ± 3.9	64.6 ± 4.6	58.2 ± 3.8	61.4 ± 5.8	60.0 ± 6.1	58.2 ± 6.0	71.9 ± 7.9	53.9 ± 10.1	63.0 ± 2.0
2008	61.6 ± 2.7	64.5 ± 3.6	58.0 ± 4.0	54.1 ± 6.0	51.8 ± 5.3	51.1 ± 8.5	71.0 ± 4.4	46.7 ± 9.9	60.0 ± 1.6
2007	59.3 ± 3.0	63.2 ± 3.6	57.3 ± 3.7	55.0 ± 4.3	55.6 ± 5.0	47.2 ± 7.7	65.5 ± 6.0	48.7 ± 16.7	59.0 ± 1.5
2006	59.2 ± 3.2	56.8 ± 3.8	51.4 ± 4.2	54.4 ± 4.7	48.8 ± 5.0	48.1 ± 8.2	65.2 ± 6.0	46.2 ± 8.2	55.7 ± 2.0
2005	56.5 ± 3.7	58.6 ± 2.3	54.3 ± 3.4	55.6 ± 4.4	47.3 ± 4.9	43.4 ± 6.2	65.5 ± 7.4	43.8 ± 14.9	55.7 ± 1.9
2004	55.1 ± 3.5	56.7 ± 3.7	52.0 ± 3.7	47.5 ± 4.9	48.1 ± 3.4	38.2 ± 9.0	62.7 ± 5.1	57.6 ± 11.4	53.6 ± 1.9
2003	55.9 ± 2.7	54.6 ± 2.8	46.6 ± 3.3	48.0 ± 3.8	42.7 ± 4.1	45.6 ± 6.4	59.8 ± 5.9	44.9 ± 11.1	52.0 ± 1.4

(a) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(b) The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

Source: ABS (2012) Survey of *Education and Work*, Cat. no. 6227.0, Canberra.

TABLE BA.45

Table BA.45 **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) (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>
2011									
Indigenous	45.4	50.9	40.7	34.0	41.2	45.6	59.5	25.4	40.8
Non-Indigenous	66.7	65.6	61.5	64.1	60.6	58.4	75.8	66.3	64.6
2006									
Indigenous	39.5	45.0	35.6	29.4	36.3	40.6	54.1	20.3	35.2
Non-Indigenous	61.6	59.6	55.4	58.7	54.6	52.8	71.6	61.1	59.0

- (a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.
- (c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.
- (d) Excludes people who did not state their Indigenous status.
- (e) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (f) Australia includes 'Other Territories'.

Source: ABS (unpublished) *2011 Census of Population and Housing*; ABS (unpublished) *2006 Census of Population and Housing*.

TABLE BA.46

Table BA.46 Proportion of 20–64 year olds across all PIAAC literacy skill levels, 2011-12 (a), (b)

	<i>Unit</i>	<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</i>
Proportion of people aged 20–64 years at PIAAC literacy levels										
Missing (c)	%	2.8 ± 1.0	2.2 ± 0.9	1.6 ± 0.8	0.6 ± 0.5	1.8 ± 1.4	np	np	1.1 ± 1.0	2.0 ± 0.5
Below level 1/Level 1	%	11.7 ± 2.5	13.9 ± 2.3	11.9 ± 2.4	14.2 ± 2.9	10.7 ± 2.5	14.5 ± 4.4	7.3 ± 5.1	13.6 ± 6.2	12.5 ± 1.1
Level 2	%	28.4 ± 3.1	29.5 ± 3.2	26.6 ± 3.3	30.5 ± 4.1	31.8 ± 4.3	32.1 ± 6.4	20.6 ± 9.3	28.4 ± 8.7	28.7 ± 1.4
Level 3	%	39.5 ± 3.2	38.9 ± 3.8	41.0 ± 4.1	39.2 ± 4.5	38.6 ± 4.5	36.0 ± 6.8	42.5 ± 10.2	38.1 ± 8.9	39.5 ± 1.8
Level 4/5	%	17.6 ± 2.9	15.3 ± 2.8	18.9 ± 3.0	15.5 ± 3.5	17.0 ± 3.3	15.7 ± 4.8	27.8 ± 8.7	18.8 ± 6.0	17.2 ± 1.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-12.

TABLE BA.47

Table BA.47 Proportion of 20–64 year olds across all PIAAC numeracy skill levels, 2011-12 (a)

	<i>Unit</i>	<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</i>
Proportion of people aged 20–64 years at PIAAC numeracy levels										
Missing (b)	%	2.8 ± 1.0	2.2 ± 0.9	1.6 ± 0.8	0.6 ± 0.5	1.8 ± 1.4	np	np	1.1 ± 1.0	2.0 ± 0.5
Below level 1/Level 1	%	19.9 ± 3.0	21.5 ± 2.9	17.9 ± 2.9	21.4 ± 3.4	19.3 ± 4.0	22.8 ± 5.3	13.0 ± 5.8	22.8 ± 6.4	20.0 ± 1.4
Level 2	%	32.1 ± 3.9	31.3 ± 3.6	31.3 ± 3.5	32.9 ± 5.0	32.6 ± 4.5	32.6 ± 6.6	24.2 ± 8.4	29.6 ± 7.8	31.7 ± 1.8
Level 3	%	31.9 ± 3.5	31.8 ± 4.2	35.5 ± 3.8	32.2 ± 4.8	32.9 ± 4.4	30.2 ± 6.0	37.2 ± 9.2	34.2 ± 8.0	32.8 ± 1.7
Level 4/5	%	13.4 ± 2.3	13.1 ± 2.4	13.7 ± 2.8	13.0 ± 3.2	13.3 ± 3.3	12.7 ± 4.5	23.9 ± 8.3	12.3 ± 5.4	13.5 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(b) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-12.

TABLE BA.48

Table BA.48 **Proportion of 20–64 year olds across all PIAAC skill levels for the domain Problem Solving in Technology-rich environments (PSTRE), 2011-12 (a)**

	<i>Unit</i>	<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</i>
Proportion of people aged 20–64 years at PIAAC numeracy levels										
Missing/not classified (b)(c)	%	24.8 ± 2.5	22.6 ± 2.4	24.9 ± 3.6	22.7 ± 3.8	29.1 ± 4.5	28.4 ± 4.7	18.4 ± 6.7	31.6 ± 6.4	24.4 ± 1.4
Below level 1/Level 1	%	45.3 ± 3.5	47.0 ± 3.9	45.9 ± 3.7	48.4 ± 4.4	44.4 ± 4.9	45.5 ± 5.4	35.7 ± 8.6	41.1 ± 7.6	45.9 ± 1.9
Level 2	%	25.9 ± 3.2	26.9 ± 3.7	25.9 ± 3.1	25.3 ± 4.2	23.8 ± 3.6	23.2 ± 4.6	39.6 ± 9.8	24.3 ± 7.5	26.1 ± 1.7
Level 3	%	4.0 ± 1.6	3.5 ± 1.5	3.3 ± 1.6	3.6 ± 2.0	2.7 ± 1.8	2.8 ± 2.1	6.3 ± 4.8	np	3.6 ± 0.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) 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 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (b) Includes people who had 'no computer experience', 'opted out of computer based assessment' and 'failed Information and Communication Technology Core stage 1'.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-12.

Data quality information — Child care, education and training sector overview B

Data quality information

Data quality information (DQI) provides information against the seven ABS data quality framework dimensions, for a selection of measures from performance indicators in the Child care, education and training sector overview. DQI for additional indicators will be progressively introduced in future reports.

Where RoGS indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance measures:

Transition to primary school	2
Early learning	3
Participation in Child care, education and training by sector	5
School leaver participation in full time post school education and training	9
School leaver destination by sector	13
Full time participation in employment, education and training by (at certificate III or above, by Indigenous status and SES)	17
Level of highest qualification completed	22
Completion of year 12 or equivalent, or certificate level II or above	26
Population who have qualifications at or above Certificate level III (by Indigenous status and low SES)	30
Completion of year 12 or equivalent, or certificate level III or above	35
Achievement of foundation skills (literacy, numeracy, and technology)	39

Transition to primary school

Data quality information for this indicator has been drafted by the Secretariat along with the Department of Education with additional Steering Committee comments.

Indicator definition and description

Indicator	School readiness
Measure (computation)	<u>Definition</u> Transition to primary school defined as the proportion of children developmentally on track on four or more domains (by Indigenous status). Supplementary data are also reported against children developmentally on track on: no domains; one or more domains; two or more domains; three or more domains; and five domains) <u>Numerator</u> The number of children with a valid domain score who are developmentally on track on four or more domains. <u>Denominator</u> The number of children with a valid domain score who were assessed. <u>Computation</u> The number of children with a valid domain score who are developmentally on track on four or more domains divided by the number of children with a valid domain score who were assessed.
Data source/s	Department of Education, <i>Australian Early Development Index</i> .

Data Quality Framework Dimensions

Institutional environment	AEDI data are reported by teachers in the first year of full time school. It is a national collection of all children in the first year of primary school.
Relevance	Data is available on the basis of a specific AEDI local communities and communities, as well as state.
Timeliness	Data were collected between May and July 2012.
Accuracy	Teachers completed a checklist for each child in the first year of school. This was a census, which assessed almost 290 000 children.
Coherence	The numerator and denominator are from the same collection.
Accessibility	Unpublished data can be requested from the AEDI Data Manager, as long as requests meet the requirements of the AEDI data protocol. This is on a fee for service basis. The AEDI data protocol details the requirements for public release of data.
Interpretability	User guides and explanatory material are available on the AEDI website.

Data Gaps/Issues Analysis

Key data gaps/issues	The Steering Committee notes the following key data gaps/issues: <ul style="list-style-type: none">• 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
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Early learning

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Child care, education and training sector overview performance indicator framework
Indicator	School readiness
Measure (computation)	<p><u>Definition:</u> Early learning (home-based), is defined as the number of days per week that a parent/guardian told stories, read to a child or listened to a child read, for children aged 3-8 years.</p> <p><u>Numerator:</u> Number of children involved in home-based reading activities.</p> <p><u>Denominator:</u> Estimated residential population of 3-8 year olds.</p> <p><u>Computation:</u> Expressed as a percentage. Calculation is: (Numerator ÷ Denominator) x 100.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Childhood Education and Care Survey 2011</i>, Cat. no. 4402.0, Canberra</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment (http://abs.gov.au/Ausstats/abs@.nsf/Latestproducts/4402.0Quality%20Declaration0June%202011?opendocument&tabname=Notes&prodno=4402.0&issue=June%202011&num=&view=).</p>
Relevance	<p>A supportive home learning environment, including shared learning activities between the parent/carer and the young child, such as 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. Early learning (home-based) data provide an insight regarding the extent to which Australian households with children 3-8 years old are engaging in these important early learning activities.</p> <p>These data are available by state/territory disaggregation.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes (http://abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4402.0Explanatory%20Notes1June%202011?OpenDocument)</p>
Timeliness	<p>The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys (CCS) and from 1993 the survey has been run every three years. The ABS plans to conduct this survey again in June 2014.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670</p>

dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Vic: 1143; Qld: 1010; SA: 641; WA: 768; Tas: 345; NT: 194 and the ACT: 237.

Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.

Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published. See section 2.5 of chapter 2 for more information on relative standard errors.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the Northern Territory where such persons account for around 23 per cent of the population.

Non-sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures

Coherence The survey excluded people living in very remote parts of Australia which may impact on data from the Northern Territory where this accounts for approximately 23 per cent of the total population.

Accessibility Predominantly national level information are published in the CEaCS (Cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability CEaCS (Cat. no. 4402.0) includes Explanatory notes (<http://abs.gov.au/ausstats/abs@.nsf/Latestproducts/4402.0Explanatory%20Notes1June%202011?opendocument&tabname=Notes&prodno=4402.0&issue=June%202011&num=&view=>) and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the Northern Territory results where such persons account for around 23 per cent of the population.
- Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Participation in Child care, education and training by sector

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<u>Definition</u> Participation in education and training by sector (school education, TAFE, Higher Education, other education and training), defined as the proportion of population aged 15-24 years participating in education and training by sector. <u>Numerator</u> Number of persons aged 15-24 years participating in education and/or training by sector (school education, TAFE, Higher Education, other education and training) <u>Denominator</u> Number of persons aged 15-24 years. <u>Computation</u> The number of people aged 15-24 years participating in education and training by sector divided by the number of persons aged 15-24 years. (Calculated separately for each sector).
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative

Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:

- Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
- Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

For the 2012 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

The Australian Standard Classification of Education (ASCED) (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A>

C9C5CA256AAF001FCA33?opendocument) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Main+Features1May%202012?OpenDocument>)

This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

In the future, it is planned to release further data via the Survey TableBuilder Product. For more details refer to Microdata: Education and Work Australia (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/6227.0.30.001>).

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202012?OpenDocument>) in Education and Work, Australia, (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

Key data gaps/ issues

The Steering Committee notes the following key data gaps/issues:

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- 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.

School leaver participation in full time post school education and training

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<p><u>Definition</u> Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment.</p> <p><u>Numerator/s</u> Number of persons aged 15–19 years who have left school, by highest level of schooling completed.</p> <p><u>Denominator/s</u> Number of persons aged 15–19 years who have left school, are fully-engaged in employment, education and/or training, by highest level of schooling completed. (Excludes persons whose highest level of schooling completed is not stated - only applicable to Census data). These data will be separately reported to provide additional information for this measure. Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training.</p> <p><u>Computation/s:</u> The number of people aged 15-19 years who have left school that are fully engaged in employment, education and/or training divided by the number of people who have left school by highest level of schooling completed. Calculated separately for each level of highest schooling and for education and/or training, and education and/or training and/or employment.</p>
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)</p>
Relevance	<p>SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0).</p> <p>For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal</p>

Timeliness interview.
The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).

Accuracy The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment

targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument)

(Cat. No. 6227.0). This measure is also released as part of a SEW detailed education data cube. Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/556A439CD3D7E8A8CA257242007B3F32?opendocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues

The Steering Committee notes the following key data gaps/issues:

- Disaggregation of this indicator by Indigenous status remains a priority.

Further development work is required to identify a suitable method for providing comparative estimates for the Indigenous population.

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- The size of the RSEs affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.

School leaver destination by sector

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<u>Definition</u> School leaver destination by sector, defined as the proportion of school leavers (by early school leavers; Year 12 leavers and all school leavers) who have left school by destination (higher education, TAFE or other study, not enrolled). <u>Numerator</u> The number of school leavers aged 15-19 years who have left school by destination <u>Denominator</u> The number of school leavers aged 15-19 years who have left school. <u>Computation</u> The number of school leavers aged 15-19 years who have left school by destination divided by the number of school leavers aged 15-19 years who have left school.
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per

cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for

monitoring state and territory performance by equity group where relevant and appropriate;

- Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW. Measures based on the 2012 SEW are consistent with data from SEW reporting.

Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A

[C9C5CA256AAF001FCA33?opendocument](http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A/C9C5CA256AAF001FCA33?opendocument)) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument)

(Cat. No. 6227.0). Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Interpretability

Data include all people aged 15-19 years who have left school at any time. Early school leavers include those who have completed year 11 or below as their highest year of schooling. Data include school leavers participating in non-school education/or training on either a full time or part time basis, including apprenticeships or traineeships.

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/556A439CD3D7E8A8CA257242007B3F32?opendocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues

The Steering Committee notes the following key data gaps/issues:

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and

territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.

- 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.

Full time participation in employment, education and training by (at certificate III or above, by Indigenous status and SES)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure (computation)	<p><u>Definition</u></p> <p>Full time participation in employment, education or training by Indigenous status, defined as the proportion of the relevant population</p> <p><u>Numerator/s</u></p> <ol style="list-style-type: none">1. Number of persons fully engaged in employment, education and/or training (18-24; years); (By Indigenous and SES)2. Persons fully engaged in employment, education and/or training at or above AQF Certificate III (aged 18-24; years); (By SES) <p><u>Denominator/s</u></p> <p>Number of persons in the relevant population in age group.</p> <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training.</p> <p>'Certificate III or above' comprises Certificate III, Certificate IV, Certificate III/IV not further defined, Diploma, Advanced Diploma, Bachelor's degree and above. It excludes Certificate not further defined and people who have not identified the level of qualification they are working towards.</p> <p><u>Computation/s:</u></p> <p>The number of people who are fully engaged in employment, education and training (at or above AQF Certificate III) divided by the number of persons aged 18 to 24 years in the relevant populations.</p>
Data source/s	<p><u>Numerator and denominator:</u> (Non-Indigenous, Total population by SES) Survey of Education and Work (SEW). Data are collected annually.</p> <p><u>Numerator and denominator:</u> (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS). Data are collected every six-years.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)</p>
Relevance	<p>SEW data are available by State/Territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see ABS Socio-Economic Indexes for Areas.</p> <p>Indigenous output for this indicator comes from the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) (http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/) (Cat. No. 4714.0)</p>

The SEW and NATSISS collect information on participation in education and the labour force. The standard classification of qualifications used is the Australian Standard Classification of Education (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A C9C5CA256AAF001FCA33?opendocument>) (Cat. No. 1272.0).

While the SEW collects information on the level of current study, the NATSISS only collects information on whether or not a person is studying but not by level. To maximise consistency where Indigenous and non-Indigenous data are compared in the one table, the measures derived from both surveys were based on all students, not just those studying for a Certificate III or above. In all other tables for the total population (i.e. based on SEW only) the table is restricted to students studying at Certificate III or above.

In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational or labour force participation of the other. In the SEW and NATSISS answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.

Timeliness

The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). NATSISS is conducted every six years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.

Accuracy

The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2011 response rate was consistent with that in previous years.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the

underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration (<http://www.abs.gov.au/Ausstats/abs@.nsf/0/899037D72D9CA0CDCA25765E0015A794?OpenDocument>) (Cat. No. 4714.0)

Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.

Coherence Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad comparability for this measure.

The 2008 NATSISS, 2008, 2009 and 2010 SEW consider people who participate in Community Development Employment Projects (CDEP) as employed. All CDEP participants are in scope of these collections, but only the NATSISS identifies CDEP participation as a separate category of employment for the total Indigenous population. Possible future changes to the classification of CDEP participation to reflect changes in the administration of this program would have a considerable impact on the labour force characteristics of the Indigenous population and therefore affect the estimates of Indigenous people considered to be fully engaged in education or work according to this indicator.

The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared

The Census of Population and Housing also provide information on educational participation and attainment, and labour force status.

Accessibility The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument>) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube.

Data from NATSISS are available in National Aboriginal and Torres Strait Islander Social Survey (<http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/>) (Cat. No. 4714.0)

Additional data are available at cost upon request through the National Information Referral Service (NIRS)

(<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

A Confidentialised Unit Record File (CURF) has been provided for every second cycle of the SEW since 2001, most recently 2011.

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

Key data gaps/issues The Steering Committee notes the following key data gaps/issues:

- Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The SEW is generally able to measure small changes in performance

measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.

Level of highest qualification completed

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure	<u>Definition</u>
(computation)	Level of highest qualification completed. <u>Numerator</u> Number of people aged 15-64 years by highest qualification completed. <u>Denominator</u> Population aged 15-64 years. <u>Computation</u> Number of people aged 15-64 years by highest qualification completed, divided by population aged 15-64 years.
Data source/s	Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually. 2012 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are

based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and

- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence Both the numerator and denominator come from the SEW. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.

Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9A C9C5CA256AAF001FCA33?opendocument>) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument>) (Cat. No. 6227.0).

This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (http://www.abs.gov.au/web_sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2011, most recently 2011.

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- 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.
- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of

the engagement of young people in education and work.

- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.

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

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure (computation)	Completion of year 12 or equivalent, or certificate level II or above. <u>Numerator:</u> Number of persons aged 20–24 years who state they have completed Year 12 or attained a formal qualification at Certificate Level II or above (excluding Certificate nfd, and Certificate I/II nfd), by Indigenous status and SES <u>Denominator:</u> Total population of persons aged 20-24 years, by Indigenous status and SES. Excludes people whose educational attainment is not stated (only applicable to census data). <u>Computation:</u> The number of 20-24 year olds with a year 12 Certificate Level II or above divided by the number of 20-24 year olds in the population. Calculated separately for All people, Indigenous people, non-Indigenous people and SES.
Data source/s	<u>Numerator and denominator:</u> (Non-Indigenous, Total population by SES) Survey of Education and Work (SEW). Data are collected annually. <u>Numerator and denominator:</u> (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS). Data are collected every six years. 2008 NATSISS data are being used for this cycle of reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment.
Relevance	SEW data are available by state/territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see: Socio-Economic Indexes for Areas. (http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Seifa_entry_page) Data on Indigenous status is available to facilitate non-Indigenous but not Indigenous output. Indigenous output for this indicator comes from National Aboriginal and Torres Strait Islander Social Survey (http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/) (NATSISS). The SEW and NATSISS collect information on Year 12 completion and qualifications. The standard classification of qualifications used is see Australian Standard Classification of Education (ASCED) (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?open=document) (Cat. No. 1272.0) In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational attainment of the other.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour

Accuracy

Force Survey (LFS).

2008 NATSISS data are being used for this cycle of reporting. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.

The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2011 response rate was consistent with that in previous years.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration (<http://www.abs.gov.au/Ausstats/abs@.nsf/0/899037D72D9CA0CD CA25765E0015A794?OpenDocument>) (Cat. No. 4714.0)

Coherence Both the numerator and denominator come from the relevant survey (SEW or NATSISS).

Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad comparability for this measure.

The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

Accessibility The data for SEW are available via the ABS website in the publication Education and Work, Australia (Cat. No. 6227.0). This measure is also released as part of a SEW Detailed Education Datacube.

Data from NATSISS are available in National Aboriginal and Torres Strait Islander Social Survey (<http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0>)

(Cat. No. 4714.0) (Cat. No. 4714.0)

Additional data is available at cost upon request through the National Information Referral Service (NIRS) (<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes in Education and Work, Australia (Cat. No. 6227.0), and the National Aboriginal and Torres Strait Islander Social Survey Explanatory Notes (Cat. No. 4714.0).

Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- The size of the RSEs affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction. Data are available by Indigenous status and socioeconomic status (SES) by State and Territory. Data by SES are available annually. Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/NATSIHS (Indigenous population, with the annual SEW data providing a non-Indigenous comparator) with the most recent data for 2008.

Population who have qualifications at or above Certificate level III (by Indigenous status and low SES)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Agreement for Skills and Workforce Development (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure (computation)	<p><u>Definition</u></p> <p>Proportion of Indigenous and low SES working age population with higher level qualifications (Certificate III and above), defined as persons aged 20-64 years with a formal qualification at Certificate level III or above (by Indigenous status and low SES).</p> <p><u>Numerator/s</u></p> <p>Number of Indigenous and low SES persons aged 20–64 years with a formal qualification at Certificate III, by Indigenous status and SES.</p> <p><u>Denominator/s</u></p> <p>Total population of people aged 20–64 years, by Indigenous status and SES ('Certificate III or above' includes Certificate III, Certificate IV, Certificate III/IV not further defined, Diploma, Advanced Diploma, Bachelors degree and above. It excludes Certificate not further defined. For SEW data it excludes people who have not identified the level of qualification they are working towards. For Census data, this category excludes people whose educational attainment is not stated.</p> <p><u>Computation/s:</u></p> <p>The number of people aged 20-64 years who have attained a post school qualification at or above AQF Certificate III divided by the total population aged 20-64 years. Calculated separately for total population, Indigenous, non-Indigenous and SES.</p>
Data source/s	<p><u>Numerator and denominator:</u> (Non-Indigenous, Total population by SES) Survey of Education and Work (SEW). Data are collected annually.</p> <p><u>Numerator and denominator:</u> (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS). NATSISS is conducted every six years. 2008 NATSISS data are being used for this cycle of reporting.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment. (http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)</p>
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Relevance	<p>SEW data are available by State/Territory. The SEW does not collect data from people in Indigenous communities in very remote areas.</p> <p>The SEW collects information on educational participation and attainment. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256A AF001FCA33?opendocument]</p> <p>For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). NATSISS is conducted every six years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.</p>
Accuracy	<p>The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.</p> <p>The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.</p> <p>The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.</p>

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and
 - Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was

addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration. The data from SEW and NATSISS are event data that can be used to measure year to year changes provided that the changes are large enough to be detected in the context of the Relative Standard Errors (RSE) of estimates.

Coherence

Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Measures based on the 2012 SEW are consistent with data from the previously reported data from this survey.

Prior to 2009, all persons in very remote areas were excluded from the SEW. Very remote areas represent about 2% of the total Australian population and 20% of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences are relatively minor and should not affect comparisons over time.

The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (Cat. no. 6227.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument]. This measure is also released as part of a SEW detailed education data cube (Cat. no. 6227.0.55.003).

Data from NATSISS are available in National Aboriginal and Torres Strait Islander Social Survey (cat. no. 4714.0)

Additional data is available at cost upon request through the National Information Referral Service (NIRS) and specialised data tables and Confidentialised Unit Record Files (CURFs) are also available on request

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes [www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument] in Education and Work, Australia (Cat. no. 6227.0).

National Aboriginal and Torres Strait Islander Social Survey Explanatory Notes (cat. no. 4714.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households.

More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.
- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.
- Data from the 2008 NATSISS should not be compared with Indigenous data from the 2006 Census. The second set of survey estimates for Indigenous people for National Agreement reporting will be sourced from the 2011 NATSISS.

Completion of year 12 or equivalent, or certificate level III or above Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Indicator	Attainment
Measure (computation)	The proportion of 20-24 year old population who have achieved year 12 or equivalent or certificate III or above. <u>Numerator:</u> Number of people aged 20-24 years who have achieved year 12 or equivalent or certificate III or above. <u>Denominator:</u> Population aged 20-24 years. <u>Computation:</u> The number of people aged 20-24 years who have achieved year 12 or equivalent or certificate III or above divided by the population aged 20-24 years.
Data source/s	ABS Survey of Education and Work (SEW). Data are available annually. 2011 SEW data are being used for this reporting.

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (ASCED) (Cat. No. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since

the indicators produced from the Survey of Education and Work (SEW) are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent confidence interval (CI). Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

Another measure of the likely difference between a sample estimate and the actual population result, is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The RSEs associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

Where an RSE is large, the unreliability of the estimate should be considered when comparing the performance of states and territories.

In December 2011, the ABS recommended that the SEW data not be used as the primary source for assessing achievement against the Year 12 attainment targets in the National Partnership Agreement on Youth Attainment and Transitions. This was because the survey estimates of the indicator at state and territory level were not reliable enough for this purpose.

On 25 July 2012, COAG endorsed the recommendations in the *Review of the National Education Agreement Performance Framework*, including the recommendation that:

- 1(g) a three-pronged approach be used to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 comprising the use of:
 - Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;
 - Survey of Education and Work data as the key source for measuring

- annual performance at the national level between census years; and
- Administrative data to provide annual progress measures of state and territory performance (including, vocational education outcomes, and Year 12 attainment and completion) once national definitions have been agreed and jurisdictions collections are able to be assessed.

Coherence

Both the numerator and denominator come from the SEW.

Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

The Australian Standard Classification of Education (ASCED) (<http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument>) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument>) (Cat. No. 6227.0).

This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (<http://www.abs.gov.au/web/sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2011, most recently 2011.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

Data Gaps/Issues Analysis

Key data gaps/ issues

The Steering Committee notes the following key data gaps/issues:

- 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.
- The limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work.
- The development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative

data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment.

Achievement of foundation skills (literacy, numeracy, and technology)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Agreement for Skills and Workforce Development (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Indicator	Participation
Measure	<u>Definition</u>
(computation)	The proportion of 20-64 year olds across all PIAAC skill levels, 2011-12 (literacy, numeracy, and technology). <u>Numerator</u> The number of 20-64 year olds across all PIAAC skill levels, 2011-12 (literacy, numeracy, and technology). <u>Denominator</u> Population aged 20-64 years. <u>Computation</u> The number of 20-64 year olds across all PIAAC skill levels, 2011-12 (literacy, numeracy, and technology), divided by the population aged 20-64 years.
Data source/s	ABS, <i>Programme for the International Assessment of Adult Competencies (PIAAC)</i> , Cat. no. 4228.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment. (http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	The Programme for the International Assessment of Adult Competencies (PIAAC) is conducted in 24 countries around the world. The PIAAC survey was enumerated throughout Australia from October 2011 to March 2012 with funding provided by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). PIAAC is an international survey coordinated by the Organisation for Economic Co-operation and Development (OECD). PIAAC provides information on skills and competencies for people aged 15 to 74 years in the three domains of: <ul style="list-style-type: none">• literacy• numeracy• problem solving in technology-rich environments (PSTRE).
Timeliness	PIAAC data for 2011-12 were available for this Report. The OECD proposes to conduct the PIAAC survey internationally every ten years. The next PIAAC survey is therefore proposed to be conducted in 2021.
Accuracy	PIAAC was designed to provide reliable estimates at the national level and for each state and territory. Dwellings in each state and territory were selected at random using a multi-stage area sample. The sample included only private dwellings from the geographic areas covered by the survey. The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8 446 (73 per cent) were fully responding or provided sufficient detail for scores to be

determined.

Data were collected by trained ABS interviewers who conducted computer-assisted personal interviews. An in-scope household respondent was randomly selected to be interviewed and asked background information before undertaking a self-enumeration exercise on their literacy, numeracy and problem solving skills in technology-rich environments. Respondents either completed the exercise on the notebook computer or on paper. Respondents who passed the core stage proceeded to the main exercise. Those who failed the core stage were directed to the Reading Components booklet, which was designed to measure basic reading skills.

To minimise respondent burden, respondents completed exercise tasks in only one or two of the skill domains. PIAAC then used multiple imputation methodology to obtain proficiency scores for each respondent for the skill domains for which the respondent was not required to do an exercise.

Two initial weighting adjustment factors were applied:

- a literacy-related non-response adjustment to ensure that people who could not complete the questionnaire for a literacy or language reason.
- a non-literacy-related non-response adjustment to adjust for people who were not able to complete the questionnaire for other reasons.

The weights were then adjusted to align with independent estimates of the population.

Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.

PIAAC estimates include significant imputation variability, due to the use of multiple possible assessment modules and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation is included in the calculated RSEs. For more detail see the technical note on data quality statement in the PIAAC publication (cat. no. 4228.0).

Coherence	Both the numerator and denominator come from PIAAC. The literacy and numeracy scores for the earlier surveys, the 1996 Survey of Aspects of Literacy (SAL) and the 2006 Adult Literacy and Lifeskills Survey (ALLS) are to be remodelled to allow comparisons with scores from PIAAC.
Accessibility	Information is available to aid interpretation of the data at the ABS website. See: (http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4228.0Main+Features12011-12?OpenDocument). Data are available on the ABS website (cat. no. 4228.0).
Interpretability	The publication and standard data are available on the ABS website at: http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4228.0Main+Features12011-12?OpenDocument .

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- 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).

3 Early childhood education and care

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '3A' prefix (for example, table 3A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Early childhood education and care aims to meet the care, educational and developmental needs of children. In this chapter, child care services are those provided to children aged 0–12 years, usually by someone other than the child's parents or guardian(s). Preschool services are provided to children, mainly in the year or two before they begin full time schooling.

Most of the data in this chapter relate to services that are supported by the Australian, State and Territory governments and provided for children aged 0–12 years. Local governments also plan, fund and deliver early childhood education and care. Due to data limitations, the only local government data included are where Australian, State and Territory government funding and/or licensing are involved.

Major improvements to reporting on early childhood education and care in this edition include:

- new and revised preschool performance indicators and measures reported using the National Early Childhood Education and Care (ECEC) Collection. The National ECEC collection expands on much of the material previously supplied on a State and Territory basis, with a comparable national data set and replaces previously reported data
- inclusion of a new indicator ‘achievement of the *National Quality Standard*’ and seven supporting measures with quality ratings data available from the Australian Children’s Education and Care Quality Authority (ACECQA)
- data quality information (DQI) available for the first time for the indicators ‘participation rates for special needs groups in preschool’, ‘children attending preschool’ (for two of three measures), ‘staff quality in early childhood education and care’ (for one of two measures), ‘achievement of the *National Quality Standard*’ and ‘total government recurrent expenditure on early childhood education and care per child in the community’.

3.1 Profile of early childhood education and care

Service overview

Early childhood education and care services are provided using a variety of service delivery models that can be grouped into the following six broad categories.

Long day care — centre based child care services providing all-day or part-time care for children (services may cater to specific groups within the general community). Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and outside school hours care (see below). The service may operate from stand-alone or shared premises, including those on school grounds.

Family day care — comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at children aged 0–5 years, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.

Occasional care — comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time

to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children and are aimed primarily at children aged 0–5 years. Centres providing these services usually employ a mix of qualified and other staff.

Preschool — comprises services delivering a preschool program. A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This definition of a preschool program is irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres, or in association with a school. The year before full time schooling is a term used to describe the ‘preschool’ program cohort, due to the varying delivery models of early childhood education in the different jurisdictions. Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 Preschool programs in Australia^a

<i>State/Territory</i>	<i>Program name</i>	<i>Age of entry - preschool</i>	<i>Age of entry - school</i>
NSW	Preschool	Generally aged 3 and 4	5 by 31 July
Vic	Kindergarten	4 by 30 April	5 by 30 April
Qld	Kindergarten	4 by 30 June	5 by 30 June
WA	Kindergarten	4 by 30 June	5 by 30 June
SA	Preschool and Kindergarten	Entry after 4th birthday	Entry after 5th birthday
Tas	Kindergarten	4 by 1 January	5 by 1 January
ACT	Preschool	4 by 30 April	5 by 30 April
NT	Preschool	4 by 30 June or 3 for Indigenous children in remote areas	5 by 30 June

^a Preschool programs are also provided in some long day care centres. These are classified predominantly as child care services in this Report. However, long day care centre services that deliver a preschool program are included in preschool data, unless otherwise specified.

Source: State and Territory governments (unpublished); table 3A.1.

Outside school hours care — comprises services that provide care for school aged children before school, after school, during school holidays and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.

Other services — comprise government funded services to support children with additional needs or in particular situations (including Indigenous children, children from non-English speaking backgrounds (NESB), children with disability or of

parents with disability, and children living in regional and remote areas). Other services include in-home care where an approved carer provides care in the child's home.

Roles and responsibilities

The Australian Government and the State and Territory governments have different but complementary roles in supporting early childhood education and care services. Both levels of government contribute funding to services, provide information and advice to parents and service providers, and help plan, set and maintain operating standards.

The Australian Government's roles and responsibilities for child care include:

- paying Child Care Benefit (CCB) to eligible families using approved child care services or registered carers
- paying Child Care Rebate (CCR), formerly the Child Care Tax Rebate (CCTR), to eligible families using approved child care services
- providing funding to State and Territory governments through the *National Partnership Agreement on Early Childhood Education* (NP ECE) to support the achievement of universal access to early childhood education
- providing funding and support to implement the *National Quality Framework* (NQF) through the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
- funding organisations to provide information, support and training to service providers
- providing operational and capital funding to some providers.

State and Territory governments' roles and responsibilities vary across jurisdictions. Generally, State and Territory governments are responsible for funding and/or providing preschool services. Other roles and responsibilities can include:

- providing a legislative framework in which early childhood education and care services are provided where not covered under the NQF
- approval or licensing, monitoring and quality assessment of services in accordance with the NQF and other relevant regulations
- monitoring and resourcing licensed and approved early childhood education and care providers
- providing operational and capital funding to non-government service providers

-
- delivering services directly (especially preschool services)
 - developing new early childhood education and care services
 - providing information, support, training and development opportunities for early childhood education and care providers
 - providing curriculum and policy support and advice, as well as training and development for management and staff
 - planning to ensure the appropriate mix of services is available to meet the needs of the community
 - providing information and advice to parents and others about operating standards and the availability of services
 - providing dispute resolution and complaints management processes.

The arrangements for departmental responsibility for early childhood education and care vary across State and Territory governments. There are also differences across states and territories in early childhood education program names and starting ages. Table 3A.1 shows basic information on child care and preschool education programs, such as agency responsibility, program names and starting ages.

The Australian Government and State and Territory governments are working cooperatively to undertake national reforms in the area of early childhood education and care. Through Council of Australian Governments (COAG), governments have endorsed a number of major funding agreements and initiatives as part of a wider early childhood reform agenda (box 3.1).

Box 3.1 The COAG Early Childhood Reform Agenda

The main COAG national reform initiatives linked specifically to early childhood development, education and care include:

- the National Early Childhood Development Strategy — Investing in the Early Years, a collaboration between the Australian, State and Territory governments. The strategy broadly covers children from before birth to 8 years of age, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children. The strategy, endorsed by COAG in July 2009, includes a range of long term national reform initiatives in the areas of education and care, health, protection, family support and housing that seek to improve early childhood outcomes
- the *National Partnership Agreement on Early Childhood Education* (NP ECE) which aims to achieve universal access to quality early childhood education for all children in the year before full time school by 2013. These reforms have been implemented progressively from 2009 to June 2013. A new *National Partnership Agreement on Universal Access to Early Childhood Education* for the period July 2013 to December 2014 supports universal access to and improved participation by children in quality early childhood education in the year before full time schooling, with a focus on vulnerable and disadvantaged children. These include a range of performance indicators against which progress is measured. The results published from measuring performance against these agreements may differ in some cases, to those presented in this Report, due to differing definitions adopted for calculating national indicators
- the *National Indigenous Reform Agreement* (NIRA) which includes a target to ensure all Indigenous children aged 4 years in remote communities have access to early childhood education by 2013. These reforms have been implemented progressively from 2009–2013
- the *National Partnership Agreement on Indigenous Early Childhood Development* which aims to establish 35 new Children and Family Centres (CFCs). The locations for 38 CFCs have been agreed, exceeding the original target of 35. These reforms are being implemented progressively until June 2014
- national workforce initiatives to improve the quality and supply of the early childhood education and care workforce
- the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. This incorporates a *National Quality Framework (NQF) for Early Childhood Education and Care* and a *National Quality Standard (NQS)* to ensure high quality and consistent early childhood education and care across Australia, including streamlined regulatory approaches, an assessment and rating system and an *Early Years Learning Framework* and a *Framework for School Age Care*.

The Australian Government is implementing these changes in partnership with each of the State and Territory governments.

Source: COAG (2009a and 2009b); Department of Education (unpublished).

Quality of services

Governments seek to ensure that early childhood education and care services are of a satisfactory quality through:

- approvals, licensing, quality assurance, measuring performance against standards, and funding linked to outcomes
- monitoring compliance with the legislation
- providing curriculum and policy support and advice
- information sessions and sector engagement opportunities.

Licensing and approvals

State and Territory governments are responsible for the regulation of most early childhood education and care services. These regulatory responsibilities include the approval or licensing, monitoring, assessment and rating of services in accordance with the relevant regulations. Most long day care, preschool/kindergarten, family day care and outside school hours care services fall within the scope of the NQF and are regulated in accordance with the requirements of the Education and Care Services National Law and National Regulations. A small number of services continue to be licensed by other relevant jurisdiction legislation, for example mobile preschools.

Providers of early childhood education and care services must meet legislative and regulatory requirements in relation to the premises, policies and procedures, to obtain a service approval or license to operate.

To operate an education and care service under the NQF a person or entity must first apply to the relevant State or Territory Regulatory Authority to become an Approved Provider. An Approved Provider must then apply for a Service Approval to operate an education and care service.

Quality improvement

Since 1 January 2012, the NQF has provided the approach to quality improvement. The previous quality assurance system (National Childcare Accreditation Council) ceased on 31 December 2011. Box 3.15 provides additional information on the NQF.

The NQS sets a national benchmark for the quality of services, in seven key quality areas. Across these seven quality areas there are 18 standards. Each standard

contains a number of elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

The NQS is accompanied by a national assessment and rating process reporting the quality of each service, against five rating levels which are ‘Significant Improvement Required’, ‘Working Towards NQS’, ‘Meeting NQS’, ‘Exceeding NQS’ and ‘Excellent’. The ‘Excellent’ rating can only be awarded by the national body, the Australian Children’s Education and Care Quality Authority (ACECQA), on application by the Approved Provider. The other four ratings result from the assessment and ratings process. Until a service is assessed and rated, it is taken to have the prescribed provisional rating of ‘Provisional – Not Yet Assessed’.

Funding performance standards and outcomes

State and Territory governments impose varying performance requirements for funding early childhood education and care services. These requirements can include:

- the employment of higher qualified staff than required by licensing or minimum standards
- self assessment of quality
- a demonstration of the delivery of quality educational and recreational programs.

Funding

Total Australian, State and Territory government expenditure on early childhood education and care services was \$6.8 billion in 2012-13, compared with \$6.1 billion (an increase of \$642 million, or 10.5 per cent in real terms) in 2011-12. Nationally, the average annual growth rate of real expenditure was 7.9 per cent between 2008-09 and 2012-13 (table 3A.3).

Australian Government expenditure accounted for 79.5 per cent (\$5.4 billion) of total government expenditure on early childhood education and care services in 2012-13 (tables 3A.3 and 3A.4). State and Territory government expenditure on early childhood education and care services in 2012-13 was \$1.4 billion (tables 3A.3 and 3A.5). Total Australian, State and Territory government expenditure reporting on early childhood education and care services is also available by jurisdiction (tables 3A.3–6, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108).

The Australian Government provided \$447 million in 2012-13 to State and Territory governments through the NP ECE (table 3A.6). This expenditure is reflected in the data for State and Territory government recurrent expenditure (table 3A.5).

In 2012-13, the provision of preschool services accounted for the largest proportion of total State and Territory government expenditure across most service models (81.8 per cent, or \$1.1 billion nationally) (table 3A.5).

The Australian Government provides supplementary funding to support the participation of Indigenous children in eligible preschool programs. In 2012, \$14.2 million was provided on a per person and project basis to 1761 government and non-government preschools. The funding covered 10 679 full time equivalent Indigenous preschool enrolments (Department of Education unpublished).

Size and scope

Services by management type

Early childhood education and care services may be managed by governments (State, Territory and local), the community sector, the private sector and non-government schools. Data on the management type of child care and preschool services are incomplete and the scope of data collection varies across jurisdictions (table 3.2).

Table 3.2 **Proportion of State and Territory approved and/or licensed early childhood education and care services, by management type, 2012-13 (per cent)^{a, b}**

	NSW ^c	Vic	Qld	WA ^d	SA ^e	Tas ^f	ACT	NT ^g
<i>Child care</i>								
Community managed	28.4	29.2	47.5	33.6	na	58.1	71.7	62.7
Private	54.7	46.8	45.5	61.3	na	21.9	22.5	21.2
Non-government schools	2.0	3.6	4.1	–	na	3.8	5.0	15.3
Total non-government	85.1	79.6	97.1	94.9	na	83.8	99.2	99.2
Government managed	8.5	20.4	2.9	5.1	na	16.2	0.8	0.8
Total	100.0	100.0	100.0	100.0	na	100.0	100.0	100.0
<i>Preschool</i>								
Community managed	81.2	71.1	91.5	2.5	4.3	na	–	na
Private	6.2	0.7	2.7	–	na	na	–	na
Non-government schools	2.3	6.0	4.4	27.0	na	27.3	18.1	3.1
Total non-government	89.7	77.7	98.5	29.5	4.3	27.3	18.1	3.1
Government managed	10.3	22.3	7.7	70.5	95.7	72.7	81.9	96.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^a Includes all Australian, State and Territory government supported services. ^b Management type relates to the legal status of the preschool or child care service and does not relate to whether the provider is a for-profit or not-for-profit organisation. ^c Totals may not add up to the total of categories as a result of missing or incomplete NSW data on are management type. Totals for all services including those without a stated management type in the National Quality Agenda IT System (NQA ITS) and may therefore be higher than the sum of the four categories directly above. The majority of preschool programs in NSW are delivered by qualified staff in long day care centres and the majority of licensed long day care centres in NSW offer a preschool program. This Report predominantly classifies the services provided by long day care centres as child care services. The majority of long day care centres in NSW are not funded by the State Government but all are in receipt of some Australian Government funding. The NSW Government is responsible for the regulation, licensing, monitoring and assessment of the quality of services provided by long day care centres operating in the State. ^d While daily operations of community managed kindergartens are the responsibility of parent committees in WA, their programs are fully funded and their staff employed by government. ^e SA data were not available at the time of reporting. ^f Preschools in Tasmania include funded non-government preschools. ^g Government preschool services in the NT are directly provided by the Department of Education, but a range of management functions are devolved to school councils and parent management committees. **na** Not available. – Nil or rounded to zero.

Source: State and Territory governments (unpublished); tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

Child care services

It is important to distinguish between the number of child care places provided and the number of children who attend services, because of the episodic nature of some services. For example, many children attend on a part time basis, for some sessions or on some days, so it is possible for one place to accommodate more than one child. Therefore, it is difficult to measure accurately how many children access multiple services.

There are no restrictions on the number of Australian Government approved child care services or places in long day care, family day care and outside school hours care (including vacation care) that can be approved for the purposes of CCB. There are also no restrictions in most State and Territory government child care services to the number of supported places. Data on the number of child care places supported by State and Territory governments are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In the March quarter of 2013, 1 033 214 children aged 12 years or younger attended Australian Government approved child care services, an increase of 6.5 per cent from 2012 (table 3A.8). There were 122 329 children attending State and Territory funded and/or provided child care services (table 3A.10).

Child care usage is not consistent throughout the year as children enter and leave care at different points of the year, depending on the child's situation. The number of children that have utilised child care across a given year is greater than the number using care at any point in time. Child care flow data counted across an entire year illustrate the variability of child care usage. For example, in the 2012 calendar year over 1.2 million children aged 12 years or younger attended Australian Government approved child care services (Department of Education unpublished), compared with 969 791 in the March quarter of 2012 (table 3A.8).

Preschool services

Preschool services provide a range of preschool programs (generally on a sessional basis) to children in the year or two before they commence full time schooling. The age from which children can or must attend full time schooling, and therefore the age from which children can attend preschool programs, varies across jurisdictions and information for each State and Territory is presented in table 3.1.

Differences in the age from which children can access preschool programs reduce the comparability of data across jurisdictions. Data on the age of children enrolled in preschool programs are presented in this chapter, and to improve comparability, data are also presented for:

- children enrolled in preschool programs in the year before they commence full time schooling
- younger children enrolled in preschool programs.

The number of places in most State and Territory government funded and/or provided preschool services are not formally limited and data on places should be considered as only indicative of service capacity. Data on the number of preschool

places for each jurisdiction are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In 2012, 53 972 children aged 3 years were enrolled in a preschool program. There were 220 040 children aged 4 years and 45 996 children aged 5 years enrolled in a preschool program. Overall, 255 143 children were enrolled in a preschool program in the year before full time schooling (excluding enrolled children aged 5 years who were also enrolled in the previous year as a 4 year old) (table 3A.16).

The difference between the number of places and the number of children enrolled in preschool programs is largely due to more than one child being able to fill one place, as many children attend preschool programs on a part time basis.

Non-government preschool programs

Non-government preschools deliver programs and may be managed and funded by entities from the community, private or the non-government schools' sectors.

Non-government preschool programs can be delivered in stand-alone preschools, non-government schools, government schools and child care centres (for example, long day care centres). Non-government preschool programs are required by State and Territory governments to be approved and/or licensed, but approval and licensing arrangements vary across jurisdictions. Characteristics of non-government preschool programs that are State and Territory government funded are presented in table 3.3.

Table 3.3 Characteristics of non-government preschool programs in receipt of State and Territory government funding, 2013

	NSW	Vic	Qld ^a	WA	SA	Tas ^b	ACT ^c	NT ^d
<i>Management type</i>								
Community sector	✓	✓	✓	✓	✓	x	x	x
Private sector	x	✓	✓	✓	x	x	x	x
Non-government schools' sector	✓	✓	✓	✓	na	✓	x	✓
<i>Service delivery setting</i>								
Stand-alone preschools	✓	✓	✓	✓	✓	x	x	x
Non-government schools' sector	✓	✓	✓	✓	✓	✓	x	✓
Government schools	✓	✓	✓	✓	na	x	x	x
Child care centres	✓	✓	✓	x	✓	x	x	x

X = Not government funded.

^a In Queensland a non-government kindergarten program may be delivered on a government school site but is not operated by the school. ^b Tasmania funds preschools with a management type of community sector in a range of settings, if the preschool is registered as a non-government school. ^c Non-government preschools in the ACT are licensed, but not government funded. ^d In the NT, only 4 Catholic remote schools receive NT Government funding for preschool services. na Not available.

Source: State and Territory governments (unpublished).

Some data are also included on non-government preschools which are licensed, registered and/or approved by State and Territory governments (box 3.9).

Integrated early childhood education and care services

A development across the early childhood education and care sector is the provision of integrated services designed to provide families with seamless access to a range of services for children.

Integrated services fit along an 'integration continuum' from cooperation (with some information sharing between services) to full integration (where services are merged). All states and territories provide early childhood education and care in an integrated way, but the range of services offered and the extent and model of integration differs across states and territories and between service providers.

Traditionally, integrated early childhood education and care services related to a preschool program being offered in a child care setting. Nationally in 2012 there were 3287 long day care centres offering a preschool program (Australian Bureau of Statistics [ABS] 2013).

More recently, a broader range of integrated services are being provided to children and families, including not only preschool and child care but also maternal and child health, and family support services. The range of integrated services differs according to community need, and integrated early childhood education and care

services are more commonly placed in disadvantaged communities, and provide particular specialised services.

3.2 Framework of performance indicators

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

There are no service specific NAs that relate to early childhood education and care services, however, the National Indigenous Reform Agreement (NIRA) includes an indicator relevant to this service. Performance indicators reported in this chapter are aligned with relevant performance indicators in the NIRA.

The framework of performance indicators for early childhood education and care is based on common objectives for early childhood education and care and is endorsed by the Steering Committee (box 3.2).

Box 3.2 Objectives for early childhood education and care services

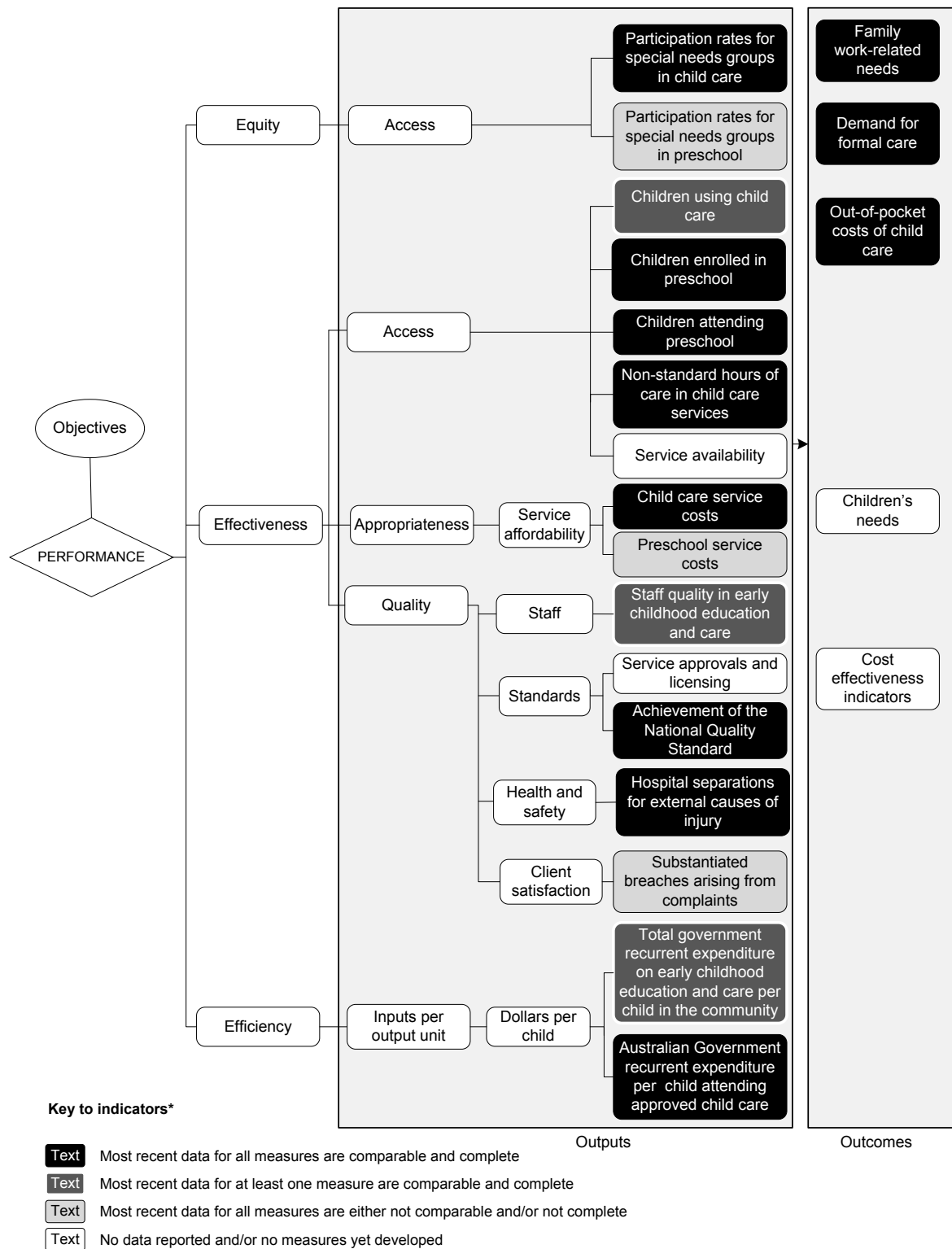
Early childhood education and care services aim to:

- 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 performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of early childhood education and care services (figure 3.1). The performance indicator framework shows which data are complete and comparable in the 2014 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (section 1.6).

The Report's statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (chapter 2).

Figure 3.1 Early childhood education and care performance indicator framework



3.3 Key performance indicator results

Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of early childhood education and care. Definitions of key terms are in section 3.6.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

Access — Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is an indicator of governments' objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.3).

Box 3.3 Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is defined as the proportion of children using child care services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children in child care aged 0–5 and 6–12 years.

Targeted special needs groups include children from NESB, Indigenous children, children from low income families, children with disability, and children from regional and remote areas.

A high or increasing participation rate is desirable. If the representation of special needs groups among child care services users is broadly similar to their representation in the community, this suggests more equitable access.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions, but a break in series means that data prior to 2010 are not comparable to data after 2010. In addition, data for Indigenous children in this Report are not comparable to data in previous editions.
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is under development.

Data for participation by special needs groups using Australian Government approved child care services for 2013 were drawn from the *National Early Childhood Education and Care Workforce Census 2013* and Department of Education administrative systems. Box 3.4 contains more information on the census.

Box 3.4 Australian Government National Early Childhood Education and Care Workforce Census

The *National Early Childhood Education and Care Workforce Census* was conducted in 2010 and 2013. The census aims to provide comprehensive and nationally consistent data on access to early childhood education and care services, and staff qualifications and experience. This chapter presents preliminary data from the 2013 *National Early Childhood Education and Care Workforce Census*, which was an initiative of the Australian Government.

The *National Early Childhood Education and Care Workforce Census* replaced the Australian Government Child Care Provider Survey (AGCCPS) conducted in 2008-09 and the Australian Government Census of Child Care Services (AGCCC) conducted in earlier years.

The *National Early Childhood Education and Care Workforce Census* collected similar information to the AGCCPS and the AGCCC, although variations in collection methods and different weighting methods affect the comparability of data across the collections. Therefore comparisons across time should be made with caution.

Source: Department of Education (unpublished).

Representation of children from special needs groups, except low-income families, were lower than their representation in the community nationally, but the extent of the difference varied:

- Children from NESB aged 0–12 years had a lower representation in child care in 2013 (17.3 per cent) than this group’s representation in the community in 2011 (20.0 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Indigenous children aged 0–12 years had a lower representation in child care services in 2013 (2.6 per cent) than their representation in the community in 2012 (4.8 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years from low income families had a higher representation in child care services in 2013 (25.0 per cent) compared with their representation in the community in 2011-12 (20.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years with disability had a lower representation in child care services in 2013 (3.0 per cent) compared with their representation in the community in 2009 (6.6 per cent). This was the case for both the 0–5 years age group and the 6-12 years age group.
- Children aged 0–12 years from regional areas had a lower representation in child care services in 2013 (24.1 per cent) compared with their representation in the

community in 2011 (28.6 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.

- Children aged 0–12 years from remote areas had a lower representation in child care in 2013 (0.9 per cent) compared with their representation in the community in 2011 (2.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group (tables 3.4 and 3A.12).

Data on representation of special needs groups in State and Territory government funded and/or provided child care for children aged 0–12 years are presented in table 3A.14.

Table 3.4 Proportion of children aged 0–12 years attending Australian Government approved child care services from special needs groups, 2013 (per cent)^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Children from NESB</i>									
In child care services	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3
In the community, 2011	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
<i>Indigenous children</i>									
In child care services	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6
In the community, 2012	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
<i>Children from low income families</i>									
In child care services	24.4	26.2	27.5	22.5	23.6	28.9	7.6	14.4	25.0
In the community, 2011-12	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7
<i>Children with disability</i>									
In child care services	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0
In the community, 2009	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
<i>Children from regional areas</i>									
In child care services ^d	22.3	19.3	29.8	14.5	15.9	100.3	0.1	81.1	24.1
In the community, 2011	26.0	25.0	36.4	18.3	24.7	97.9	0.2	51.2	28.6
<i>Children from remote areas</i>									
In child care services	0.2	–	1.0	3.5	1.5	0.9	..	19.1	0.9
In the community, 2011	0.6	0.1	3.6	7.7	4.1	2.0	..	48.5	2.7

^a Data on children in child care services represent the population of children attending child care in 2013. Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *2011 Census of Population and Housing; Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021; Household Income and Income Distribution, Australia, 2011-12 and Disability, Ageing and Carers, Australia, 2009*. ^b 2013 data in this Report are preliminary from the *2013 National Early Childhood Education and Care Workforce Census*, except for Indigenous children and children from regional and remote areas, which are from administrative data for the March quarter. Refer to box 3.4 and table 3A.13 for more information. ^c See table 3A.13 for complete footnotes and definitions. ^d The proportion of children from regional areas in child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can attend, and be counted in, services located in more than one remoteness area. .. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; ABS (unpublished) *2011 Census of Population and Housing; Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0; *Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0; table 3A.13.

Access — participation rates for special needs groups in preschool

‘Participation rates for special needs groups in preschool’ is an indicator of governments’ objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.5).

Box 3.5 Participation rates for special needs groups in preschool

'Participation rates for special needs groups in preschool' is defined by two measures:

- proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups, compared with the representation of these groups in the community. Targeted special needs groups include children from NESB, Indigenous children, children with disability and children from regional and remote areas
- proportion of children enrolled in a preschool program in the year before full time schooling who are disadvantaged, compared with the representation of these groups in the community. Children who are disadvantaged are defined as residing in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1. The SEIFA IRSD quintile of 1 is used as a proxy for the most disadvantaged. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

A high or increasing proportion of children from special needs groups and who are disadvantaged enrolled in a preschool program is desirable. If the representation of special needs groups and disadvantage among children enrolled in a preschool program is broadly similar to their representation in the community, this suggests equitable access.

Data reported for these measures are:

- comparable (subject to caveats) within jurisdictions for 2012 data but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for special needs groups but are comparable (subject to caveats) across jurisdictions for children who are disadvantaged. Data are not comparable across jurisdictions for special needs groups
- complete (subject to caveats) for the current reporting period for special needs groups. All required 2012 data are available for all jurisdictions for special needs groups but incomplete for the current reporting period for children who are disadvantaged. All required data were not available for Queensland for children who are disadvantaged.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups

Data for participation by special needs groups in preschool are provided by State and Territory governments for children from NESB and children with disability. Data for Indigenous children and children from regional and remote areas are drawn from the National ECEC Collection 2012. Box 3.6 contains additional information on the collection.

Box 3.6 National Early Childhood Education and Care Collection

The National Early Childhood Education and Care (ECEC) Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date is the first Friday in August each year, with a reference period of a week including the collection date. Some jurisdictions incorporate a reference period of two weeks that includes the collection date, to better reflect their preschool program delivery model.

The aim of the National ECEC Collection is to provide comparable State and Territory statistics on early childhood education. Data have been compiled according to the national standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS). Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparisons across jurisdictions are made.

The National ECEC Collection is derived from data provided by State and Territory and Australian government departments with responsibility for early childhood education and care.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program is defined as a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides the program, or whether it is government funded or privately provided.

Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are not included. The ABS' Preschool Provider Frame project, and subsequent 2012 Australian Government supplementary communication and collection activities, have improved the coverage of long day care service providers reported as delivering a preschool program within the Child Care Management System (CCMS). Although there have been some collection improvements, there is still an unknown level of under-coverage of long day care service providers which are delivering a preschool program and are not currently captured in CCMS or state and territory ECEC collections.

All children who on 1 July in the collection year were aged between 3 and 6 years (inclusive) are in-scope of the collection if they were enrolled in a preschool program during the reference period. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

All paid employees delivering a preschool program at an in-scope service provider during the reference period are included in the collection.

Source: ABS (2013).

Data on the representation of special needs groups for children in a preschool program are provided in table 3.5. For jurisdictions that were able to provide data, the patterns for children from special needs groups in preschool varied:

-
- For jurisdictions where data are available (NSW, Victoria, Queensland, SA, Tasmania and the ACT), the representation of children aged 3–5 years from NESB in preschool was 10.2 per cent. Nationally, 20.0 per cent of children aged 3–5 years in the community were children from NESB.
 - Nationally, the representation of children with disability aged 3–5 years in a preschool program (5.1 per cent) was lower than their representation in the community (6.3 per cent) though this varies across jurisdictions.
 - Nationally, the representation of Indigenous children aged 3–5 years in a preschool program (4.4 per cent) was lower than their representation in the community (4.8 per cent) though this varies across jurisdictions.
 - Nationally, the representation of children aged 3–5 years in a preschool program from regional areas was 28.9 per cent. Nationally, 28.1 per cent of children in the community were from regional areas.
 - Nationally, the representation of children aged 3–5 years in preschool from remote areas (2.6 per cent) was lower than their representation in the community (2.8 per cent) (table 3.5).

Data on the representation of special needs groups in a preschool program in the year before full time schooling are presented in table 3A.14.

Table 3.5 Proportion of children (aged 3–5 years) enrolled in a preschool program from special needs groups, 2012 (per cent)^{a, b, c, d}

	NSW ^e	Vic ^f	Qld ^g	WA	SA	Tas	ACT	NTh ^h	Aust ⁱ
Children from NESB									
In a preschool program ^j	12.2	14.1	8.2	na	12.4	2.8	22.6	na	10.2
In the community, 2011	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
Children with disability									
In a preschool program ^{j, k}	7.4	3.9	2.8	3.1	12.0	1.0	3.1	4.2	5.1
In the community, 2009	7.3	3.9	7.3	6.8	5.5	7.2	7.3	np	6.3
Indigenous children									
In a preschool program	4.5	1.2	4.4	6.8	6.1	7.5	3.1	38.4	4.4
In the community, 2012	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children from regional areas									
In a preschool program	31.3	23.3	33.4	17.7	24.3	98.0	3.2	51.7	28.9
In the community, 2011	25.5	24.6	36.0	18.0	24.4	97.8	0.2	51.4	28.1
Children from remote areas									
In a preschool program	0.7	0.1	3.4	7.6	4.0	2.0	..	48.3	2.6
In the community, 2011	0.6	0.1	3.8	7.9	3.9	2.0	..	48.2	2.8

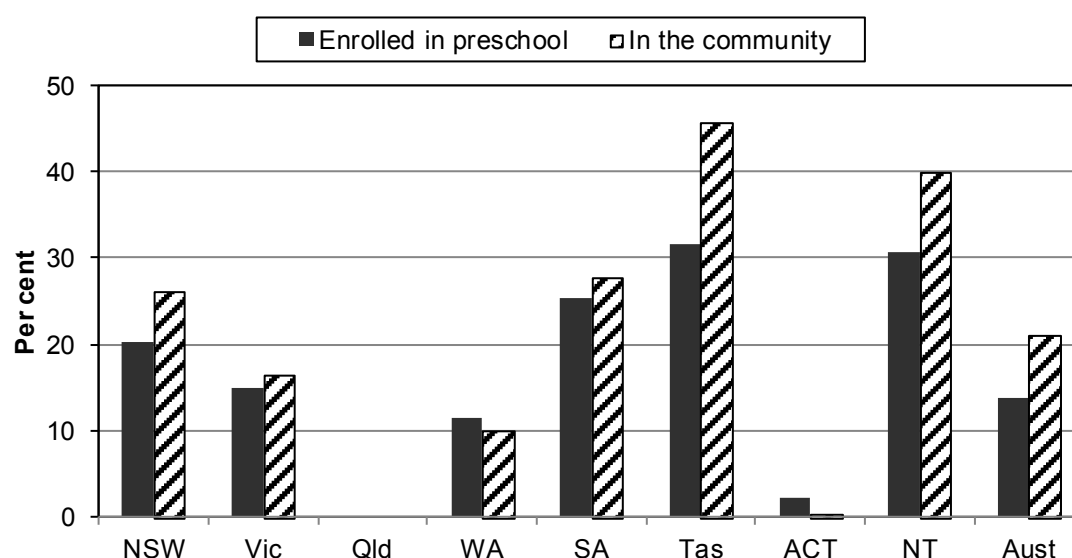
^a Data for children from NESB and children with disability are from State and Territory governments. Data for Indigenous children and children from regional and remote areas are from the National ECEC Collection published by ABS in *Preschool Education, Australia, 2012*. Due to the different data sources for preschool data for special needs groups, caution should be used when making comparisons across special needs groups. ^b Data for children from NESB and children with disability in a preschool program include only State and Territory government funded or provided preschool services. Data on enrolment in a preschool program for Indigenous children and children from regional and remote areas include preschool programs as defined by the scope of the National ECEC Collection. This means preschool programs are included irrespective of the type of institution that provides them or whether they are government funded or privately provided. ^c Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia, 2009* and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*. ^d Includes children aged 3–5 years on 1 July 2012. ^e Not all children undertaking a preschool program in a long day care setting in NSW are captured in the relevant data collections, resulting in an undercount for NSW. ^f Victorian data for children from NESB and with disability in preschool programs only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds. Victorian data for children from NESB and with disability are reported as at 30 June 2012. ^g Episode, rather than child data are used for Queensland Indigenous children and children from regional and remote areas. These data are included in the national total. ^h Preschool data for children from NESB and children with disability in the NT include some children aged over 5 years. ⁱ Data for Australia for children from NESB and children with disability, in preschool, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data. ^j Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. ^k Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions. **na** Not available. **..** Not applicable. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; State and Territory governments (unpublished); ABS (unpublished) *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0; table 3A.14.

Proportion of children enrolled in a preschool program in the year before full time schooling who are disadvantaged

Nationally in 2012 (excluding Queensland), 13.9 per cent of children enrolled in a preschool program resided in an area with a SEIFA IRSD quintile of 1 (figure 3.2). These proportions varied across jurisdictions.

Figure 3.2 Proportion of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who are disadvantaged, 2012^{a, b, c, d, e, f}



^a Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. ^b Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia. ^c Data on representation in the community are reported using the same definition as the measure of enrolment. That is, of children residing in an area with a SEIFA IRSD quintile of 1. Data are based on the 2011 Census of Population and Housing population of 4 and 5 year olds. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount. ^e Queensland data are not published for children enrolled who are disadvantaged or included in the data for Australia. ^f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; (unpublished) 2011 Census of Population and Housing; table 3A.15.

Data on the proportion of children attending a preschool program who are disadvantaged are presented in table 3A.15.

Effectiveness

Access — children using child care

‘Children using child care’ is an indicator of governments’ objective to ensure that all families have equitable access to child care services (box 3.7).

Box 3.7 Children using child care

‘Children using child care’ is defined by three measures:

- proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care
- proportion of children aged 0–12 years using Australian Government approved child care
- average hours of attendance at Australian Government approved child care services by service model.

A higher or increasing proportion of children using the services can indicate a higher level of service availability. This indicator does not provide information on parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Data reported for these measures are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions for Australian Government approved plus State and Territory government funded and/or provided child care. Data are comparable (subject to caveats) across jurisdictions and over time for children aged 0–12 years using Australian Government approved child care and average hours of attendance
- complete (subject to caveats) for the current reporting period. All required 2012-13 data are available for all jurisdictions for Australian Government approved plus State and Territory government funded and/or provided child care and all required 2013 data are available for all jurisdictions for children aged 0–12 years using Australian Government approved child care and average hours of attendance

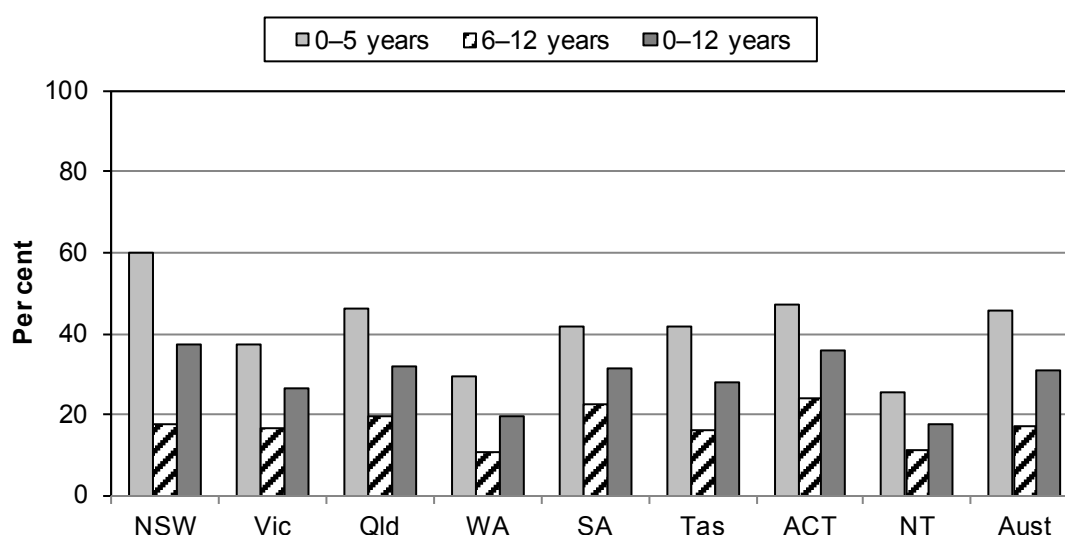
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The employment status of parents can influence children’s access to services, depending on the service model. Those services eligible for CCB, for example, must follow the Australian Government’s ‘priority of access’ guidelines when filling vacant places. The guidelines give a high priority to children at risk and children of parents with work-related child care needs (section 3.6 contains more detail). Details of the employment status of parents whose children use these services, for 2008 and 2011, are shown in table 3A.20.

Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care

Nationally, 30.7 per cent of children aged 0–12 years attended Australian Government approved and State and Territory government funded and/or provided child care in 2012-13. Amongst children aged 0–5 years, 45.7 per cent attended and amongst children aged 6–12 years, 17.1 per cent attended (figure 3.3). Of those children aged 0–12 years that attended child care, nearly all (89.4 per cent) attended Australian Government approved child care services (table 3A.10).

Figure 3.3 Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care, 2012-13^{a, b, c, d}



^a The population measure is the estimated resident population as at 31 December 2012. ^b Due to the integrated nature of early childhood education and care in NSW, many children undertaking a preschool program do so in a long day care setting. This Report predominantly classifies the services provided by long day care centres as child care services. ^c Due to the non-comparability of NSW data with data of other jurisdictions, the Australian total should be interpreted with caution. ^d There may be some double counting of children across the State and Territory, and Australian, governments' collections.

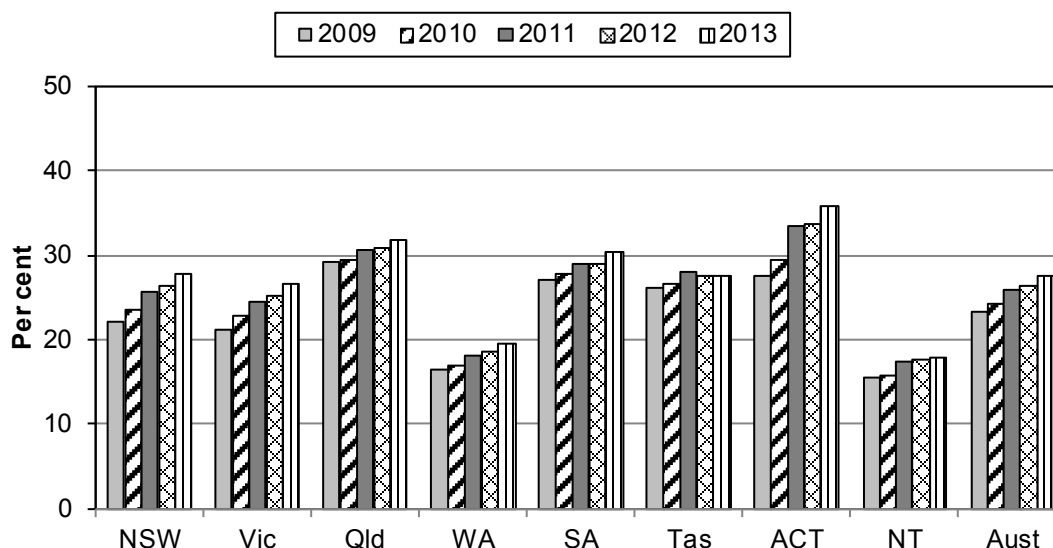
Source: ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; Department of Education (unpublished); State and Territory governments (unpublished); table 3A.10.

Proportion of children aged 0–12 years using Australian Government approved child care

Nationally in 2013, 27.5 per cent of all children aged 0–12 years attended Australian Government approved child care (figure 3.4). The majority of children attending Australian Government approved child care in 2013 (712 545, or 69.0 per cent) were aged 0–5 years (table 3A.8). In 2013, 52.7 per cent of all

children aged 2 years, 59.7 per cent of all children aged 3 years, and 51.1 per cent of all children aged 4 years attended Australian Government approved child care (table 3A.9).

Figure 3.4 **Proportion of children aged 0–12 years using Australian Government approved child care^{a, b, c}**



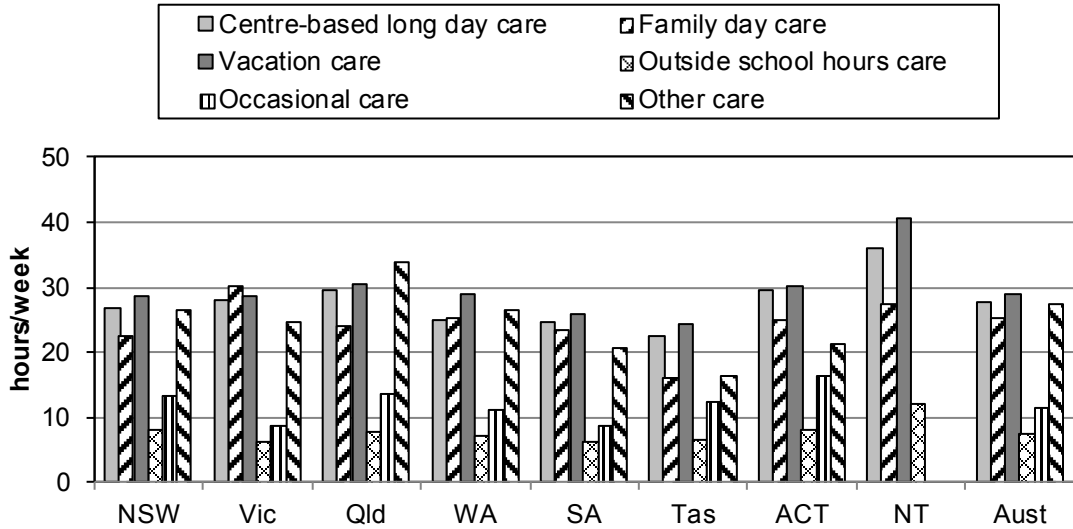
^a The population measure is the estimated resident population as at 31 December of the previous calendar year. ^b Children can use more than one type of care. In 2009, each child attending child care is counted once, even if they attend more than one type of care. From 2010 onwards children are counted once for each type of care they use. ^c Attendance counted as the number of children attending during the week 23–29 March for 2009. Attendance data relate to the March quarter for 2010 onwards.

Source: Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.2 and 3A.8.

Average hours of attendance at Australian Government approved child care services by service model

The average hours of attendance in Australian Government approved child care in 2013 varied considerably across jurisdictions, for all service models. Nationally, average attendance per child at centre-based long day care centres was 27.6 hours per week, while the average attendance per child at family day care was 25.3 hours per week. Nationally, the average attendance per child at occasional care was 11.4 hours per week, the average attendance per child at outside school hours care was 7.4 hours per week, and the average attendance at vacation care during school holidays was 28.9 hours per week (figure 3.5).

Figure 3.5 **Average hours of attendance at Australian Government approved child care, 2013^{a, b}**



^a Average attendance hours are defined as the total hours attended within each sector divided by the number of children who attended in the reference week (excludes allowable absences). ^b Average hours of attendance at occasional care and other care in the NT was zero during 2013.

Source: Department of Education (unpublished) administrative data collection; table 3A.11.

Access — children enrolled in preschool

‘Children enrolled in preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.8).

Box 3.8 Children enrolled in preschool

'Children enrolled in preschool' is defined by two measures:

- proportion of children who are enrolled in a preschool program in the year before full time schooling. The proportion of children is calculated using children aged 4 years as a proxy for children in the year before full time schooling and is sourced from ABS' population data
- proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling. The proportion of Indigenous children is calculated using Indigenous children aged 4 years as a proxy for children in the year before full time schooling and is derived from ABS' population data. These data are provided on a national basis by remoteness categories 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'.

Data reported for children who are enrolled in a preschool program in the year before full time schooling includes children aged 4 and 5 years on 1 July 2012, but excludes children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

A high or increasing proportion of children enrolled in a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:

- the preschool starting age for children varies across states and territories. A higher proportion of children enrolled at a particular age can reflect the preschool starting age in a particular jurisdiction
- participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year. Overestimation may also result from children enrolled in a preschool program in a jurisdiction different to the one in which they live, for example, between the ACT and NSW or because the measures are based on the number of 4 and 5 year olds who are enrolled as a proportion of the number of 4 year olds in the population.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for children who are enrolled in a preschool program in the year before full time schooling. Data are not on a jurisdiction basis so comparability is not applicable for

(Continued next page)

Box 3.8 (continued)

Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling

- complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.

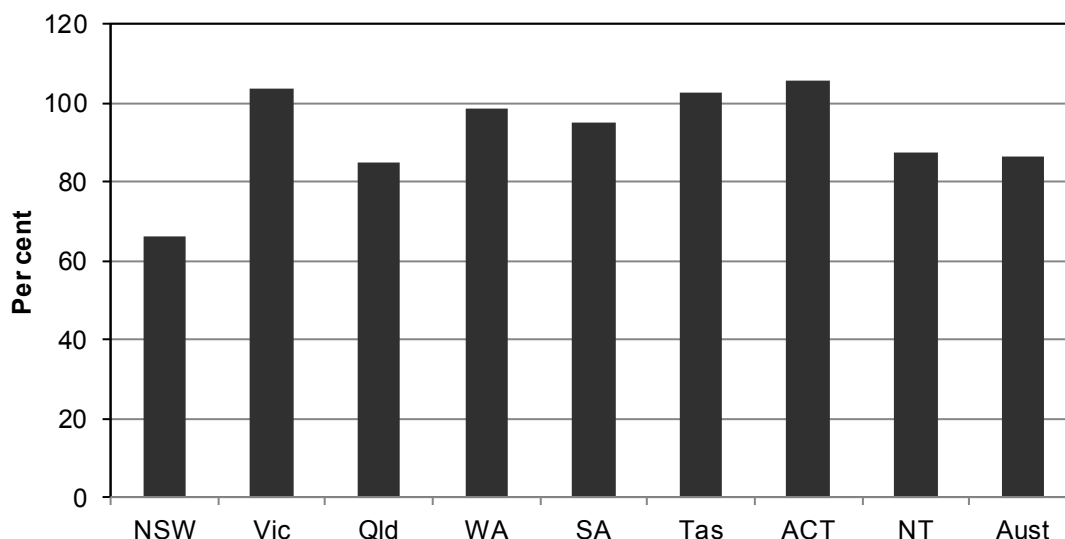
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs2014.

Proportion of children who are enrolled in a preschool program in the year before full time schooling

The proportion of children enrolled in preschool in the year before full time schooling is based on the number of children aged 4 years in the population, even though older children can be enrolled in preschool in the year before full time schooling. This may result in an overestimation of the proportion of children enrolled in preschool in the year before full time schooling.

Nationally in 2012, 86.3 per cent of children in the year before full time schooling were enrolled in a preschool program, excluding children aged 5 years who were enrolled in preschool in the previous year as a 4 year old (figure 3.6). Children who were enrolled in a preschool program in a long day care setting are included.

Figure 3.6 Proportion of children enrolled in a preschool program in the year before full time schooling, 2012^{a, b, c, d, e, f}



^a Year before full time schooling data include children aged 4 and 5 years on 1 July, except children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. ^b The preschool starting age varies across jurisdictions (table 3.1). ^c To calculate the proportions in this figure, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the proportion may exceed 100 per cent. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. ^e Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total. ^f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. no. 3101.0; table 3A.16.

Although the preschool starting age varies across jurisdictions (table 3.1), the majority of children enrolled in preschool in 2012 were 4 years of age for each jurisdiction (table 3A.16). Nationally in 2012, 74.5 per cent of 4 year olds were enrolled in a preschool program. The proportion of 3 year olds enrolled in a preschool program (18.2 per cent) was higher than for 5 year olds (15.8 per cent) (table 3A.16). These proportions varied across jurisdictions.

Data are included on children enrolled in a preschool program in the year before full time schooling by weekly hour ranges. Nationally, the majority of children (63.1 per cent) were enrolled for at least 15 hours per week (table 3A.17).

Data are included on all children aged 4 and 5 years who were enrolled in a preschool program in 2012. Nationally, 266 036 children aged 4 and 5 years were enrolled in a preschool program (table 3A.23).

Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling

National data on the proportion of Indigenous children enrolled in a preschool program in the year before full time schooling are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.18. In 2012, amongst Indigenous children in major cities, 69.9 per cent were enrolled in a preschool program in the year before full time schooling. In regional areas, 79.3 per cent of Indigenous children were enrolled in a preschool program in the year before full time schooling. In remote areas, 88.4 per cent of Indigenous children were enrolled in a preschool program in the year before full time schooling (table 3A.18).

Contextual data are provided for all jurisdictions on the number of Indigenous children aged 4 and 5 years enrolled in a preschool program and Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling. These data are also presented by remoteness areas (table 3A.19).

Access — children attending preschool

‘Children attending preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.9).

Box 3.9 Children attending preschool

'Children attending preschool' is defined by three measures:

- proportion of children who are attending a preschool program in the year before full time schooling. The proportion of children is calculated using children aged 4 years as a proxy for children in the year before full time schooling and is sourced from ABS' population data
- the number of Indigenous children absent from non-government preschools, as a proportion of all Indigenous children enrolled in non-government preschools. Data are sourced from the National Preschool Census. Data on Indigenous preschool attendance rates are limited to Indigenous children enrolled in non-government preschools. Non-government preschools include preschool programs delivered in government funded, registered, licensed and/or approved services, and these arrangements vary across jurisdictions. Preschool programs operated by commercial providers are excluded. A child is deemed absent if they missed one or more of the sessions they were enrolled in during the reference week. Preschool attendance is not compulsory
- proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling. The proportion of Indigenous children is calculated using Indigenous children aged 4 years as a proxy for children in the year before full time schooling and is derived from ABS' population data. These data are provided on a national basis by remoteness categories 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'.

Data reported for children who are attending a preschool program in the year before full time schooling includes children aged 4 and 5 years on 1 July 2012, but excludes children aged 5 years who attended preschool in the previous year as a 4 year old. A child is considered to be attending a preschool program is the child was enrolled and present for at least one hour during the reference period.

A high or increasing proportion of children attending a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:

- the preschool starting age for children varies across states and territories. A higher proportion of children attending at a particular age can reflect the preschool starting age in a particular jurisdiction
- participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- overestimation of attendance in some states and territories (for example, where attendance rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year. Overestimation may also result from children attending preschool in a jurisdiction different to the one in which they live, for example,

(Continued next page)

Box 3.9 (continued)

between the ACT and NSW or because measures are based on the number of 4 and 5 year olds attending as a proportion of the number of 4 year olds in the population.

A low or decreasing absentee rate indicates a high or increasing rate of attendance at preschools, and is desirable.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data 2012 are not comparable to data for 2011 (in the previous Report) for children who are attending a preschool program in the year before full time schooling. Data are not on a jurisdiction basis so comparability is not applicable for Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling
- complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.

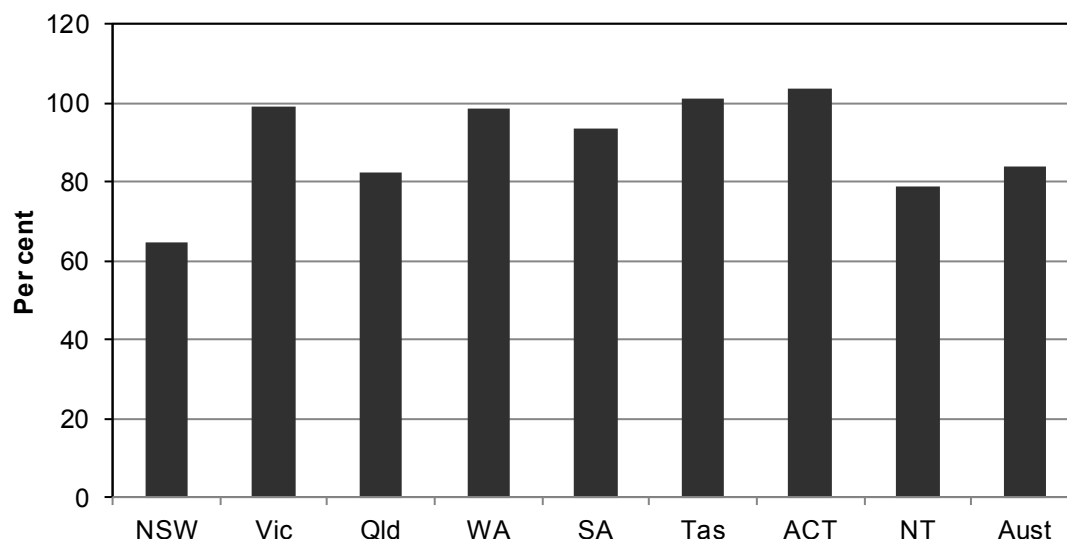
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs2014.

Proportion of children who are attending a preschool program in the year before full time schooling

The proportion of children attending a preschool program in the year before full time schooling is based on the number of children aged 4 years in the population, even though older children can attend preschool in the year before full time schooling. This may result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling.

Nationally in 2012, 84.0 per cent of children in the year before full time schooling attended a preschool program (figure 3.7), excluding children aged 5 years who attended preschool in the previous year as a 4 year old. Children who attended a preschool program in a long day care setting are included.

Figure 3.7 Proportion of children attending a preschool program in the year before full time schooling, 2012^{a, b, c, d, e, f}



^a Year before full time schooling data include children aged 4 and 5 years on 1 July, except children aged 5 years who attended preschool in the previous year as a 4 year old. ^b The preschool starting age varies across jurisdictions (table 3.1). ^c To calculate the proportions in this figure, attendance data (from the National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the proportion may exceed 100 per cent. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. ^e Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total. ^f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. no. 3101.0; table 3A.21.

Across all jurisdictions in 2012, the average attendance of children at a preschool program in the year before full time schooling was between 10.4 and 17.2 hours per week (table 3A.22). Data are included on all children aged 4 and 5 years who attended a preschool program in 2012. Nationally, 258 881 children aged 4 and 5 years attended a preschool program (table 3A.23). Of these, the largest number (118 488 children) attended more than 15 hours per week (table 3A.24).

Details of the employment status of parents whose children attended preschool services are shown in table 3A.20.

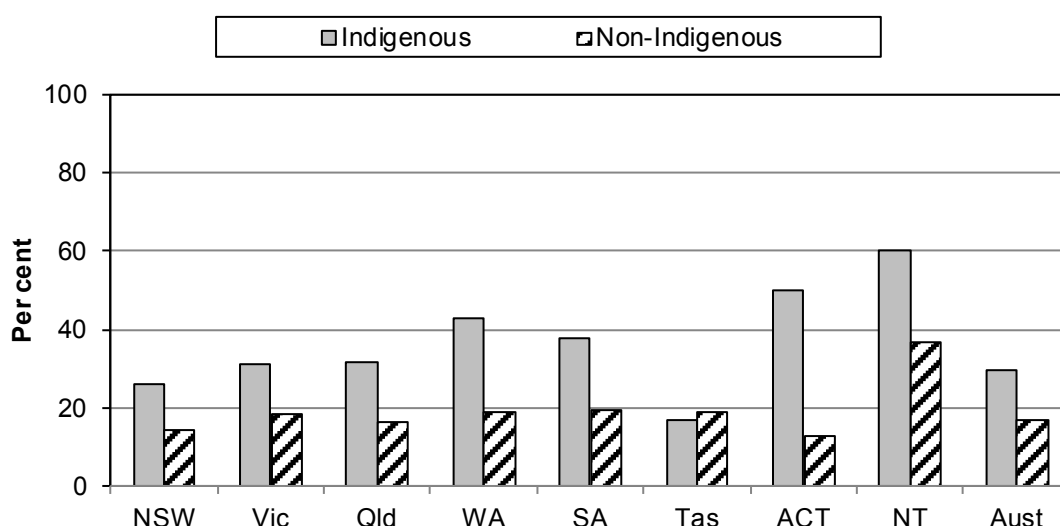
Enrolled children absent from non-government preschools

This measure provides a broad indication of the participation of Indigenous children in preschools. These data are sourced from the National Preschool Census (NPC)

and relate only to non-government preschools. These data can overlap with the preschool program data provided by the National ECEC Collection and are therefore not directly comparable with other preschool data included in this Report. The NPC collected data from 97.0 per cent of the 3484 non-government preschools in scope for the 2012 NPC (Department of Education unpublished). This represents approximately 69.3 per cent of all government and non-government preschools, though this proportion varies considerably across jurisdictions (table 3A.25). Data for jurisdictions with a small number of non-government preschools should be interpreted with care.

In 2012, non-attendance by Indigenous children was higher than non-attendance by non-Indigenous children in all jurisdictions except Tasmania (figure 3.8).

Figure 3.8 **Enrolled children absent from non-government preschools, 2012^{a, b, c, d}**



^a Data on attendance are limited to non-government preschools. At the national level, approximately 69.3 per cent of all government and non-government preschools are non-government, though this percentage varies across jurisdictions: 89.7 per cent in NSW, 100 per cent in Victoria, 94.1 per cent in Queensland, 27.5 per cent in WA, 16.4 per cent in SA, 25.2 per cent in Tasmania, 14.7 per cent in the ACT, and 7.4 per cent in the NT. Preschool attendance data for jurisdictions with a small proportion of non-government preschools should be interpreted with care. ^b Preschool attendance is not compulsory. ^c Attendance was measured during the week of 30 July-3 August 2012. Children are counted as absent if they are absent for one or more of the sessions that they were enrolled in during this week. Absences due to illness can be higher during winter than at other times of the year. ^d Data for non-Indigenous children are derived from data on Indigenous children and all children.

Source: Department of Education (unpublished) *National Preschool Census 2012*; table 3A.25.

Proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling

National data on the proportion of Indigenous children attending a preschool program in the year before full time schooling are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.26. In 2012, amongst Indigenous children in major cities, 67.3 per cent attended a preschool program in the year before full time schooling. In regional areas, 74.3 per cent of Indigenous children attended a preschool program in the year before full time schooling. In remote areas, 77.5 per cent of Indigenous children attended a preschool program in the year before full time schooling (table 3A.26).

Contextual data are provided for all jurisdictions on the number of Indigenous children aged 4 and 5 years who attended a preschool program and Indigenous children aged 4 and 5 years who attended a preschool program in the year before full time schooling. These data are also presented by remoteness areas (table 3A.27).

Access — Non-standard hours of care in child care services

‘Non-standard hours of care in child care services’ is an indicator of governments’ objective to ensure that government funded and/or provided child care services meet the needs of all users (box 3.10).

Box 3.10 Non-standard hours of care in child care services

'Non-standard hours of care in child care services' is defined as the number of child care services providing non-standard hours of care as a proportion of the total number of services. Data are reported by service model. Definitions of 'standard hours' and 'non-standard hours' are provided in section 3.6.

A high or increasing proportion of services providing non-standard hours of care can suggest a greater flexibility of services to meet the needs of families.

This indicator does not provide information on the demand for non-standard hours of care. If non-standard hours are available but not used, they are not included in this indicator. Further, it provides no information on whether available non-standard hours services meet the needs of users.

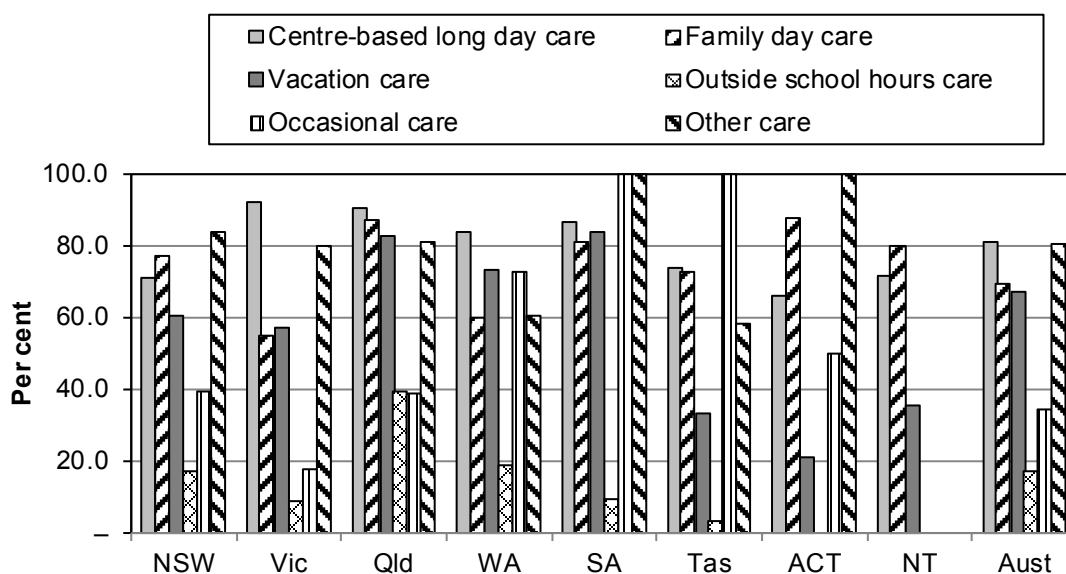
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2013 are not comparable to data for 2012 (in the previous Report)
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Provision of non-standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with occupational and health and safety requirements. Figure 3.9 shows the proportion of services that provided non-standard hours of care by service model.

Figure 3.9 Australian Government approved child care services providing non-standard hours of care, by service model, 2013^{a, b, c, d}



^a Data are from the 2013 National Early Childhood Education and Care Workforce Census, except data for family day care and other care. These data are from administrative data for the March quarter.

^b Other care includes in-home care only. ^c The ACT data for outside school hours care are nil. The NT data for outside school hours, occasional and other care are nil.

Source: Department of Education (unpublished); table 3A.28.

Limited data are available on State and Territory government funded and/or provided child care services that offer non-standard hours of care (table 3A.29).

Contextual data are also provided for NSW, Queensland and SA on the proportion of State and Territory government funded and/or provided preschools that offered non-standard hours of care in 2012-13 (table 3A.29).

Access — Service availability

‘Service availability’ is an indicator of governments’ objective to ensure that all families have equitable and adequate access to early childhood education and care services (box 3.11).

Box 3.11 Service availability

The Steering Committee has identified ‘service availability’ for development and future reporting, to replace the ‘utilisation’ indicator from earlier reports. Data are not currently available for ‘service availability’.

Service affordability — child care service costs

‘Child care service costs’ is an indicator of governments’ objective to ensure that all families have equitable access to early childhood education and care, irrespective of their financial circumstances (box 3.12).

Box 3.12 Child care service costs

‘Child care service costs’ is defined as the median weekly cost for 50 hours of care by service model. Median costs represent the middle value of the range of costs.

Provided the service quality is held constant, lower service costs are desirable.

Cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

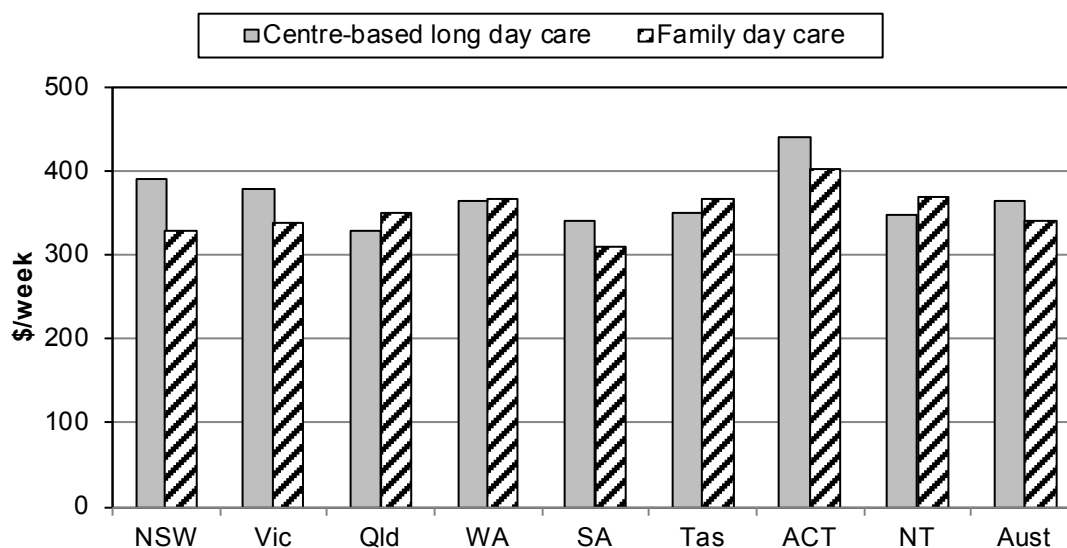
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, the median weekly cost for 50 hours of care in 2013 was higher for centre-based long day care (\$364) than for family day care (\$339) (figure 3.10).

Figure 3.10 Median cost of Australian Government approved child care services, 2013 (\$/week)^{a, b, c}



^a Median costs are based on 50 hours of care in the reference week. ^b Family day care data exclude in-home care. ^c Family day care fee includes parent levy.

Source: Department of Education (unpublished); table 3A.30.

Median weekly costs paid to Australian Government approved long day care services, by remoteness area are presented in table 3A.31. Nationally in 2013, the median weekly cost of long day care in major cities and inner regional areas (\$367) was higher than in other regions (\$334). The median weekly costs varied across jurisdictions.

Service affordability — preschool service costs

‘Preschool service costs’ is an indicator of governments’ objective that all families have equitable access to early childhood education and care irrespective of their financial circumstances (box 3.13).

Box 3.13 Preschool service costs

'Preschool service costs' is defined as the per hour preschool program cost per child, after subsidies received by families. Data are reported as the median per hour cost per child. Median costs represent the middle value of the range of costs.

Provided the service quality and quantity is held constant, lower hourly costs represent more affordable preschool.

Various factors influence preschool costs and care needs to be exercised when interpreting results, as:

- preschool programs are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools, have no tuition fees
- fees can reflect higher land values and rental fees charged in major cities
- some jurisdictions provide targeted fee relief that lowers fees for some children.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report)
- incomplete for the current reporting period. All required data were not available for Queensland.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Further detail about the mix of providers of preschool (community, private, non-government schools and government) is provided in tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

Median per hour preschool cost per child (after subsidies)

Nationally, the median cost for a preschool program (after subsidies) per child was \$1.82 per hour in 2012 (table 3.6).

Table 3.6 Children aged 4 and 5 years enrolled in a preschool program, median hourly cost per child (after subsidies), 2012^{a, b}

	<i>NSW^c</i>	<i>Vic</i>	<i>Qld^d</i>	<i>WA^e</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^f</i>	<i>NT</i>	<i>Aust^d</i>
Median cost per hour (\$)	3.47	1.95	np	–	–	–	–	–	1.82

^a Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated. ^b Data include children aged 4 and 5 years on 1 July 2012. ^c NSW data exclude all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting NSW cost data. ^d Data for Queensland are not published and are not included in the median calculated for Australia. ^e Approximately 8 per cent of data for fees in WA were calculated using averages at the provider level. ^f Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012. – Nil or rounded to zero. np Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*; Cat. no. 4240.0; table 3A.33.

Additional information on the costs of preschool programs for children by cost range for 2012 is presented in table 3A.32.

Data on the median hourly cost of preschool by remoteness area are presented in table 3A.34. Nationally in 2012, the median hourly cost of preschool in major cities was \$2.27 (after subsidies), compared to \$1.56 in regional areas and zero in remote areas. These median hourly costs varied across jurisdictions.

Quality

An important focus of Australian, State and Territory governments is to set and maintain appropriate quality standards in child care and preschool services.

Data for indicators relating to quality in this Report need to be treated with caution because there are differences in reporting across jurisdictions.

Staff— staff quality in early childhood education and care

‘Staff quality in early childhood education and care’ is an indicator of governments’ objective to ensure that staff employed by early childhood education and care service providers are able to provide services that reflect national qualification requirements under the NQF and in doing so meet the needs of children, although not all services fall in scope of the NQF (box 3.15). In particular, this means ensuring staff have the training and experience to provide a safe and nurturing environment that fulfils the educational and developmental needs of children (box 3.14).

Box 3.14 Staff quality in early childhood education and care

'Staff quality in early childhood education and care' is defined by two measures:

- proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications, or three or more years of relevant experience. A relevant formal qualification relates to the highest level of qualification that a staff member has completed in an early childhood education and care related field at a Certificate level III or above
- proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified. Workers delivering preschool programs are defined as early childhood education and care workers who are employed, and paid, by an early childhood education and care service provider as a principal/director/coordinator/teacher-in-charge, group leader/teacher, assistant/aide or other contact worker to deliver a preschool program. Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related.

Some studies and research (for example, OECD 2006) have shown a link between a higher proportion of qualified and experienced primary contact staff and a higher quality service, suggesting that a high or increasing proportion is desirable.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time for paid primary contact staff employed by Australian Government approved child care services. Data are comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for workers delivering preschool programs
- complete (subject to caveats) for the current reporting period for paid primary contact staff employed by Australian Government approved child care services. All required 2013 data are available for all jurisdictions for paid primary contact staff employed by Australian Government approved child care services but incomplete for the current reporting period for workers delivering preschool programs. All required data were not available for Queensland, SA, Tasmania, the ACT and the NT for workers delivering preschool programs.

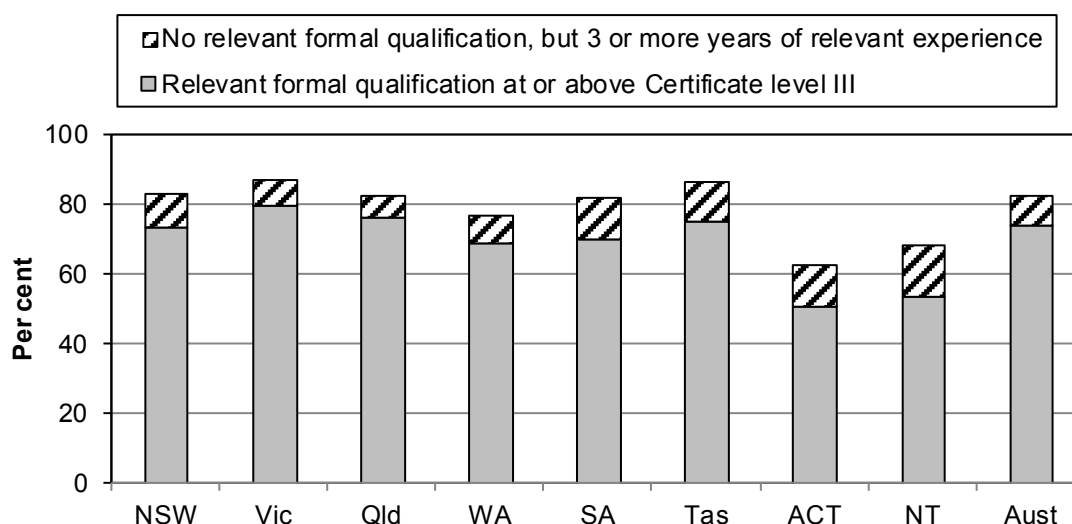
Data quality information for paid primary contact staff employed by Australian Government approved child care services is under development. Data quality information for workers delivering preschool programs is at www.pc.gov.au/gsp/reports/rogs/2014.

Proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications, or three years or more relevant experience

Data on full time equivalent staff, family day carers and unpaid staff employed by Australian Government approved child care services are presented in table 3A.35.

Nationally, there were 99 655 paid primary contact staff employed by Australian Government approved child care services in 2013 (table 3A.36). The proportion of paid primary contact staff with a relevant formal qualification or three or more years relevant experience was 82.6 per cent nationally in 2013 but varied across jurisdictions. Of this proportion, 74.1 per cent of paid primary contact staff held a relevant formal qualification at or above Certificate level III, and 8.5 per cent held no relevant formal qualification, but had three or more years of relevant experience (figure 3.11).

Figure 3.11 Paid primary contact staff employed by Australian Government approved child care services, by relevant qualification, 2013^a



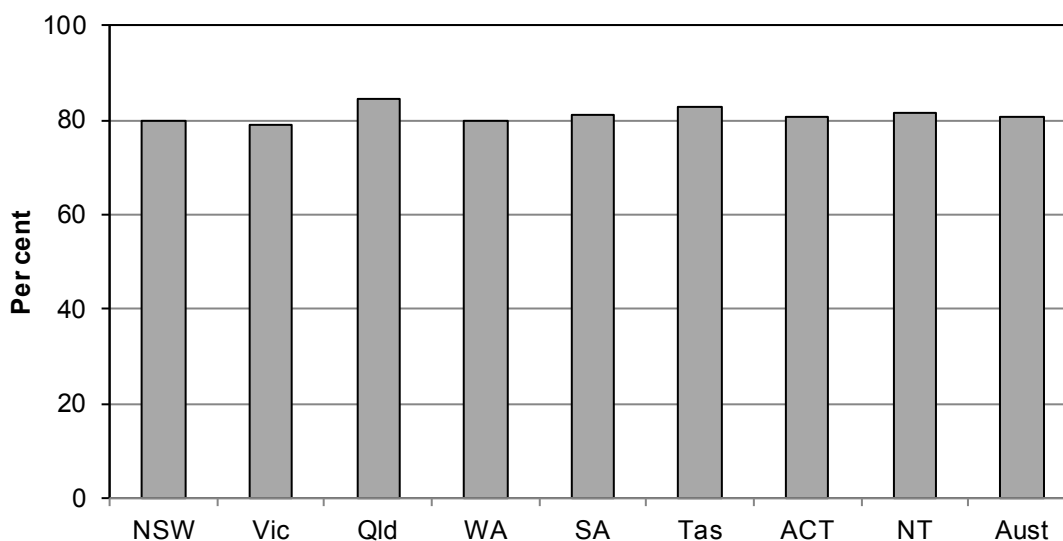
^a Data are preliminary from the 2013 *National Early Childhood Education and Care Workforce Census*. Refer to box 3.4 and table 3A.36 for more information.

Source: Department of Education, *National Early Childhood Education and Care Workforce Census*, 2013 (preliminary data); table 3A.36.

Nationally in 2013, the majority of paid primary contact staff with relevant formal qualifications in approved Australian Government child care services held a certificate III or IV, or a diploma or advanced diploma (44.4 per cent and 40.1 per cent, respectively) (table 3A.37). Of the 11 477 (or 15.5 per cent) paid primary contact staff with a bachelor degree or above, 82.8 per cent held university qualifications in the field of early childhood education (table 3A.37).

Nationally in 2013, 80.9 per cent of paid primary contact staff in Australian Government approved child care services undertook relevant in-service training in the previous 12 months (figure 3.12).

Figure 3.12 **Proportion of paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months, 2013^a**



^a Data for 2013 are preliminary from the *National Early Childhood Education and Care Workforce Census*. Refer to box 3.4 and table 3A.38 for more information.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; table 3A.38.

Additional contextual data to support the staff-quality performance information on staff tenure in Australian Government approved child care services are reported in table 3A.39.

Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

For jurisdictions where data are available (NSW, Victoria, Queensland and WA), there were 24 008 workers delivering preschool programs in 2012. For those jurisdictions where data are available the proportion of these workers delivering preschool programs who were at least three year university trained and early childhood qualified in 2012 was 41.6 per cent (table 3A.40).

The available data to report on this measure represent a significant undercount of the actual worker population. This is the result of no worker information being available from the CCMS to populate the National ECEC Collection for the long day care sector.

Data on workers who are four year university trained and early childhood qualified are presented in table 3A.40. For jurisdictions where data are available (NSW,

Victoria, Queensland and WA), the proportion of workers delivering preschool programs who are four year university trained and early childhood qualified was 31.7 per cent.

NSW, Victoria and Queensland provided data on the proportion of preschool staff undertaking training in 2012-13 (tables 3A.63, 3A.70 and 3A.77).

Standards

Under the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*, COAG has established a jointly governed NQF for Early Childhood Education and Care, which replaced previous separate licensing and quality assurance processes (box 3.15).

Box 3.15 **National Quality Framework**

On 7 December 2009 COAG endorsed a *National Quality Framework for Early Childhood Education and Care* (NQF) (see also box 3.1). The NQF is a uniform national system jointly governed by the Australian Government and states and territories.

The new framework aims to raise quality and enable continuous improvement in early childhood education and care through a national applied law regulatory scheme that includes:

- a *National Quality Standard* (NQS)
- a new rating system to complement the NQS
- a streamlined regulatory system
- the Australian Children's Education and Care Quality Authority (ACECQA) — the new national body responsible for providing oversight of the new system and ensuring consistency of approach.

The NQF came into effect from 1 January 2012 and applies to long day care, family day care, and outside school hours care services and preschools, with the gradual introduction over subsequent years of improved ratios and qualifications. The NQS comprises guiding principles, quality areas, standards and elements. There are seven quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Partnerships with families and communities
- Leadership and service management.

The NQF creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services. It replaces the previously separate State and Territory licensing and national quality assurance processes for those services under the NQF. ACECQA oversees the NQS and its application across jurisdictions to ensure that it is implemented in a nationally consistent way.

Source: COAG (2009a); Department of Education (2013 and unpublished).

Assessments and ratings against the NQS commenced in June 2012. Data are included in the Report for the first time.

Standards — service approvals and licensing

'Service approvals and licensing' is an indicator of governments' objective to ensure that early childhood education and care services meet the minimum

standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children. State and Territory governments are responsible for service approvals of early childhood education and care services under the NQF and for licensing those out of scope of the NQF in their jurisdictions (box 3.16).

Box 3.16 Service approvals and licensing

‘Service approvals and licensing’ is defined as complying with regulations covering operational requirements, such as the number of children services can care for, safety standards and the qualification of carers. It has been identified for development and reporting in future. Descriptive information is reported for some jurisdictions in the interim. This information includes the type and number of services approved and licensed, where approval and licensing is indicative of regulatory control over services.

This indicator does not provide information on the degree to which service approvals and licensing translates into higher quality service outcomes above the minimum standards of care. State and Territory governments also undertake other activities aimed at the promotion of quality, such as publishing curriculum materials and other resources, and providing education to the sector.

Data for this indicator are not available for the 2014 Report.

Service approval and licensing requirements establish the foundations for quality of care by stipulating enforceable standards to support the health, safety, welfare and developmental needs of children in formal education and care services. The service models covered by legislation vary across jurisdictions (table 3.7).

Table 3.7 State and Territory approvals and licensing of early childhood education and care services, 2013^a

<i>Service model</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Centre-based long day care ^b	N	N/L	N	N	N	N	N	N
Occasional care ^c	R	N/L	L	L	R	L	L	X
Family day care services	N	N	N	N	N	N	N	N
Outside school hours care ^b	N	N/L	N	N	N	N	N	N
Home-based care	R	..	X	X	R	L	na	X
Other care ^d	R	L	X	X	R	L	L	N
Preschool/kindergarten ^e	N	N/L	N	G	N	G/R	N	N

N = Services are regulated under the *National Quality Framework* (NQF) and require a Provider Approval, Service Approval and a Nominated Supervisor who holds a Supervisor Certificate to operate. **L** = Services require a licence to operate. **R** = Services require registration or approval to operate. **G** = Services are provided by State/Territory governments. **X** = Services do not require licence, registration or approval to operate, but can be required to meet regulatory standards.

^a Early childhood education and care services are regulated in accordance with the requirements of the relevant legislation in each jurisdiction. ^b In Victoria a small number of long day care and outside school hours care services have been exempted from the NQF and are licensed under Victorian law. ^c In Victoria occasional care services can be regulated under NQF as an approved associate service or be licensed under Victorian law. ^d Other care refers to all other government regulated care, for example, nannies, playschools, three year old kindergarten and in-home care. Jurisdictions can licence some, but not all, types of other care services. In Victoria other care refers to early intervention and short-term services. In SA other care includes rural and mobile care services. In Tasmania other care includes in-home care services (which are licensed under family day care services). Not all other care services require registration or licensing. In the NT other care refers to three year old kindergarten services which are regulated under the NQF. ^e In Victoria two preschool services are exempted from the NQF and are licensed under Victorian law. In Queensland preschool services are licensed under state-based legislation. In Tasmania, kindergartens not in government schools are registered with the Schools Registration Board. **na** Not available. **..** Not applicable

Source: State and Territory governments (unpublished).

State and Territory governments also monitor and inspect early childhood education and care services. Table 3.8 provides an overview of the monitoring and inspection regimes that operate across jurisdictions.

There are broad commonalities in the monitoring and inspection regimes across jurisdictions. However, variability in the recording of breaches and the penalties applied for breaches affect the comparability of data across jurisdictions. This has hindered reporting of comparable data across jurisdictions for monitoring and inspection.

Table 3.8 State and Territory monitoring and inspection regimes, for approved and licensed early childhood education and care services, 2012-13

<i>Monitoring activities</i>	<i>Unit</i>	<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>Proactive monitoring^a</i>		✓	✓	✓	✓	✓	✓	✓	✓
Required frequency of inspections	Annual	Risk based	..	1-3 years depending on prior rating	na	Various based on the principle of earned autonomy	Yearly	Biannual	
Estimated share announced visits ^b	%	43	46	na	23	63	70	50	81
Estimated share unannounced inspections ^c	%	57	54	na	77	37	30	50	19
<i>Reactive monitoring^d</i>		✓	✓	✓	✓	✓	✓	✓	✓
Data on substantiated breaches arising from complaints ^e		✓	✓	x	✓	x	✓	✓	✓
<i>Sanctions for breaches^f</i>		✓	✓	✓	✓	✓	✓	✓	✓
Under-performing services incur follow-up or more frequent inspections		✓	✓	✓	✓	✓	✓	✓	✓
Prosecutions initiated against services during 2012-13 ^g	no.	3	–	na	3	na	–	na	–

^a Proactive monitoring refers to the ongoing program of visits/inspections to services that are determined by legislation and/or the monitoring policies in each jurisdiction. ^b Announced visits are scheduled with the service provider including but not limited to consultative and advisory meetings. Assessment and rating visits under the NQS are included. ^c Unannounced inspections of services are used to assess performance against licence conditions including, but not limited to, investigations of complaints. Unannounced inspections allow the operation of the service to be monitored under normal operational circumstances. ^d A reactive monitoring regime can be triggered by either a complaint or a service's failure to comply with legislative requirements. ^e See detailed data in attachment tables 3A.65, 3A.72, 3A.79, 3A.86, 3A.93, 3A.100, 3A.107 and 3A.114. ^f Jurisdictions can apply a range of actions to underperforming services, which can include administrative and/or statutory sanctions including prosecution. Not all sanctions are included. ^g Prosecutions refer to all prosecutions against services that are brought under the relevant children's services Act in each jurisdiction. **na** Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

Standards — achievement of the National Quality Standard

'Achievement of the *National Quality Standard*' is an indicator of governments' objective to ensure that early childhood education and care services meet the standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children (box 3.17).

Box 3.17 **Achievement of the *National Quality Standard***

'Achievement of the *National Quality Standard*' is defined as the proportion, for each of the seven quality areas under the NQF, of approved services with a rating of 'Meeting NQS' or 'Exceeding NQS'. There are two types of approved services under the NQF:

- Centre-based care service: an education and care service other than a family day care service. This includes most long day care, preschool and outside school hours care services that are delivered at a centre
- Family day care service: an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than the residence.

The seven measures reported are:

- Quality Area 1 - Educational program and practice
- Quality Area 2 - Children's health and safety
- Quality Area 3 - Physical environment
- Quality Area 4 - Staffing arrangements
- Quality Area 5 - Relationships with children
- Quality Area 6 - Partnerships with families and communities
- Quality Area 7 - Leadership and service management.

To determine a rating for each quality area within a service, firstly all 58 elements, located across the 18 standards, are assessed as being 'met' or 'not met'. If all elements in a standard are met, the standard will be rated as 'Meeting NQS' or 'Exceeding NQS'. Each quality area is then rated by calculating the rating of all of the standards within that quality area. If all standards are met, the quality area will be rated as 'Meeting NQS'. If at least two of the standards are rated 'Exceeding NQS' and all other standards are met, the quality area will be rated 'Exceeding NQS'. A large number of services have a rating of 'Working Towards NQS' as the NQS sets a higher benchmark for all children's education and care services across Australia. Services are expected to work towards meeting the higher benchmark.

A high proportion of services meeting or exceeding NQS suggests a high quality of service to children and parents across Australia.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data as at 30 June 2013 are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Source: ACECQA (2013).

Data on the numbers and proportions of approved services with a quality rating by service type are provided in table 3.9. Nationally, 19.3 per cent of services had

received a quality rating at 30 June 2013. The majority of services with a quality rating were centre-based care services. However, a greater proportion of family day care services were assessed and rated by 30 June 2013 than centre-based care services. State and Territory data are presented in table 3A.41.

Table 3.9 Approved services with a quality rating, by service type, Australia, June 2013^{a, b}

	<i>Number of approved services with a quality rating</i>	<i>Number of approved services</i>	<i>Proportion of approved services with a quality rating</i>
Centre-based care	2 439	12 740	19.1
Family day care	128	544	23.5
Total	2 567	13 284	19.3

^a As at 30 June 2013. Data for the number and proportion of approved services with a quality rating are available at a national level only for centre-based care and family day care services. ^b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

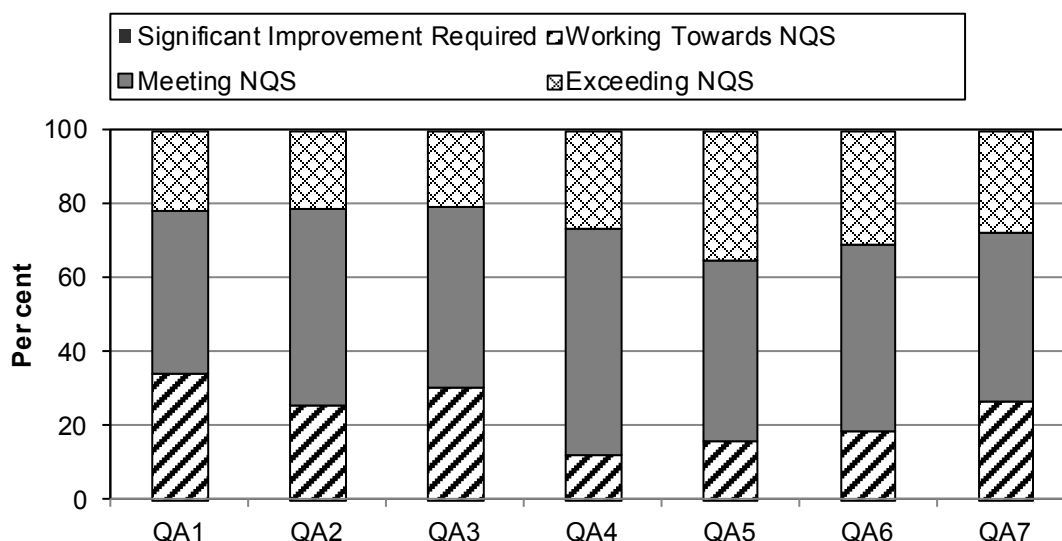
Source: ACECQA (2013) *NQF Snapshot Q2 2013*; table 3A.41.

Nationally, the proportion of services assessed from June 2012 to June 2013 with a rating level of meeting or exceeding the NQS varied by quality area:

- 66.1 per cent of services met or exceeded the NQS in Quality Area 1: Educational program and practice (44.2 per cent met, 21.9 per cent exceeded)
- 74.8 per cent of services met or exceeded the NQS in Quality Area 2: Children's health and safety (53.6 per cent met, 21.2 per cent exceeded)
- 70.0 per cent of services met or exceeded the NQS in Quality Area 3: Physical environment (49.0 per cent met, 21.0 per cent exceeded)
- 88.2 per cent of services met or exceeded the NQS in Quality Area 4: Staffing arrangements (61.4 per cent met, 26.8 per cent exceeded)
- 84.3 per cent of services met or exceeded the NQS in Quality Area 5: Relationships with children (49.0 per cent met, 35.3 per cent exceeded)
- 81.7 per cent of services met or exceeded the NQS in Quality Area 6: Partnerships with families and communities (50.8 per cent met, 30.9 per cent exceeded)
- 73.5 per cent of services met or exceeded the NQS in Quality Area 7: Leadership and service management (45.9 per cent met, 27.6 per cent exceeded) (figure 3.13).

State and Territory data for each quality area are presented in tables 3A.42-A.48.

Figure 3.13 Proportion of approved services with a quality rating, by quality rating level and quality area, Australia, June 2013^{a, b, c}



QA 1 = Educational program and practice. QA 2 = Children's health and safety. QA 3 = Physical environment. QA 4 = Staffing arrangements. QA 5 = Relationships with children. QA 6 = Partnerships with families and communities. QA 7 = Leadership and service management.

^a As at 30 June 2013. ^b The percentages for Significant Improvement Required are zero per cent for QA 1, 0.2 per cent for QA 2, zero per cent for QA 3, 0.1 per cent for QA 4, 0.1 per cent for QA 5, zero per cent for QA 6 and 0.1 per cent for QA 7. ^c Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Source: ACECQA (2013) *NQF Snapshot Q2 2013*; tables 3A.42-48.

Overall quality rating for services

Data on approved services with a quality rating by overall quality rating level and service type are provided in table 3.10. Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2013). Nationally, centre-based and family day care services are more likely to be rated as Working Towards NQS (43.6 per cent and 44.5 per cent respectively) than the other quality rating levels. State and Territory data are presented in table 3A.41.

Table 3.10 **Approved services with a quality rating, by quality rating level and service type, Australia, June 2013^{a, b}**

	<i>Significant Improvement required</i>		<i>Working Towards NQS</i>		<i>Meeting NQS</i>		<i>Exceeding NQS</i>		<i>Total</i>
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>
Centre-based care ^c	5	0.2	1 064	43.6	811	33.3	559	22.9	2 439
Family day care ^d	1	0.8	57	44.5	40	31.3	30	23.4	128
Total	6	0.2	1 121	43.7	851	33.2	589	22.9	2 567

^a As at 30 June 2013. Data are available at a national level only for centre-based care and family day care.

^b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Source: ACECQA (2013) *NQF Snapshot Q2 2013*; table 3A.41.

Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ (occurring in early childhood education and care) is a proxy indicator of governments’ objective to ensure that early childhood education and care services meet the care, educational and developmental needs of children in a safe and nurturing environment (box 3.18).

Box 3.18 Hospital separations for external causes of injury

'Hospital separations for external causes of injury' is defined as the number of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in 'school' as a proportion of total hospital separations for children aged 0–4 years resulting from an external cause of injury. For children aged 0–4 years, 'school' incorporates a range of formal early childhood education and care settings including kindergarten, preschool and centre-based child care services.

Low or decreasing hospitalisations for external causes of injury for children aged 0–4 years occurring in a 'school' can indicate better performance towards achieving the objective of providing the care, educational and developmental needs of children in a safe and nurturing environment.

All hospital separation data need to be interpreted with care. Nationally, no place of occurrence was reported for some hospitalisations of children aged 0–4 years. As a result, this indicator should be interpreted as the minimum number of hospital separations for an external cause of injury that occurred in early childhood education and care services.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011-12 data are available for all jurisdictions.

Data quality information for this indicator is under development.

Limiting the data to children aged 0–4 years reduces the likelihood that the 'school' place of occurrence includes children in full time compulsory schooling, which children generally attend when they are aged 5 years or over. For children in the older age group, it is not possible to separate injuries that occur in early childhood education and care from those that occur in a full time school setting, so they are excluded from the indicator.

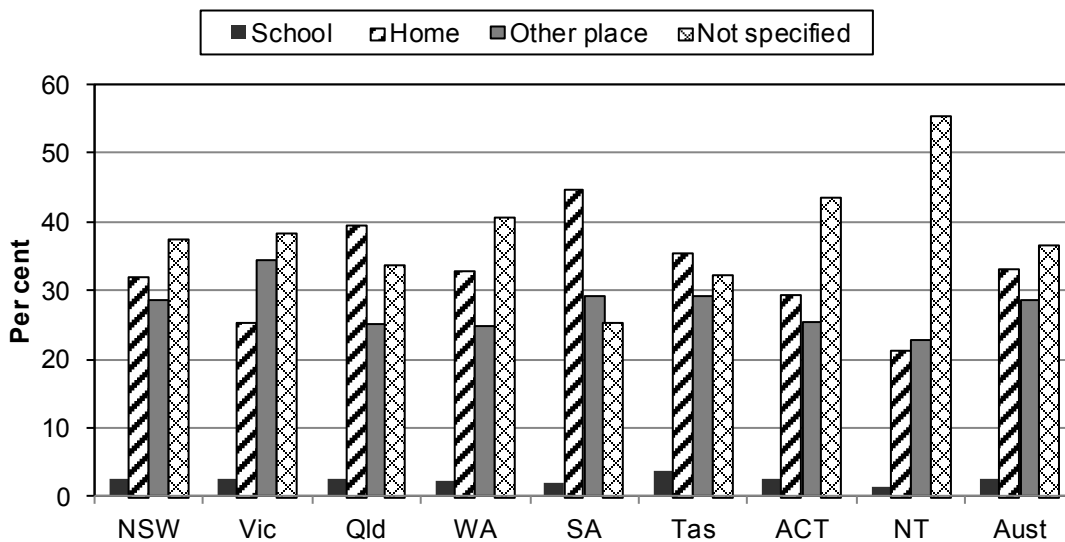
The data can capture children who were injured at these 'school' services without necessarily attending them. Family day care services, which are typically provided in the carer's home, are not likely to be covered under 'schools'. External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition (such as asthma) are excluded.

Nationally, in 2011-12, there were 34 436 injuries to children aged 0–4 years that resulted in a hospital admission (table 3A.49). Males accounted for approximately 58.2 per cent of these admissions. In total, the most common causes of injury to children aged 0–4 years were falls (30.5 per cent), complications of medical and surgical care (25.1 per cent) and exposure to mechanical forces (21.9 per cent)

(Australian Institute of Health and Welfare [AIHW] unpublished). Males and females generally experienced similar causes of injury.

Nationally, in 2011-12, 33.1 per cent of injuries requiring hospitalisation occurred in the child’s home. This reflects that children in this age group spend the majority of their time in the home and about half do not attend formal care. Across jurisdictions, on average 2.5 per cent of injuries were reported as occurring at a ‘school’ (which includes day nursery, centre-based child care, and public or private kindergartens and preschools) (figure 3.14).

Figure 3.14 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2011-12^{a, b, c, d}



^a External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition, such as asthma, are excluded. ^b A hospital separation is an episode of care for a person admitted to a hospital. ^c Separations without an external cause and those for which care type was reported as newborn with no qualified days, and records for hospital boarders or posthumous organ procurement are excluded. ^d Due to the high levels of non-reporting for place of occurrence, all hospital separations data need to be interpreted with care. ^e The definition of school will include a range of different formal early childhood education and care services’ settings including kindergarten, preschool and child care services.

Source: AIHW (unpublished) *Australian Hospital Statistics 2011-12*; table 3A.49.

Client satisfaction — substantiated breaches arising from complaints

‘Substantiated breaches arising from complaints’ is an indicator of governments’ objective to ensure that government funded or provided early childhood education and care services meet the needs and expectations of users (box 3.19).

Box 3.19 Substantiated breaches arising from complaints

'Substantiated breaches arising from complaints' is defined as the number of substantiated breaches arising from complaints divided by the total number of registered or licensed services. Results are presented by service model.

All else being equal, a low or decreasing rate of breaches arising from complaints can suggest a higher quality service. A high or increasing rate of complaints does not necessarily mean that a jurisdiction has lower service safety and quality, it might mean it has a more effective reporting and monitoring regime.

Complaints data need to be interpreted with care, because:

- one complaint can include multiple breaches. Breaches identified as a result of normal monitoring and inspection visits are excluded from these data
- clients who are well informed can be more likely to make a complaint than less informed clients. Some jurisdictions give priority to developing client groups who are well informed, as part of improving their service delivery
- the number of approved care providers or parent users per service differs in each service across states and territories
- complaints management systems vary across jurisdictions.

Data reported for this indicator are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions
- incomplete for the current reporting period. All required data were not available for Queensland and SA.

Data quality information for this indicator is under development.

Breaches of legislation, regulations or conditions vary in circumstance and severity. Some breaches can have serious implications for the quality of care provided to children (such as requirements to undertake criminal record checks for staff and requirements to install smoke detectors). Other breaches do not necessarily directly affect the quality of care (such as requirements to display licensing information). Similarly, action taken by regulatory authorities in response to a breach can range from a requirement to comply within a specified time frame through to licensing action or prosecution.

NSW, Victoria, WA, Tasmania, the ACT and the NT provided data on the number of substantiated breaches arising from complaints and allegations of regulation breaches made to the State and Territory government regulatory bodies in 2012-13 (tables 3A.65, 3A.72, 3A.86, 3A.100, 3A.107 and 3A.114). The proportion of substantiated breaches arising from complaints against which action was taken is also presented.

Efficiency

Differences in reported efficiency results across jurisdictions can reflect differences in counting and reporting rules for financial data and in reported expenditure (which are partly due to different treatments of various expenditure items). Information on the comparability of expenditure is shown in table 3A.7.

Inputs per output unit — total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care per child in the community’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of public resources (box 3.20).

Box 3.20 Total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care per child in the community’ is defined as Australian Government recurrent expenditure and State and Territory government recurrent expenditure on early childhood education and care per child aged 0–12 years in the community.

All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.

Government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

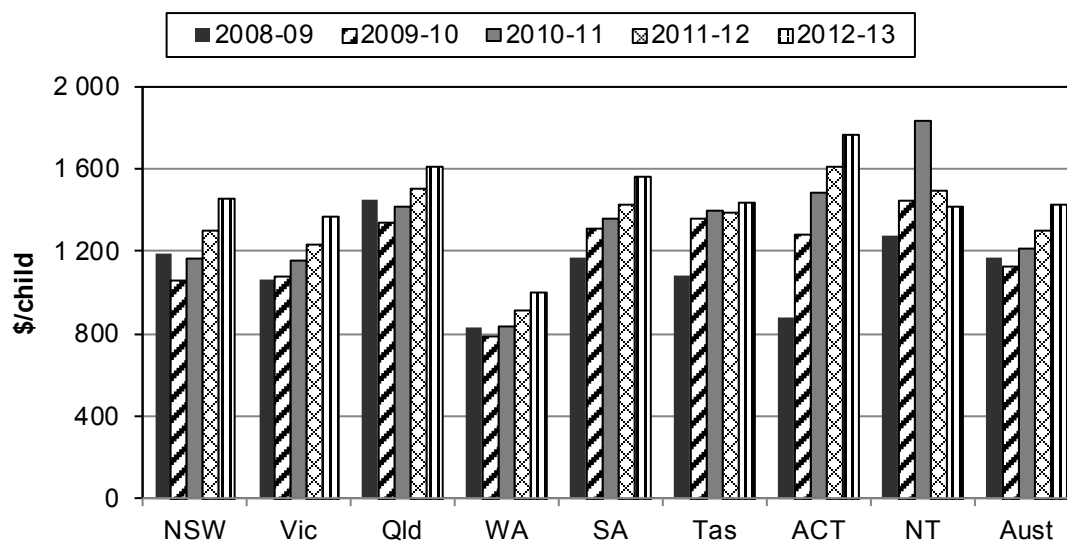
Data reported for this indicator are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2012-13 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, the average annual growth rate of Australian Government real recurrent expenditure was 5.1 per cent between 2008-09 and 2012-13 (figure 3.15).

Figure 3.15 Australian Government real recurrent expenditure on child care services per child aged 0–12 years in the community (2012-13 dollars)^{a, b, c, d, e}



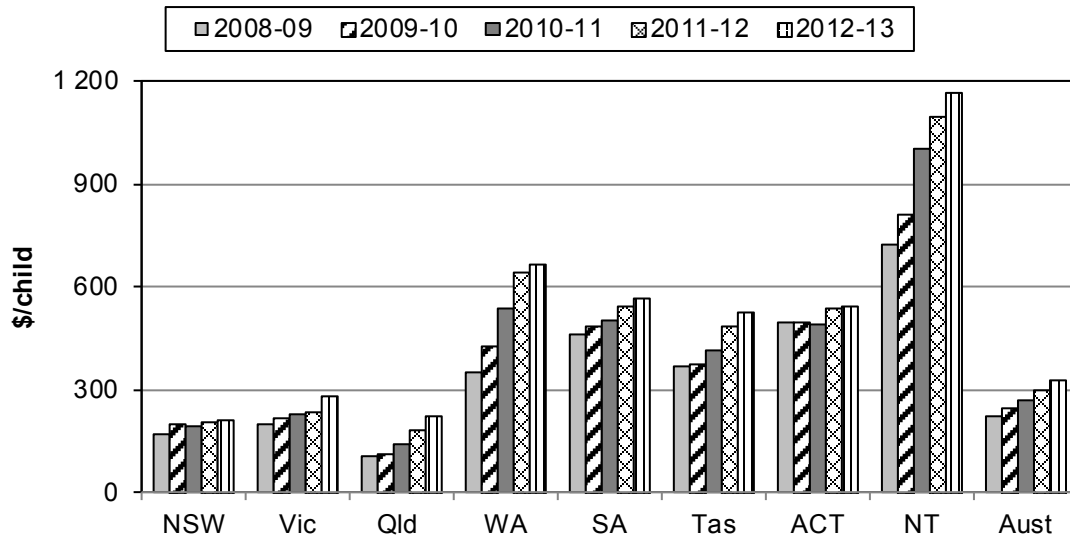
^a Includes recurrent expenditure on child care services. ^b Estimated resident population as at 31 December in each year, based on the *2011 Census of Population and Housing*. The Australian total includes children in other territories. ^c Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details. ^d The Australian total includes a component of expenditure that cannot be disaggregated by State and Territory. ^e Expenditure includes payment of CCTR.

Source: Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.50.

Additional time series data from 2003-04 are presented for Australian Government real recurrent expenditure on child care services per child in table 3A.50.

Data were supplied by all State and Territory governments on their expenditure for both child care and preschool services. Differing collection methods and changes to policies make it difficult to compare expenditure across jurisdictions and over time. Nationally in 2012-13, State and Territory government recurrent expenditure was \$326 per child (figure 3.16), increasing from \$221 in 2008-09.

Figure 3.16 **State and Territory government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2012-13 dollars)^{a, b, c}**



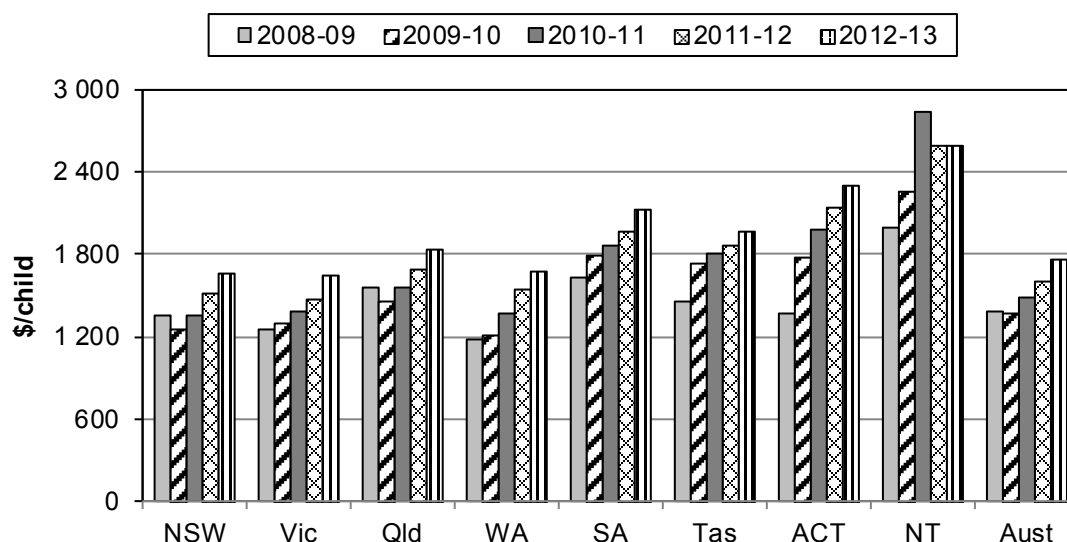
^a Includes State and Territory recurrent expenditure on child care and preschool services. ^b Estimated resident population as at 31 December in each year, based on the 2011 Census of Population and Housing. ^c Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.51.

Additional time series data from 2003-04 are presented for State and Territory government real expenditure on early childhood education and care in table 3A.51.

Figure 3.17 shows the combined recurrent expenditure from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years over the period 2008-09 to 2012-13. Nationally, the combined recurrent expenditure was \$1752 in 2012-13, an increase of \$362 since 2008-09.

Figure 3.17 Total government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2012-13 dollars)^{a, b, c, d}



^a Includes recurrent expenditure on child care and preschool services from both Australian Government (for child care services only) and State and Territory governments (for child care services and preschool services).

^b See notes to figures 3.15 and 3.16 for further detail on the Australian Government's and State and Territory governments' recurrent expenditure data. ^c Estimated resident population as at 31 December in each year, based on the 2011 Census of Population and Housing. ^d Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

Source: Department of Education (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.50 and 3A.51.

Inputs per output unit — Australian Government recurrent expenditure per child attending approved child care

'Australian Government recurrent expenditure per child attending approved child care' is an indicator of governments' objective to maximise the availability and quality of services through the efficient use of taxpayer resources (box 3.21).

Box 3.21 Australian Government recurrent expenditure per child attending approved child care

'Australian Government recurrent expenditure per child attending approved child care' is defined as Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government approved child care services in Australia.

All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower recurrent expenditure per child can indicate greater efficiency of government expenditure.

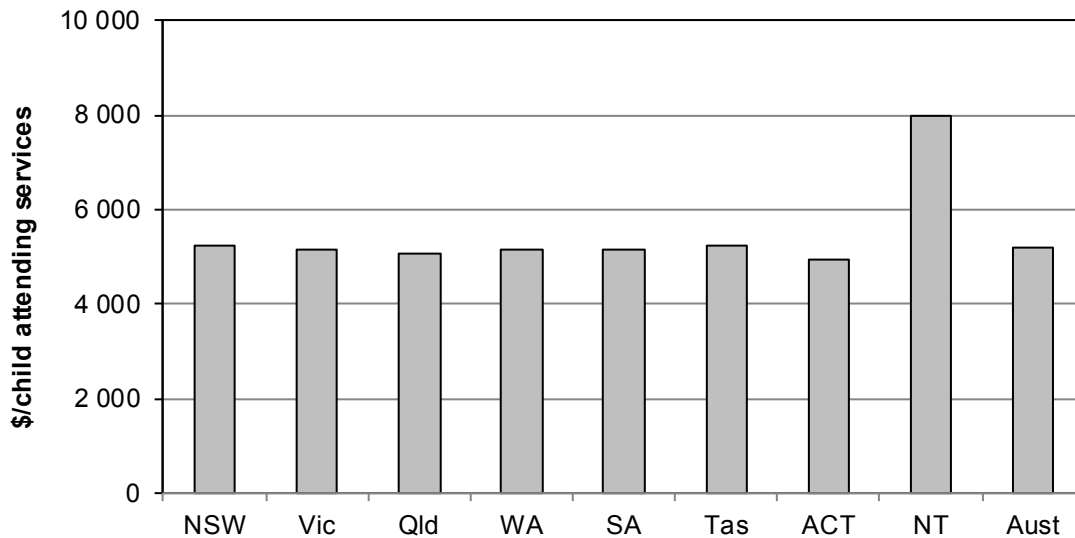
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Figure 3.18 shows Australian Government recurrent expenditure on each child aged 0–12 years attending Australian Government approved child care services. Nationally in 2013, Australian Government recurrent expenditure per child attending approved child care services was \$5194.

Figure 3.18 **Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government approved child care services, March quarter 2013^{a, b, c}**



^a Includes recurrent expenditure for some children aged over 12 years, including Indigenous children and children with special needs. ^b Children can use more than one type of care. Children are counted once for each type of care they use. ^c Attendance data relate to March quarter 2013.

Source: Department of Education (unpublished); table 3A.52.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Family work-related needs

‘Family work-related needs’ is an indicator of governments’ objective for child care to provide support for families in caring for their children, to allow the needs of the family to be met (box 3.22).

Box 3.22 Family work-related needs

'Family work-related needs' is defined as the proportion of children aged 0–12 years in families participating in the labour force for whom formal child care, or additional hours of formal child care, was required for work-related reasons.

Families participating in the labour force include single parent families where the lone parent is employed or unemployed, and couple families where both parents are employed or unemployed.

A lower or decreasing proportion indicates more families' work-related needs for formal child care, or additional hours of formal care, are being met.

This measure addresses the impact of child care services on families' ability to participate in the labour force. Development is underway into measures of the impact of early childhood education and care on other family needs.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Data for this indicator were obtained from the ABS *2011 Childhood Education and Care Survey* (CEaCS). Box 3.23 includes further information about the 2011 CEaCS.

Box 3.23 ABS Childhood Education and Care Survey

The *Childhood Education and Care Survey* (CEaCS) was conducted for the first time in June 2008, integrating the ABS Child Care Survey (last conducted in 2005) with a new topic on Early Years Learning, and was conducted again in 2011. In 2011, the CEaCS collected information on children aged 0–12 years living in a sample of private dwellings.

The CEaCS collected information on families' requirements for formal child care or preschool services (or additional formal child care or preschool services) for their children (rather than the steps taken to obtain formal child care or preschool services) and whether the families would have used formal child care or preschool services if they became available.

Estimates from the surveys are subject to sampling variability. Estimates for the smaller jurisdictions are based on small sample sizes and are subject to higher sampling error, in particular data for Tasmania, the ACT and the NT. Aggregated survey data also need to be interpreted with care, because oversupply and undersupply of child care places can be specific to particular areas, including small and remote communities.

In addition, the CEaCS is a household survey, with parents responding to questions on use of services. Some children attend a preschool program within a child care setting, for example in a long day care service, where the costs would generally be higher than in preschool. It is expected that the parent would report the service model as a long day care centre, rather than preschool, but the parent might report the service model as preschool.

Source: ABS (2012).

Nationally, 2.8 per cent of children aged 0–12 years from families participating in the labour force required formal child care, or additional formal child care for work-related reasons in 2011 (table 3A.53).

Demand for formal care

'Demand for formal care' is an indicator of governments' objective to ensure that early childhood education and care services meet the requirements of all Australian families. Expressed need for formal child care or preschool services or additional formal child care or preschool services indicates the extent to which early childhood education and care services are not meeting demand by families (box 3.24).

Box 3.24 Demand for formal care

'Demand for formal care' is defined as the proportion of children aged 0–12 years for whom formal child care or preschool services or additional formal child care or preschool services were required.

A low or decreasing proportion of children for whom additional services are required indicates demand by families is being met to a greater extent.

Data reported for this indicator are:

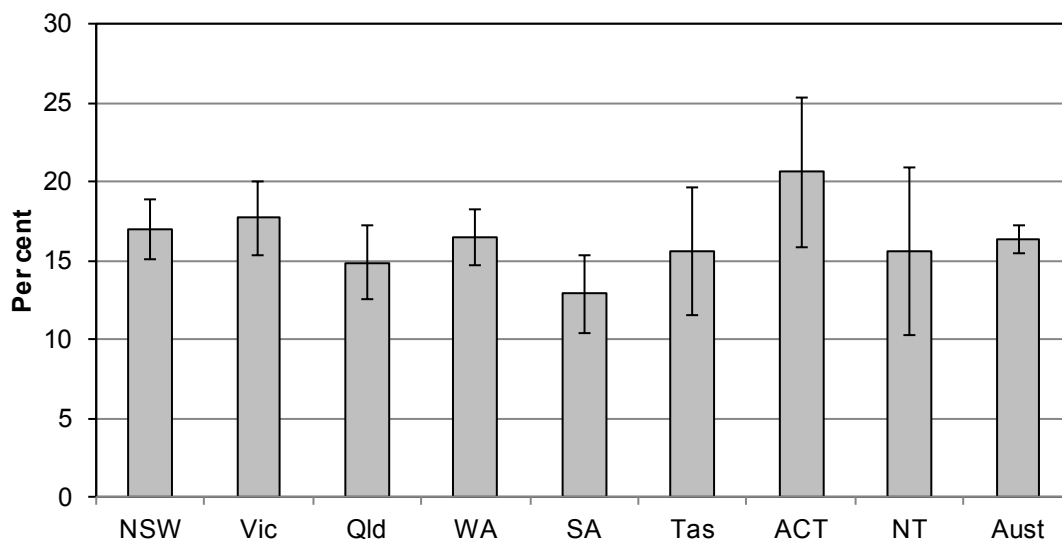
- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The 2011 CEaCS collected data on whether any or additional formal child care or preschool services were required currently, or in the next 12 months. Nationally in 2011, formal child care or preschool or additional formal child care or preschool services were required for 16.4 per cent of children aged 0–12 years (figure 3.19). In 2011, formal child care or additional formal child care services were required for approximately 614 900 children aged 0–12 years, and any or additional preschool services were required for 401 700 children (table 3A.54).

Data on demand for formal child care or preschool from the 2008 and 2011 CEaCS are presented in tables 3A.53 and 3A.54. The two surveys differ, as the 2008 survey collected data on additional formal child care or preschool service currently required, while the 2011 data are for additional formal child care or preschool services required currently or in the next 12 months. The collection method for additional care requirements also changed between 2008 and 2011. For these reasons, the 2008 survey data are not comparable with data from the 2011 survey.

Figure 3.19 Proportion of children aged 0–12 years who required any or additional formal child care or preschool, 2011^{a, b, c, d}



^a As data for this indicator are from a survey, the *2011 Childhood Education and Care Survey (CEaCS)*, they are subject to error. Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for this indicator are not intended for use as a measure of unmet demand (box 3.23). ^c Includes both current and future requirements for any or additional formal child care or preschool for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. ^d The 2011 CEaCS excluded people living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; table 3A.54.

Reasons for needing any or additional formal child care or preschool in 2008 and 2011 are included in table 3A.55 and barriers to access identified by respondents are included in table 3A.56.

Out-of-pocket costs of child care

‘Out-of-pocket costs of child care’ is an indicator of governments’ objective that all Australian families have equitable access to early childhood education and care irrespective of their financial circumstances (box 3.25).

Box 3.25 Out-of-pocket costs of child care

'Out-of-pocket costs of child care' is defined as the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies, for families with a 60:40 income split and gross annual income of \$35 000, \$55 000, \$75 000, \$95 000, \$115 000 and \$135 000. Families are assumed to have either one or two children who attend full time care (equal to 50 hours per child per week) in centre-based long day care and family day care.

Lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.

Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.

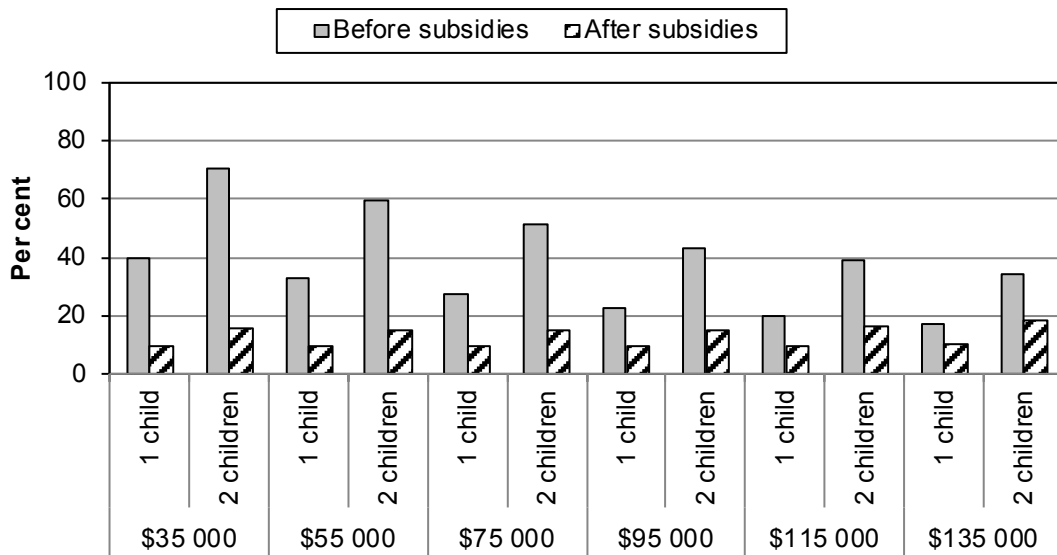
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, out-of-pocket costs of child care as a proportion of weekly family income after subsidies in 2013 showed less variation across income bands than before subsidies were taken into account (figure 3.20).

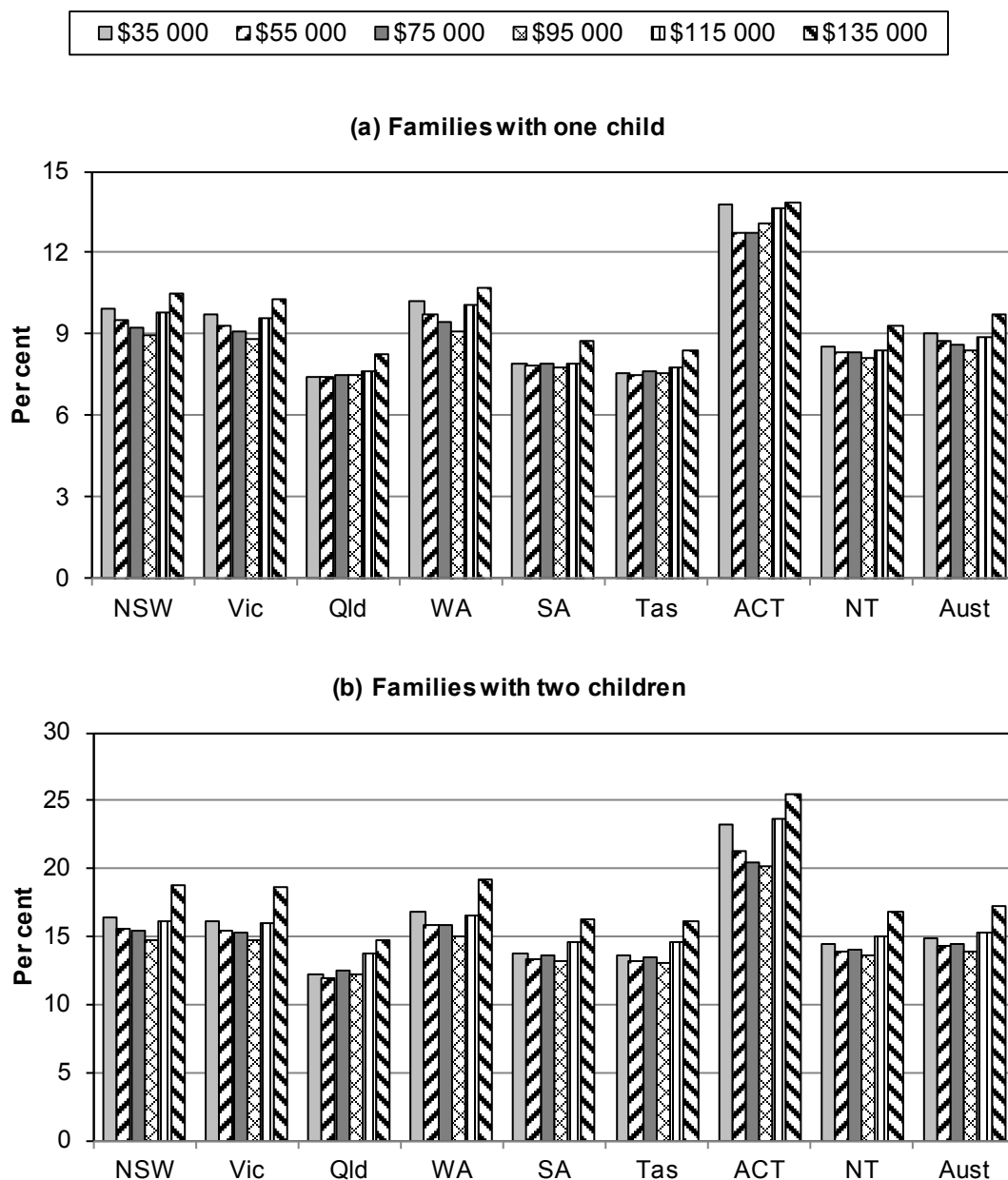
Figure 3.20 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2013



Source: Department of Education (unpublished); table 3A.57.

Nationally, for centre-based long day care, the out-of-pocket costs (after subsidies) for families with one child were between 8.4 per cent and 9.7 per cent of weekly disposable income, and between 13.9 per cent and 17.3 per cent of weekly disposable income for families with two children (figure 3.21).

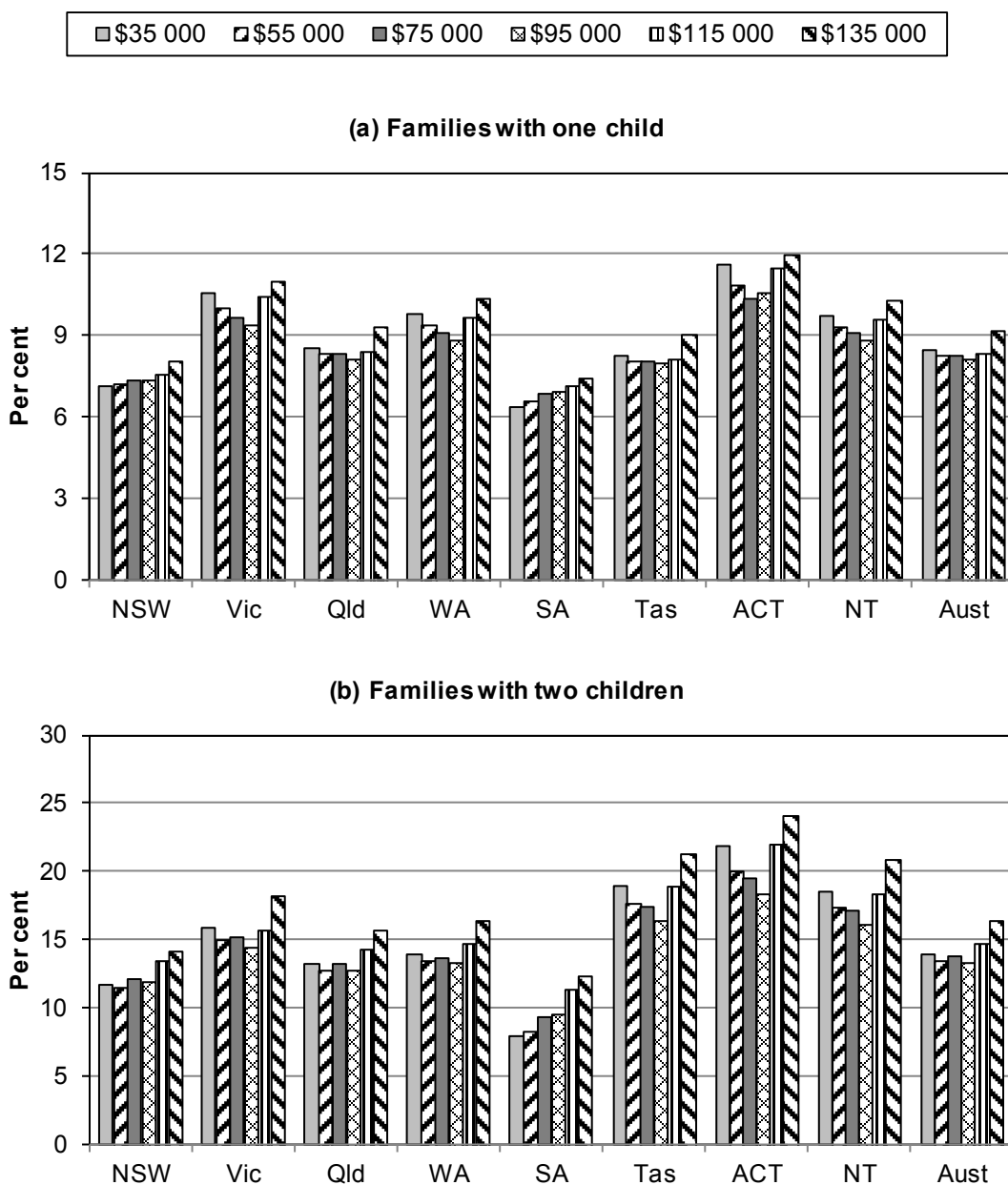
Figure 3.21 **Out-of-pocket costs for centre-based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013**



Source: Department of Education (unpublished); table 3A.57.

Nationally, for family day care, the out-of-pocket costs (after subsidies) for families with one child were between 8.1 per cent and 9.2 per cent of weekly disposable income, and between 13.3 per cent and 16.4 per cent of weekly disposable income for families with two children (figure 3.22).

Figure 3.22 Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013



Source: Department of Education (unpublished); table 3A.58.

Children's needs

'Children's needs' is an indicator of governments' objective to provide early childhood education and care that meets the care, educational and developmental needs of children, in a safe and nurturing environment (box 3.26).

Box 3.26 Children's needs

'Children's needs' has been identified for development and reporting in future. Data are not available for the 2014 Report.

Development work is focused on outcomes measures for children's needs in the areas of:

- learning and development
- health and safety
- social and emotional wellbeing.

Development is underway into a broad set of measures for children's needs using data from the Longitudinal Study of Australian Children (LSAC) (box 3.27) and/or the Australian Early Development Index (AEDI) (box 3.28).

Box 3.27 Longitudinal Study of Australian Children

The Longitudinal Study of Australian Children (LSAC) is a longitudinal study on a discrete cohort of children that aims to examine the impact of Australia's unique social, economic and cultural environment on children growing up in Australia today (AIFS 2005a).

The LSAC was initiated and is funded by the Department of Social Services, with the Australian Institute of Family Studies (AIFS) having responsibility for the design and management of the study.

The sampling unit for the LSAC is the child. During 2004, the study recruited a sample of 5107 infants (children aged 0–1 year at the time) and 4983 children (children aged 4–5 years at the time) (see AIFS 2005a for more details).

LSAC and outcomes for children

The LSAC Outcome Index, attached to each infant and child in the study, is a composite measure that indicates how children are developing across physical, social/emotional and learning domains of competence. It provides a means of summarising the development of children across multiple domains and, wherever possible, incorporates both positive and negative outcomes (see AIFS 2005b for more details).

The LSAC Outcome Index is currently being investigated as a possible measure of the developmental outcomes of infants/children in child care/preschool, compared with those infants/children who are not in child care/preschool.

Box 3.28 Australian Early Development Index

The Australian Early Development Index (AEDI) is a population based measure of how children have developed by the time they start school across five areas of early childhood development: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; and communication skills and general knowledge.

The AEDI results provide a snapshot of how children in the local area have developed by the time they start school. They can help governments and communities understand what is working well and what needs to be improved or developed to better support children and their families. Together with other socio demographic and community information, the AEDI results are a powerful tool for influencing planning and policy around early childhood development.

The AEDI has been endorsed by COAG as a national progress measure of early childhood development and all Australian governments have agreed to use the AEDI results to inform early development policy and investments.

The Australian Government and State and Territory governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health in Melbourne, the Murdoch Children's Research Institute and the Telethon Institute for Child Health Research in Perth, to deliver the AEDI. The Social Research Centre managed the 2012 data collection. In 2011, the Australian Government made a commitment to collect these data every three years, representing an investment of \$28 million per collection cycle.

The first national collection of the AEDI took place between May and July 2009, with data collected on 97.5 per cent of the estimated five year old population (261 203 children) in their first year of full time school. The 2012 data collection took place from 1 May 2012 to 31 July 2012. Data were collected on 289 973 children, covering almost 7500 schools and almost 16 500 teachers. AEDI 2012 results represent 96.5 per cent of Australian children enrolled to begin school in 2012.

The 2012 results showed that the majority of children were doing well against each of the five developmental domains. However, 22.0 per cent of children were developmentally vulnerable on one or more domains in 2012, compared with 23.6 per cent in 2009. Nationally, 10.8 per cent of children were developmentally vulnerable on two or more domains in 2012, compared with 11.8 per cent in 2009.

The Child care, education and training sector overview in this Report includes AEDI data on the proportion of children developmentally on track in at least four domains as they entered school in 2012.

Additional information on the AEDI, including access to the 2012 National Report, community maps and community profiles, are available on the AEDI website www.rch.org.au/aedi.

Source: Department of Education, Employment and Workplace Relations (DEEWR) (2013 and unpublished).

Cost-effectiveness

‘Cost-effectiveness’ is an indicator of early childhood education and care being provided in an effective and efficient manner (box 3.29).

Box 3.29 Cost effectiveness

‘Cost effectiveness’ is an indicator of governments’ objective to provide early childhood education and care in an effective and efficient manner.

This indicator has been identified for development and reporting in future. Data are not available for the 2014 Report.

3.4 Future directions in performance reporting

The Steering Committee is committed to improving the comparability, completeness and overall quality of reported data for all indicators included within the performance indicator framework.

Improving reporting of existing indicators

Changes in the early childhood education and care sector have required jurisdictions to revise collection methods, and these revisions have improved the reporting of existing indicators but have reduced the comparability of some time series data. Further work is planned to improve the consistency and comparability of performance information across jurisdictions. Possible improvements in data quality may occur from future developments in the National ECEC Collection and an increasing proportion of approved services assessed and rated against the NQS.

Future indicator development

The Steering Committee will continue to improve the appropriateness and completeness of the performance indicator framework. Future work on indicators will focus on:

- reporting on child care and preschool service availability
- developing indicators to measure the extent to which early childhood education and care services meet children’s needs
- developing a cost effectiveness indicator.

Potential sources of information

Data developments in future reports may be influenced by:

- developments under the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC) on 6 November 2009. The Agreement provides a framework for cooperation between the Australian, State and Territory governments and information agencies to develop the information base required for the COAG early childhood reform agenda. The Agreement is an important step in national efforts to improve the quality and reliability of early childhood education and care data
- developments under the COAG agreed *National Quality Agenda for Early Childhood Education and Care*
- development of ongoing national data collections, including the LSAC (box 3.27) and the AEDI (box 3.28).

3.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government is committed to creating a flexible, accessible and affordable quality child care and early learning system for the 21st century which meets the needs of both modern Australian families and the economy. Major initiatives include:

- the Government has tasked the Productivity Commission with an inquiry into how the child care and early learning system can be made more flexible, affordable and accessible. The inquiry will be broad ranging, focusing on parents' work and study needs, the needs of rural, regional and remote families, shift workers, out of pocket costs and the needs of vulnerable children
- the Australian Government supports the *National Quality Framework* introduced on 1 January 2012 in its goal of improving outcomes for children, delivering longer term social and emotional benefits. The Government's focus is on removing unnecessary regulatory burden to ensure that services can spend less time doing paperwork and more time with the children
- the Australian Government has committed to reinstating the \$12.6 million funding for Occasional Care which is particularly needed in rural and regional areas. This restoration will be fully in place from 1 July 2014
- over the four years to 2016-17, the Government will provide more than \$28 billion for child care and early learning including \$12.3 billion in Child Care Benefit and \$12.8 billion in Child Care Rebate to help more than 900 000 Australian families annually with the cost of child care
- the 2013 National Early Childhood Education and Care Workforce Census (National ECEC Workforce Census) data collection was conducted between May and July 2013. Information was collected from services about their workforce, service usage, and quantum of children in care and accessing preschool programs. In addition, individual staff members were surveyed about their role, qualifications, nature of employment, earnings and career intentions. A report on the National ECEC Workforce Census will be released in 2014
- the release of the results from the second national data collection for the Australian Early Development Index (AEDI), which showed the majority of Australian children are doing well on each of the five AEDI developmental domains. It also showed that between the first collection in 2009 and the 2012 collection the proportion of children developmentally vulnerable on one or more of the AEDI domains showed a significant improvement
- continuing the Home Interaction Program for Parents and Youngsters in 50 existing communities across Australia and expanding into 25 new Indigenous focussed locations from early 2014. Funding has been allocated for an additional 25 Indigenous focused sites from 2015.

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New South Wales Government comments

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The NSW Government recognises that early learning begins at birth and that the early years of a child's life are crucial to a child's development and learning. The NSW Government is committed to supporting a sector that provides quality early childhood education and care which is responsive to the needs of children and their families, whatever their circumstances may be. The Government's State Plan goal is for all children to have access to a quality early childhood education program in the 12 months prior to formal schooling.

In 2012-13, funding available through the *National Partnership Agreement on Early Childhood Education* enabled the NSW Government to maintain increased levels of renewable funding to community preschools and to assist them to further reduce fees for children in their year before school through additional one-off funding, further improving access to preschool programs.

A number of initiatives funded through the *National Partnership* to increase the participation of children in quality early childhood education were also developed. These projects include:

- scholarships for qualified early childhood educators to upgrade their qualification
- the development of a transition to school statement to support children moving from early childhood education settings to school
- trials of cluster management for community preschools focusing on consolidating administrative functions to improve service sustainability
- targeted capital funding in rural and regional areas where children are missing out on preschool because of a lack of facilities.

Significant progress continued to be made in 2013 to increase preschool participation for all children, and especially for those from Indigenous and disadvantaged backgrounds. This progress will be further enhanced through initiatives to be implemented as part of the new *National Partnership Agreement on Universal Access to Early Childhood Education*.

Assessment and rating visits under the *National Quality Framework* commenced in June 2012. A total of 1189 assessments were conducted in 2012-13. The processes for conducting and reviewing assessments was evaluated and modified over the course of the year to streamline procedures and fine-tune reports.

Due to the integrated nature of early childhood education and care in NSW, the structure of the Report continues to pose difficulties in accurately reporting NSW data, and when comparing the performance of NSW with that of other jurisdictions. The chapter continues to distinguish preschool services from child care services, whereas in NSW many children participate in preschool programs delivered in long day care settings.

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Victorian Government comments

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In 2012-13, the Department continued to increase access to quality early childhood education and care services to support the early learning and development needs of a growing population.

Victoria continued to have the lowest percentage of developmentally vulnerable children in Australia, with the 2012 Australian Early Development Index (AEDI) report showing the percentage of developmentally vulnerable 5 year olds in Victoria fell from 20.3 per cent in 2009 to 19.5 per cent in 2012.

In 2012, 99.1 per cent of children attended a preschool program in the year before school and substantial progress was made in achieving universal access to 15 hours of kindergarten. Victoria has taken a staged approach to implementing 15 hours to allow time for the planning, infrastructure, workforce and service models to be in place, with the great majority of services offering 15 hour programs in 2013.

In 2013 the Early Start Kindergarten grant, which provides three year old Aboriginal and Torres Strait Islander children and children known to Child Protection with access to a free kindergarten program, was increased to enable vulnerable children to attend kindergarten for up to 15 hours per week.

In recognition of the complex barriers faced by vulnerable families, the Government also funded the Access to Early Learning service model, which provides additional support to families facing complex issues that create barriers to their child's engagement with early childhood education.

Victoria has been successfully implementing the National Quality Framework, and by 30 June 2013, 762 services had been granted their final rating (20 per cent of all services – just above the national average of 19 per cent). Approximately 23 per cent of rated services were rated as 'Exceeding' the National Quality Standard, 51 per cent as 'Meeting' and 26 per cent as 'Working Towards' the Standard. This compared to 44 per cent of services assessed as 'Working Towards' the Standard nationally.

Victoria continued to implement the Victorian Early Years Learning and Development Framework (VEYLDF) to support early childhood practitioners to implement high-quality pedagogy and practice that will improve outcomes for all Victorian children. To support the VEYLDF's introduction, professional development opportunities were offered at low cost to early childhood professionals, with over 5000 attending training (also available online). Targeted early childhood education and care services also received intensive coaching, and networks were established to test assessment approaches and tools.

Victoria allocated \$42 million in grants through the Children's Facilities Capital Program including \$14.5 million to establish 11 integrated children's centres, \$10.5 million to establish 20 new early learning facilities and \$17 million in renovation and refurbishment grants to extend or upgrade 64 centres across Victoria.

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Queensland Government comments

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The Department of Education, Training and Employment is committed to providing all Queensland children with the opportunity to access safe and quality early childhood education and care regardless of where they live or the economic or other circumstances of their families. Initiatives progressed towards achieving these objectives include:

- establishing extra kindergarten services in areas of need with a total of 126 services established on state and non-state schools since 2009
- the commencement of e-kindy in Term 1, 2013 after the pilot program received positive feedback from families. As of Semester 2, 2013, 169 children were enrolled in e-kindy
- continuing to provide access to integrated early childhood education, parenting and family support and child and maternal health services through funding of 25 child and family hubs, 4 early years centres operating across 15 communities and 10 children and family centres
- developing and implementing an integrated early childhood development framework that presents a flexible model and aligns with the *National Quality Standard* to strengthen the approach to integrated service delivery
- implementing a suite of strategies to increase kindergarten access and participation of all children. Strategies include disability support funding, specialised equipment and transport grants, an Aboriginal and Torres Strait Islander cultural competence professional development program and pre-kindergarten grants to support Aboriginal and Torres Strait Islander children and children from a culturally and linguistically diverse background to transition into kindergarten
- continuing state-wide assessment and rating visits under the *National Quality Framework*. Approximately 128 officers have successfully completed nationally consistent training in the *National Quality Standard* assessment and rating process
- state-wide professional development offered to all early childhood officers in regulating the sector in accordance with the *National Quality Framework*
- continuing state-wide sector awareness campaigns to support the implementation of the *National Quality Framework*
- enactment of the *Education and Care Services Act 2013* to regulate early childhood education and care services that are not captured under the *National Quality Framework*
- increasing awareness and use of the Australian Early Development Index (AEDI) through delivery of state-wide training sessions and the Queensland AEDI Community Action Grant program.

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Western Australian Government comments

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Since the mid-90s, four year old children in all urban, rural and remote communities in Western Australia (WA) have had universal access to 11 hours per week of Kindergarten (preschool) at a school. Kindergarten hours have now increased to a minimum of 15 hours per week. Kindergarten is not compulsory, however participation is normalised and in 2013, 99 per cent of age-eligible children enrolled. Kindergarten is free of compulsory charges in public schools and an average of 75 per cent of the cost is borne by the State in non-government schools.

Implementation of the *National Quality Standard* (NQS) will improve program quality across the early years of schooling. Scholarships were provided in 2013 to 600 Kindergarten education assistants to acquire a Certificate III and training on the NQS has been developed for teachers and all primary school principals.

In 2013 Pre-primary became compulsory for children who reached the age of 5 years on or before 30 June. This is the first full time year of schooling and is the Foundation year of the *Australian Curriculum*.

There are three Early Learning and Care Centres and three Children and Family Centres operating on or close to public school sites. Two more Children and Family Centres will open in 2014. Ten State-funded Child and Parent Centres have been established on public school sites, with a further six sites commencing over the next four years. These centres improve access to a range of programs and services for families with young children from birth.

To assist communities in responding to the 2012 Australian Early Development Index (AEDI) results which were released in March 2013, WA implemented a Local Champions Program. This program promotes collaborative community-driven initiatives in which the AEDI is used to inform local policy, planning and resource allocation to improve outcomes for children.

Following the commencement of the *Education and Care Services National Law (WA) Act 2012* and its *Regulations*, issues requiring legislative amendments have been identified across jurisdictions. Where applicable, corresponding WA Regulations will be amended to reflect the National Regulations.

The 2013 Early Childhood Education and Care Workforce Review is reviewing progress towards meeting workforce and qualification requirements of the National Law, due to commence on 1 January 2014. Consultations were undertaken in WA with key stakeholders and Phase one has been completed.

The 2014 Review of the *National Partnership Agreement on the National Quality Agenda* will review progress toward achieving its objectives and outcomes and the extent to which the *National Quality Framework* has been embedded. WA will form part of the Review Working Group.

Assessment and rating of education and care services commenced in November 2012 and 10 per cent of services have been rated, as at September 2013. WA continues to visit child care services that are out of scope of the *National Law* and regulates them under the *Child Care Services Act 2007*.

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South Australian Government comments

“ The South Australian (SA) Government, through the Department of Education and Child Development (DECD) and the ‘Every Chance for Every Child’ strategic priority, recognises that early learning begins at birth and that early childhood development is crucial for the improvement of children and young people’s education, safety, health and development outcomes.

Since 2012, the SA Government has been consulting on legislation to articulate and entrench the importance of children and families in SA, including a proposal to establish a Commissioner for Children.

The DECD ‘Brighter Futures’ initiative, also begun in 2012, is a collective of organisational transformation programs designed to deliver improved benefits for children, young people and families through an integrated DECD.

The ‘Literacy and Numeracy Strategy from Birth to 18’ has been introduced to support young people to leave school able to understand and use mathematics, to read, and to communicate orally, in writing and through digital media.

Children’s Centres provide a new service model, with a range of early childhood services and programs. This includes care and education from birth through to the early years of school, parenting networks, family support and links to health services. In 2012 SA had established 25 children’s centres and a further 9 were under construction.

Child and family health services across 120 centres implemented the new ‘Strong Start’ program, designed to provide support to young children and families. Family Home Visiting services conducted 18 000 visits, and supported 1500 families.

Through the implementation of the three national partnerships on early childhood education and care DECD has:

- established an independent regulatory authority, the Education and Early Childhood Registration and Standards Board, to conduct the rating and assessment process under the *National Quality Standard*.
- become an approved provider for 429 preschool services, 45 integrated services and 12 Family Day Care Schemes.
- provided 15 hours of early childhood education in the year before school to 96.6 per cent of four year old children
- established four Family and Children’s Centres for Aboriginal people in rural and remote areas.

SA led the ‘Engaging Families in the Early Childhood Development Story’ national project, which included the development of a practice guide to support parents’ understanding of early childhood development key messages and improve developmental outcomes for children.”

Tasmanian Government comments

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The Department of Education has continued its support of the early years, recognising it as one of three main priorities in the Strategic Plan. It is committed to schools developing strong relationships with parents and community services, including strategies and programs that promote and support the importance of the early years for children’s successful learning and development. This commitment extends to supporting education and care services to implement appropriate strategies that reflect the same priorities. These priorities are strengthened with the ongoing implementation of the Council of Australian Governments’ (COAG) National Early Childhood Development Strategy and the *National Partnership Agreements on Early Childhood Education* and the *National Quality Agenda for Early Childhood Education and Care*.

The department acknowledges the wealth of research supporting the benefits of investment in the early years of a child’s life and has therefore made a significant investment into the *Launching into Learning* (LiL) Program and child and family centres, based on the belief that parents are their child’s first and most influential teacher.

The state government’s *Launching into Learning* initiative began in 2006 as a four year, \$12.6 million commitment to families and young children aged from birth to four years. In 2012 an additional \$1.6 million was committed, making this an annual commitment of \$5.85 million.

The most recent analysis from the *Launching into Learning Longitudinal Study 2007–2014 Progress Report 2012* demonstrates that regular participation in LiL consistently and significantly improved educational outcomes across all main performance measures, particularly literacy and numeracy. Strong connections are being developed between LiL and the 12 child and family centre communities to strengthen and support the engagement of families.

As Tasmania’s regulatory authority, the department is responsible for implementing the *National Quality Framework for Early Childhood Education and Care*, supporting the provision of quality early childhood education and care in Tasmania. The Education and Care Unit administers the *Education and Care Services National Law (Tasmania) 2011* and the *State Child Care Act 2001*. The unit has completed the first year of assessment and rating of services using the nationally consistent process and continues with its support and compliance roles.

Throughout the state the *Early Years Learning Framework* provides a curriculum framework for Kindergarten and *education and care* services and programs, while the *Framework for School Aged Care* in Australia guides the provision of quality before school, after school and vacation care programs.

The department has also prioritised improving literacy and numeracy and student safety, health and wellbeing.

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Australian Capital Territory Government comments

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The ACT Government have engaged with the Australian Government and other jurisdictions to progress the development of the *National Quality Agenda for Early Childhood Education and Care*. The focus has been on embedding the *Early Years Learning Framework*, the My Time, Our Place Framework and the *National Quality Standard* within education and care services to improve quality, access and affordability.

Education and care services in the ACT are progressively being assessed against the *National Quality Standard* and the Education and Care Services National Regulations.

To support the education and care sector workforce the ACT Government continues to fund a Certificate III in Children's Services scholarship program, which covers course fees and reimbursement of start-up costs. Employers are also subsidised to provide study release to students during their work hours. This initiative meets the requirements of the *National Quality Framework*.

The ACT Government is committed to the *National Partnership Agreement on Universal Access to Early Childhood Education*, through the provision of high quality and accessible early childhood programs. In 2013, the ACT Education and Training Directorate offered 15 hours of preschool education in all public preschool units, with a focus on increasing the participation of Aboriginal and Torres Strait Islander children.

In 2012-13, the Directorate continued its support of early childhood services with a further allocation of \$2.5 million to both upgrade community facilities and improve childcare centres. The improvement works at childcare centres are scheduled in the 2013-14 financial year. A total of \$900 000 has been allocated for child care centre improvements.

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Northern Territory Government comments

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The Northern Territory (NT) Department of Education (DoE) oversees a range of early childhood education and care programs across the NT. DoE regulates services, delivers and oversees programs, provides policy advice and financial assistance to promote children’s early learning and development, as well as parenting information and education.

Key highlights during the 2012 -13 financial period include:

- continuation of the regulatory oversight and quality assessment and rating of the education and care sector under the requirements of the National Quality Framework (NQF) by Quality Education and Care NT
- the inclusion of family day care, outside school hours care and preschool services into the NQF regulatory and quality assessment systems
- assessment and rating of all long day care services against the National Quality Standard
- continuation of the NT Early Childhood Services Subsidy and Long Day Care Upgrade Grants, as well as commencing the new Toy and Equipment Grants for early childhood education and care services
- a second round of NT More Early Childhood Teacher Scholarships designed to upgrade qualifications to meet requirements under the National Partnership Agreement (NPA) for Early Childhood Education
- the continuation of the Building the Remote Early Childhood Workforce pilot, designed to deliver onsite training in four very remote Indigenous communities to support child and family centres, being established under the NPA on Indigenous Early Childhood Development, Element One
- following the innovative NT 2012 AEDI implementation framework, the increase in publishable data being returned from remote communities
- the release of NT 2012 AEDI results indicating statistically significant improvements for children, particularly in remote Indigenous communities
- the Families as First Teachers program (FaFT) operating for approximately 1700 Indigenous children and families located in 45 remote communities, providing culturally responsive early learning and parent education program for families with children aged 0 – 3 years to help improve development outcomes, increase school readiness, develop a culture of attendance and give children the best start in life
- the participation of FaFT in the Australian Research Council linkage grant to the University of Melbourne to evaluate the effectiveness of the Abecedarian approach on child outcomes
- 85 per cent of NT Government preschools are providing 15 hours or more per week to meet the requirements under Universal Access to Early Childhood Education.

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3.6 Definitions of key terms

Administration expenditure	Administration expenditure includes all expenditure by the responsible departments associated with the provision of licensing, advice, policy development, grants administration and training services. Responsible departments include those departments that administer policy for, fund, and license/accredit child care and preschool services in each jurisdiction.
Australian Government approved child care service	A service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families.
Centre-based long day care	Centre based child care services providing all-day or part-time care for children (services may cater to specific groups within the general community). Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and care for school children before and after school and during school holidays, where State and Territory government regulations allow this. The service may operate from stand-alone or shared premises, including those on school grounds.
Child care services	The meeting of a child's care, education and developmental needs by a person other than the child's parent or guardian. The main models of service are centre-based long day care, family day care, outside school hours care (before/after school hours and 'pupil free days' care), vacation care, occasional care and other care.
Children	All resident male and female Australians aged 12 years or younger at 30 June of each year (unless otherwise stated).
Children from low income families	Families who are receiving the maximum rate of CCB.
Children from non-English speaking backgrounds	Children living in situations where the main language spoken at home is not English.
Counting rules	Prescribed standards, definitions and mathematical methods for determining descriptors and performance indicators for monitoring government services.
Disability related care	Care of children who have a developmental delay or disability (including an intellectual, sensory or physical impairment), or who have parent(s) with disability.
External cause (of injury)	The environmental event, circumstance or condition that causes an injury.
Family day care	Comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at 0–5 year olds, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.
Financial support to families	Financial support to families includes any form of fee relief paid by governments to the users of early childhood education and care services (for example, CCB).
Formal child care	Organised care provided by a person other than the child's parent or guardian, usually outside of the child's home — for example, centre based long day care, family day care, outside school hours care, vacation care and occasional care (excluding babysitting).

Formal qualifications	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
Full time equivalent staff numbers	A measure of the total level of staff resources used. A full time staff member is employed full time and engaged solely in activities that fall within the scope of early childhood education and care services covered in the chapter. The full time equivalent of part time staff is calculated on the basis of the proportion of time spent on activities within the scope of the data collection compared with that spent by a full time staff member solely occupied by the same activities.
Government funded and/or provided	All government financed services — that is, services that receive government contributions towards providing a specified service (including private services eligible for CCB) and/or services for which the government has primary responsibility for delivery.
Hospital separation	An episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
Indigenous children	Children of Aboriginal or Torres Strait Islander origin who self identify or are identified by a parent or guardian to be of Aboriginal or Torres Strait islander origin.
Informal child care	Child care arrangements provided privately (for example, by friends, relatives, nannies) for which no government assistance (other than the minimum rate of CCB for Registered Care) is provided. Such care is unregulated in most states and territories.
In-home care	Care provided by an approved carer in the child's home. Families eligible for in-home care include those where the parent(s) or child has an illness/disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
In-service training	Formal training only (that is, structured training sessions that can be conducted in-house or externally), including training in work or own time but not training towards qualifications included in obtaining formal qualifications. It includes: <ul style="list-style-type: none"> • management or financial training • training for additional needs children (such as children with disability, Aboriginal or Torres Strait Islander children and children from a culturally diverse background • other child care-related training • other relevant courses (such as a first aid certificate).
Licensed services	Those services that comply with the relevant State or Territory licensing regulations. These regulations cover matters such as the number of children whom the service can care for, safety requirements and the required qualifications of carers.
Net capital expenditure	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.

Non-standard hours of care	<p>Defined by service model as:</p> <ul style="list-style-type: none"> • centre-based long day care — providers of service for more than 10 hours per day on Monday to Friday and/or service on weekends • preschool — providers of service for more than six hours per day, for stand-alone preschools only • family day care — providers of service for more than 50 hours per week and/or service overnight and/or on weekends • outside school hours care: <ul style="list-style-type: none"> – before/after school care (providers of service for more than two hours before school and three hours after school) • vacation care (providers of service for more than 10 hours per day) • occasional care — providers of service for more than eight hours per day • other — providers of service for more than 10 hours per day.
Occasional care	<p>Comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children, and are aimed primarily at 0–5 year olds. Centres providing these services usually employ a mix of qualified and other staff.</p>
Other expenditure on service provision	<p>Expenditure on service provision includes all recurrent expenditure on government funded and/or provided child care and preschool services except administration and financial support to families. It includes one-off, non-capital payments to peak agencies that support child care and preschool service providers.</p>
Other services	<p>Comprise government funded services to support children with additional needs or in particular situations (including children from an Indigenous or NESB, children with disability or of parents with disability, and children living in regional and remote areas). ‘Other services’ include in-home care which comprises services where an approved carer provides care in the child’s home.</p>
Other territories	<p>A separate category for data collections, which includes Jervis Bay Territory, the Territory of Christmas Island and the Territory of Cocos (Keeling) Islands.</p>
Outside school hours care	<p>Comprises services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.</p>
Preschool services	<p>Comprises services that deliver early childhood education programs provided by a qualified teacher that are aimed at children in the year or two before they commence full time schooling, although different starting ages occur across jurisdictions.</p>
Primary contact staff	<p>Staff whose primary function is to provide child care and/or preschool services to children.</p>

Priority of access	<p>The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate available places to those families with the greatest need for child care support. The Government has determined Guidelines for allocating places in these circumstances. These Guidelines apply to centre based long day care, in-home care, family day care and outside school hours care services. They set out the following three levels of priority, which child care services must follow when filling vacant places:</p> <ul style="list-style-type: none"> • priority 1: a child at risk of serious abuse or neglect • priority 2: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act • priority 3: any other child. <p>Within these main categories priority should also be given to the following children:</p> <ul style="list-style-type: none"> • children in Aboriginal and Torres Strait Islander families • children in families which include a disabled person • children in families on lower incomes • children in families with NESB • children in socially isolated families • children of single parents.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments were made using the GGFCE price deflator and expressed in terms of final year prices.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
Regional and remote areas	<p>Geographic location is based on the ABS' Australian Statistical Geography Standard of remoteness areas, which categorises areas as 'major cities', 'inner regional', 'outer regional', 'remote', 'very remote' and 'migratory'. The criteria for remoteness areas are based on the Accessibility/Remoteness Index (ARIA+) of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes.</p> <p>The 'regional' classification used in the chapter is derived by adding data for inner regional and outer regional areas. The 'remote' classification is derived by adding data for remote, very remote and migratory areas.</p>
Service model	<p>The categories for which data were collected, namely:</p> <ul style="list-style-type: none"> • centre-based long day care • family day care • outside school hours care <ul style="list-style-type: none"> – before/after school care • vacation care • occasional care • other care • preschool services.

Special needs group	An identifiable group within the general population who can have special difficulty accessing services. Special needs groups for which data are reported in this chapter include: children from NESB; Indigenous children; children from low income families (Australian Government child care only); children with disability; and children from regional or remote areas.
Standard hours of care	<p>Defined by service model as:</p> <ul style="list-style-type: none"> • centre-based long day care — less than or equal to 10 hours per day on Monday to Friday • preschool — less than or equal to six hours per day on Monday to Friday, for stand-alone preschools only. • family day care — less than or equal to 10 hours per day on Monday to Friday, where no hours are overnight hours • outside school hours care: <ul style="list-style-type: none"> – before/after school care — less than or equal to two hours before school and three hours after school • vacation care — less than or equal to 10 hours per day on Monday to Friday • occasional care — less than or equal to eight hours per day Monday to Friday • other care — less than or equal to 10 hours per day Monday to Friday.
Substantiated breach arising from a complaint	An expression of concern about a child care or preschool service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the service to abide by the State or Territory legislation, regulations or conditions. This concern is investigated and subsequently deemed to have substance by the regulatory body.

3.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘3A’ prefix (for example, table 3A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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3A Early childhood education and care — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the Early Childhood Education and Care Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

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

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All jurisdiction data

TABLE 3A.1

Table 3A.1 **Early Childhood Education and Care in Australia, as at 30 June 2013 (a)**

	<i>Child care</i>	<i>Preschool</i>			<i>Transition to primary school</i> <i>Year prior to Year One</i>	
	<i>Agency (b)</i>	<i>Program</i>	<i>Age of entry</i>	<i>Agency (b)</i>	<i>School year</i>	<i>Age of entry</i>
NSW (c)	Department of Education and Communities	Preschool	generally 4 and 5 year olds	Department of Education and Communities	Kindergarten	5 by 31 July
Vic (d)	Department of Education and Early Childhood Development	Kindergarten	4 by 30 April	Department of Education and Early Childhood Development	Preparatory (Prep)	5 by 30 April
Qld (e)	Department of Education, Training and Employment	Kindergarten	4 by 30 June	Department of Education, Training and Employment	Preparatory Year (Prep)	5 by 30 June
WA	Department of Local Government and Communities	Kindergarten	4 by 30 June	Department of Education	Pre Primary	5 by 30 June
SA (f)	Department for Education and Child Development	Preschool Kindergarten	entry after 4th birthday	Department for Education and Child Development	Reception	entry after 5th birthday
Tas	Department of Education	Kindergarten	4 by 1 January	Department of Education	Preparatory	5 by 1 January
ACT (g)	Community Services Directorate and Education and Training Directorate	Preschool	4 by 30 April	Education and Training Directorate	Kindergarten	5 by 30 April
NT (h)	Department of Education	Preschool	4 by 30 June, or 3 for Indigenous children in remote areas	Department of Education	Transition	5 by 30 June

- (a) The Early childhood education and care chapter reports data for child care and preschool services only. Data on primary school are reported in the School education chapter (chapter 4), but relate to 2012. Information on the first year of primary school are included here to show the point at which children can transition from preschool to the first year of primary school in each jurisdiction.
- (b) The departmental responsibility of agencies varies between child care and preschool. Agency responsibility refers to licensing services for child care, and licensing, funding and/or providing services for preschool programs. State and Territory education departments are responsible for primary school.
- (c) In NSW, all licensed children's services for under 6 year olds (who have not commenced Kindergarten) are required to offer programs that meet children's educational and developmental needs.

TABLE 3A.1

Table 3A.1 Early Childhood Education and Care in Australia, as at 30 June 2013 (a)

- (d) In Victoria, Aboriginal and Torres Strait Islander children and children known to child protection are eligible for free kindergarten through Early Start Kindergarten funding if they are aged 3 by 30 April of the year in which they are enrolled.
- (e) All licensed children's services in Queensland are required to provide an appropriate program that is designed to stimulate and develop each child's creative, emotional, intellectual, lingual, physical, recreational and social potential.
- (f) In SA, some children are entitled to enrol in preschool earlier. Indigenous children and children under the guardianship of the Minister can enter from 3 years, children with additional needs (which includes gifted children) and those living in small rural communities may commence at 3 ½ years. The compulsory school starting age in SA is 6 years at the oldest.
- (g) In the ACT, private preschools are monitored and assessed by the ACT Community Services Directorate.
- (h) In the NT children turning four after 30 June are eligible to enrol in a preschool program after their birthday, if places are available and with the understanding that the child will access more than 12 months of preschool. Indigenous children living in remote areas are eligible to enrol in preschool if they turn three on or prior to 30 June of the same year.

Source: State and Territory governments (unpublished).

TABLE 3A.2

Table 3A.2 Estimated resident population, children aged 12 years and younger ('000) (a)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
New South Wales										
less than 1 year	86.0	85.4	89.4	91.7	95.2	97.2	97.5	95.4	93.6	95.4
1 to less than 2 years	85.0	85.3	85.9	88.0	92.1	94.5	95.7	96.2	95.4	94.2
2 to less than 3 years	85.5	84.9	85.4	86.1	88.6	92.3	94.2	95.1	95.7	95.8
3 to less than 4 years	86.8	85.5	85.1	85.6	86.7	89.5	92.6	94.0	94.9	96.1
4 to less than 5 years	87.0	86.9	85.7	85.4	86.2	87.6	90.5	93.0	94.1	95.4
5 to less than 6 years	86.7	87.1	87.1	86.0	85.9	87.0	88.5	91.4	93.4	94.6
6 to 12 years old	627.4	622.5	619.4	618.0	616.0	615.5	616.6	619.4	625.2	632.1
All children aged 0–12 years	1 144.4	1 137.7	1 137.9	1 140.8	1 150.7	1 163.6	1 175.7	1 184.5	1 192.3	1 203.6
Victoria										
less than 1 year	61.4	61.8	63.3	66.6	69.5	70.4	71.4	70.9	70.5	75.9
1 to less than 2 years	60.6	61.2	62.1	63.6	67.0	69.2	70.1	70.8	71.1	72.6
2 to less than 3 years	60.8	61.0	61.8	62.7	64.6	67.8	69.5	70.3	71.4	71.9
3 to less than 4 years	61.4	61.3	61.5	62.4	63.5	65.7	68.5	69.8	70.8	72.1
4 to less than 5 years	62.0	62.0	61.9	62.2	63.2	64.6	66.8	69.1	70.3	71.6
5 to less than 6 years	62.2	62.6	62.5	62.5	62.8	64.1	65.5	67.6	69.8	71.2
6 to 12 years old	455.7	453.8	452.9	452.7	452.0	452.6	454.6	457.6	463.8	471.7
All children aged 0–12 years	824.0	823.7	826.0	832.8	842.6	854.4	866.4	876.2	887.8	906.9
Queensland										
less than 1 year	49.2	50.0	52.9	55.3	59.2	61.4	61.2	59.8	60.9	62.3
1 to less than 2 years	49.3	50.1	51.9	54.2	57.3	60.1	61.5	61.4	61.0	61.7
2 to less than 3 years	50.5	50.5	51.2	53.1	55.8	58.6	60.5	61.3	61.9	62.1
3 to less than 4 years	51.0	51.7	51.6	52.4	54.6	57.4	59.5	60.6	62.0	63.0
4 to less than 5 years	51.0	52.2	52.9	52.7	53.7	56.1	58.6	60.2	61.3	63.1
5 to less than 6 years	51.3	52.1	53.4	54.0	54.0	55.1	57.3	59.7	61.2	62.4
6 to 12 years old	378.0	381.1	384.3	387.7	392.3	396.8	400.5	405.0	412.7	421.5

TABLE 3A.2

Table 3A.2 Estimated resident population, children aged 12 years and younger ('000) (a)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
All children aged 0–12 years	680.4	687.7	698.1	709.4	726.7	745.5	759.1	767.9	781.1	795.9
Western Australia										
less than 1 year	23.9	24.6	26.0	27.8	29.5	30.3	30.7	30.7	31.8	33.6
1 to less than 2 years	24.5	24.7	25.5	26.6	28.6	30.3	30.7	31.1	31.8	33.1
2 to less than 3 years	25.1	24.9	25.3	26.1	27.4	29.5	30.6	31.0	31.7	32.9
3 to less than 4 years	25.6	25.5	25.4	26.0	26.9	28.5	30.0	31.0	31.7	32.8
4 to less than 5 years	26.1	25.9	25.9	26.1	26.7	27.8	29.2	30.6	31.7	32.7
5 to less than 6 years	26.2	26.4	26.3	26.5	26.7	27.6	28.5	29.9	31.4	32.7
6 to 12 years old	192.0	192.1	193.3	194.8	196.3	199.1	201.0	203.8	208.7	214.8
All children aged 0–12 years	343.4	344.2	347.7	354.0	362.1	373.1	380.8	388.1	398.9	412.5
South Australia										
less than 1 year	17.8	17.3	17.7	18.3	19.3	19.7	19.7	19.4	19.6	20.2
1 to less than 2 years	17.6	17.5	17.6	17.9	18.6	19.3	19.6	19.6	19.5	19.9
2 to less than 3 years	17.8	17.6	17.7	17.8	18.2	18.8	19.3	19.6	19.7	19.6
3 to less than 4 years	18.1	17.9	17.8	17.9	18.1	18.4	19.1	19.4	19.7	19.9
4 to less than 5 years	18.6	18.2	18.0	18.0	18.1	18.3	18.8	19.3	19.6	19.9
5 to less than 6 years	18.7	18.7	18.4	18.3	18.2	18.3	18.6	19.1	19.5	19.8
6 to 12 years old	138.0	137.0	136.4	136.2	135.4	134.4	134.0	134.0	134.3	135.0
All children aged 0–12 years	246.6	244.2	243.6	244.4	246.0	247.3	249.1	250.4	251.9	254.3
Tasmania										
less than 1 year	5.9	5.9	6.3	6.7	6.7	6.7	6.6	6.2	6.3	6.2
1 to less than 2 years	5.9	5.8	5.9	6.2	6.5	6.6	6.6	6.4	6.2	6.3
2 to less than 3 years	6.1	5.9	5.8	5.9	6.2	6.5	6.5	6.5	6.4	6.2
3 to less than 4 years	6.2	6.1	6.0	5.9	6.0	6.3	6.5	6.5	6.5	6.4
4 to less than 5 years	6.4	6.2	6.1	6.0	5.9	6.1	6.3	6.4	6.4	6.5
5 to less than 6 years	6.3	6.4	6.3	6.1	6.0	6.0	6.1	6.3	6.4	6.4

TABLE 3A.2

Table 3A.2 Estimated resident population, children aged 12 years and younger ('000) (a)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
6 to 12 years old	47.0	46.7	46.5	46.0	45.5	45.1	44.6	44.4	44.1	43.9
All children aged 0–12 years	83.8	83.1	82.9	82.8	82.8	83.3	83.3	82.9	82.4	81.8
Australian Capital Territory										
less than 1 year	4.2	4.2	4.2	4.5	4.6	4.7	5.0	4.9	4.9	5.3
1 to less than 2 years	4.0	4.1	4.2	4.4	4.5	4.6	4.7	5.0	5.1	5.1
2 to less than 3 years	4.0	4.0	4.1	4.2	4.4	4.6	4.6	4.7	5.0	5.1
3 to less than 4 years	4.1	4.0	4.0	4.1	4.3	4.5	4.6	4.6	4.8	5.1
4 to less than 5 years	4.2	4.1	4.0	4.0	4.2	4.3	4.5	4.6	4.6	4.9
5 to less than 6 years	4.2	4.1	4.1	4.0	4.0	4.2	4.4	4.6	4.7	4.7
6 to 12 years old	30.3	29.9	29.5	29.4	29.1	29.0	29.2	29.5	30.1	30.9
All children aged 0–12 years	55.0	54.3	54.2	54.6	55.2	55.9	57.0	57.9	59.2	61.2
Northern Territory										
less than 1 year	3.5	3.4	3.5	3.6	3.8	3.7	3.8	3.7	3.7	3.9
1 to less than 2 years	3.6	3.6	3.5	3.5	3.7	3.8	3.8	3.8	3.7	3.8
2 to less than 3 years	3.6	3.6	3.5	3.4	3.6	3.7	3.7	3.7	3.7	3.7
3 to less than 4 years	3.5	3.5	3.5	3.5	3.5	3.6	3.7	3.7	3.7	3.7
4 to less than 5 years	3.4	3.4	3.6	3.5	3.5	3.5	3.6	3.6	3.6	3.7
5 to less than 6 years	3.4	3.3	3.5	3.5	3.5	3.5	3.5	3.6	3.6	3.6
6 to 12 years old	23.8	23.6	23.5	23.5	23.7	23.9	24.0	23.9	24.1	24.4
All children aged 0–12 years	44.8	44.5	44.6	44.6	45.2	45.7	46.1	46.0	46.2	46.8
Australia (b)										
less than 1 year	251.9	252.6	263.3	274.6	287.9	294.2	295.8	291.0	291.5	302.8
1 to less than 2 years	250.5	252.2	256.5	264.5	278.3	288.3	292.7	294.3	293.8	296.6
2 to less than 3 years	253.4	252.4	254.7	259.4	268.8	281.8	289.1	292.4	295.5	297.4
3 to less than 4 years	256.9	255.5	255.0	257.7	263.5	274.0	284.6	289.5	294.2	299.0
4 to less than 5 years	258.6	259.1	258.1	257.9	261.5	268.4	278.4	287.0	291.8	297.7

TABLE 3A.2

Table 3A.2 **Estimated resident population, children aged 12 years and younger ('000) (a)**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
5 to less than 6 years	259.1	260.7	261.7	261.0	261.3	265.8	272.4	282.1	290.0	295.4
6 to 12 years old	1 892.5	1 887.1	1 886.1	1 888.6	1 890.5	1 896.7	1 904.9	1 917.9	1 943.4	1 974.4
All children aged 0–12 years	3 422.9	3 419.8	3 435.4	3 463.9	3 511.8	3 569.2	3 617.9	3 654.3	3 700.2	3 763.3

(a) Australian Bureau of Statistics (ABS) Estimated Resident Population (ERP) at 31 December, based on the *2011 Census of Population and Housing*.

(b) Includes other territories.

Source: ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.3

Table 3A.3 Total government real expenditure on early childhood education and care (2012-13 dollars) (\$'000) (a)

	Aus Gov	State and Territory governments								All govt		
		NSW (b)	Vic	Qld (c)	WA (d)	SA (e)	Tas (f)	ACT (g)	NT		Total	
2003-04												
Recurrent expenditure (h)	2 415 092	184 844	149 025	196 492	77 809	108 762	30 437	26 042	32 048	805 458	3 220 550	
Net capital expenditure	12 597	5 287	1 366	317	2 589	1 378	189	3 846	219	15 190	27 787	
Total expenditure	2 427 689	190 131	150 391	196 809	80 398	110 140	30 626	29 888	32 266	820 649	3 248 337	
2004-05												
Recurrent expenditure (h)	2 380 974	184 918	143 462	208 683	69 535	114 586	28 746	25 400	31 838	807 168	3 188 142	
Net capital expenditure	20 037	17 249	8 300	412	2 889	1 275	664	1 323	209	32 321	52 357	
Total expenditure	2 401 011	202 167	151 761	209 095	72 424	115 861	29 409	26 724	32 047	839 489	3 240 499	
2005-06												
Recurrent expenditure (h)	2 405 643	192 022	141 905	233 508	74 591	104 196	27 237	24 818	31 640	829 917	3 235 560	
Net capital expenditure	8 291	2 150	15 748	255	2 467	2 704	479	5 528	14	29 345	37 635	
Total expenditure	2 413 934	194 172	157 653	233 763	77 057	106 900	27 717	30 346	31 654	859 262	3 273 196	
2006-07												
Recurrent expenditure (h)	2 724 648	191 603	156 604	157 463	75 353	112 755	28 120	25 824	33 114	780 835	3 505 483	
Net capital expenditure	2 023	–	6 475	7 463	1 687	5 502	245	3 726	543	25 641	27 664	
Total expenditure	2 726 671	191 603	163 079	164 926	77 040	118 257	28 365	29 550	33 657	806 476	3 533 147	
2007-08												
Recurrent expenditure (h)	2 976 067	188 761	172 085	77 808	79 318	114 856	28 879	27 161	32 903	721 771	3 697 838	
Net capital expenditure	9 507	2 140	15 310	6 406	3 031	2 482	299	2 072	230	31 971	41 479	
Total expenditure	2 985 575	190 901	187 395	84 214	82 349	117 338	29 178	29 234	33 133	753 742	3 739 317	
2008-09												
Recurrent expenditure (h)	4 172 812	201 845	169 868	81 177	130 604	113 574	30 835	27 702	33 144	788 749	4 961 562	
Net capital expenditure	1 157	1 635	15 174	4 762	2 619	5 177	225	11 460	153	41 205	42 362	
Total expenditure	4 173 969	203 480	185 042	85 939	133 223	118 751	31 060	39 162	33 297	829 954	5 003 924	
2009-10												

TABLE 3A.3

Table 3A.3 **Total government real expenditure on early childhood education and care (2012-13 dollars) (\$'000) (a)**

	Aus Gov	State and Territory governments									All govt
		NSW (b)	Vic	Qld (c)	WA (d)	SA (e)	Tas (f)	ACT (g)	NT	Total	
Recurrent expenditure (h)	4 064 335	231 421	186 179	84 949	160 555	120 715	31 086	28 171	37 342	880 419	4 944 754
Net capital expenditure	35 794	3 048	21 553	23 079	41 440	13 553	184	1 799	5 012	109 666	145 461
Total expenditure	4 100 129	234 469	207 732	108 028	201 995	134 268	31 270	29 970	42 354	990 085	5 090 214
2010-11											
Recurrent expenditure (h)	4 431 271	229 984	199 172	107 256	207 899	125 962	34 225	28 480	46 052	979 029	5 410 300
Net capital expenditure	5 068	339	45 547	58 624	42 454	4 736	237	962	1 811	154 709	159 777
Total expenditure	4 436 339	230 323	244 718	165 880	250 352	130 698	34 462	29 442	47 862	1 133 737	5 570 077
2011-12 (i)											
Recurrent expenditure (h)	4 817 180	243 982	207 894	140 949	254 172	136 126	39 628	31 506	50 525	1 104 783	5 921 963
Net capital expenditure	30 766	–	41 181	96 319	32 790	4 513	773	10 524	468	186 569	217 335
Total expenditure	4 847 946	243 982	249 075	237 268	286 962	140 639	40 351	42 030	50 994	1 291 301	6 139 248
2012-13											
Recurrent expenditure (h)	5 366 183	252 835	253 298	174 942	273 801	143 122	42 810	33 034	54 459	1 228 301	6 594 484
Net capital expenditure	22 147	–	43 958	43 806	31 005	20 214	146	23 784	1 988	164 901	187 048
Total expenditure	5 388 330	252 835	297 256	218 748	304 806	163 336	42 956	56 818	56 447	1 393 202	6 781 532

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) In 2009-10 a revised financial method was applied to NSW government expenditure on child care and preschools, taking into account the Children's services reform agenda, as a result data from 2009-10 are not directly comparable to previous years. For NSW financial support to families was incorporated into other recurrent expenditure from 2009-10.

(c) Queensland expenditure on State preschools in 2006-07 only includes six months data. The reduction in expenditure in 2007-08 is due to the cessation of preschool and the introduction of the Preparatory Year in Queensland from 2007. Preparatory Year data are included in data on school children. From 2009-10 Queensland net capital expenditure for preschools includes capital grant and construction costs for universal access programs and the child care component includes capital grants to non-government agencies.

(d) Data for WA exclude expenditure on non-government preschools up to and including 2008-09. The reduction in net capital expenditure in 2010-11 was due to a reduction in Building Education Revolution funding. Net capital expenditure and total expenditure for 2011-12 have been revised for this report.

TABLE 3A.3

Table 3A.3 **Total government real expenditure on early childhood education and care (2012-13 dollars) (\$'000) (a)**

	<i>Aus Gov</i>	<i>State and Territory governments</i>								<i>All govt</i>
		<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT</i>		Total

(e) For South Australia the increase in net capital expenditure in 2009-10 is due to the construction of ten new child care centres.

(f) Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government, and also includes funding for non-government preschools. Tasmania excluded payroll tax from 2009-10.

(g) ACT net capital expenditure decreased in 2009-10 due to a decreased level of capital works on preschool services.

(h) 'Recurrent expenditure' also includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.
– Nil or rounded to zero.

Source: Australian, State and Territory governments (unpublished); tables 3A.4, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on early childhood education and care (child care) services (2012-13 dollars) (\$'000) (a), (b), (c), (d)**

	<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</i>
2003-04									
Recurrent expenditure	692 520	481 753	706 345	191 633	180 157	49 201	35 845	42 101	2 415 092
Net capital expenditure	4 232	1 327	2 578	1 568	1 348	433	286	825	12 597
Total expenditure	696 752	483 080	708 922	193 202	181 505	49 635	36 131	42 926	2 427 689
2004-05									
Recurrent expenditure	691 942	479 687	700 144	190 698	174 699	53 664	32 434	42 913	2 380 974
Net capital expenditure	4 837	1 991	6 274	2 280	2 098	480	94	1 983	20 037
Total expenditure	696 779	481 678	706 418	192 978	176 797	54 144	32 527	44 897	2 401 011
2005-06									
Recurrent expenditure	704 577	482 397	707 530	194 704	179 100	53 817	31 244	41 919	2 405 643
Net capital expenditure	1 694	589	925	692	1 310	165	689	2 225	8 291
Total expenditure	706 271	482 986	708 455	195 396	180 410	53 981	31 933	44 144	2 413 934
2006-07									
Recurrent expenditure (e), (f)	801 141	547 023	797 207	214 801	209 331	64 757	32 447	46 327	2 724 648
Net capital expenditure	78	–	–	–	–	–	–	1 945	2 023
Total expenditure	801 220	547 023	797 207	214 801	209 331	64 757	32 447	48 271	2 726 671
2007-08									
Recurrent expenditure (e), (g), (h), (i)	884 545	609 063	864 811	222 126	224 999	69 251	35 827	52 302	2 976 067
Net capital expenditure	3 197	1 052	1 972	671	779	207	–	1 629	9 507
Total expenditure	887 742	610 114	866 784	222 797	225 778	69 458	35 827	53 931	2 985 575
2008-09									
Recurrent expenditure (e)	1 383 044	907 782	1 084 001	311 553	288 452	90 436	48 938	58 244	4 172 812
Net capital expenditure	284	40	358	37	211	147	–	80	1 157
Total expenditure	1 383 328	907 821	1 084 359	311 590	288 663	90 583	48 938	58 325	4 173 969
2009-10									

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on early childhood education and care (child care) services (2012-13 dollars) (\$'000) (a), (b), (c), (d)**

	<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</i>
Recurrent expenditure (e)	1 245 132	928 574	1 014 776	297 372	325 657	113 148	72 980	66 697	4 064 335
Net capital expenditure	11 287	8 037	9 137	2 617	2 839	904	681	293	35 794
Total expenditure	1 256 419	936 610	1 023 913	299 988	328 497	114 052	73 660	66 990	4 100 129
2010-11									
Recurrent expenditure	1 380 950	1 012 789	1 086 052	325 541	339 298	116 013	86 036	84 593	4 431 271
Net capital expenditure	1 625	1 147	1 263	375	387	124	104	43	5 068
Total expenditure	1 382 575	1 013 936	1 087 315	325 916	339 685	116 138	86 139	84 635	4 436 339
2011-12									
Recurrent expenditure	1 549 849	1 095 681	1 172 618	362 556	358 589	114 008	94 956	68 922	4 817 180
Net capital expenditure	9 898	7 037	7 609	2 325	2 296	716	629	257	30 766
Total expenditure	1 559 748	1 102 718	1 180 227	364 881	360 884	114 724	95 585	69 179	4 847 946
2012-13									
Recurrent expenditure	1 747 158	1 240 233	1 278 189	413 376	396 210	117 274	107 571	66 172	5 366 183
Net capital expenditure	7 134	5 148	5 377	1 719	1 648	478	466	177	22 147
Total expenditure	1 754 291	1 245 381	1 283 565	415 095	397 858	117 753	108 038	66 349	5 388 330

- (a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.
- (b) The Australian total does not equal the sum of the individual State and Territory amounts because there is a component of expenditure that belongs to the Australian Government which cannot be disaggregated by State and Territory.
- (c) Recurrent expenditure data include administration expenditure, other expenditure on service provision and financial support to families. These data include families receiving child care benefit for formal services.
- (d) Recurrent expenditure excludes miscellaneous payments because they represent ad hoc amounts paid to child care providers independent of the regular Child Care Benefit (CCB) advance/acquit cycle that cannot be reported by service type or by jurisdiction. In 2004-05, represents the net amount paid to child care providers following variations due to over-advances of CCB. Net amount does not include any adjustments due to recovery of debts.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on early childhood education and care (child care) services (2012-13 dollars) (\$'000) (a), (b), (c), (d)**

	<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</i>
(e)	In 2006-07, data for recurrent expenditure include an estimate of FaCSIA departmental expenditure. In 2007-08, data for recurrent expenditure include an estimate of Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and Department of Education, Employment and Workplace Relations (DEEWR) departmental expenditure. In 2008-09, data for recurrent expenditure is based on departmental expenditure figures from the DEEWR Annual Report 2008-09, and includes a proportion of Centrelink expenditure 'infrastructure costs'.								
(f)	Includes Child Care Tax Rebate (CCTR) expenditure paid for 2006-07 to 28 October 2007. Previously, CCTR was paid as a rebate through the tax system.								
(g)	CCTR reported expenditure may include some double counting where customers were assessed for their CCTR entitlement and then later reassessed.								
(h)	Includes an estimate of CCTR expenditure for 2007-08.								
(i)	Due to machinery of Government changes, responsibility shifted from FaHCSIA to DEEWR in 2007-08. – Nil or rounded to zero.								

Source: Department of Education (unpublished); Department of Human Services administrative data (unpublished).

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on child care and preschool services (2012-13 dollars) (\$'000)**
(a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e), (f)	<i>Qld</i> (g)	<i>WA</i> (h)	<i>SA</i> (f), (i)	<i>Tas</i> (j)	<i>ACT</i> (k)	<i>NT</i>	<i>Aust</i>
2008-09									
Child care services	43 984	2 040	43 208	10 540	10 316	2 726	5 035	4 934	122 785
Preschool services	159 496	170 762	42 731	122 683	108 436	28 334	34 126	28 363	694 929
Total expenditure	203 480	185 042	85 939	133 223	118 751	31 060	39 162	33 297	829 954
2009-10									
Child care services	51 940	2 727	52 875	8 954	18 978	2 377	5 348	10 168	153 366
Preschool services	182 529	191 518	55 153	193 041	115 289	28 893	24 622	32 186	823 232
Total expenditure	234 469	207 732	108 028	201 995	134 268	31 270	29 970	42 354	990 085
2010-11									
Child care services	56 374	3 829	59 008	13 562	10 349	2 411	5 193	14 770	165 495
Preschool services	173 949	228 820	106 872	236 791	120 349	32 051	24 249	33 093	956 174
Total expenditure	230 323	244 718	165 880	250 352	130 698	34 462	29 442	47 862	1 133 737
2011-12									
Child care services	49 797	641	87 555	21 439	10 152	3 067	5 563	16 527	194 742
Preschool services	194 185	248 434	149 713	265 523	130 487	37 284	36 467	34 466	1 096 559
Total expenditure	243 982	249 075	237 268	286 962	140 639	40 351	42 030	50 994	1 291 301
2012-13									
Child care services	52 946	605	112 123	23 094	23 119	3 207	8 234	18 276	241 604
Preschool services	199 889	285 133	106 625	281 712	140 217	39 749	48 584	38 172	1 140 081
Total expenditure	252 835	297 256	218 748	304 806	163 336	42 956	56 818	56 447	1 393 202

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Expenditure estimates may not be strictly comparable over time or between jurisdictions. See source tables for footnotes.

(c) Data include recurrent and net capital expenditure.

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on child care and preschool services (2012-13 dollars) (\$'000)**
(a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e), (f)	<i>Qld</i> (g)	<i>WA</i> (h)	<i>SA</i> (f), (i)	<i>Tas</i> (j)	<i>ACT</i> (k)	<i>NT</i>	<i>Aust</i>
(d)	In 2009-10 a revised financial methodology was applied to NSW government expenditure on child care and preschools, taking into account the Children's services reform agenda, therefore data from 2009-10 are not directly comparable to previous years.								
(e)	Victorian data for 2011-12 includes actual expenditure in 2011-12 and committed unspent funds for 2011-12. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13.								
(f)	Total expenditure for Victoria and SA for some years includes administrative expenditure that is not able to be split by service type. The sum of child care and preschool may not add to 'total expenditure'.								
(g)	Preparatory year data are included in data on school children. For Queensland the increase in preschool services in 2009-10 was due to an increase in capital grant and constructions costs for universal access program.								
(h)	Data for WA exclude expenditure on non-government preschools in 2008-09.								
(i)	The increase in child care services expenditure in 2009-10 for South Australia is due to the construction of ten new child care centres.								
(j)	Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government and also includes funding for non-government preschools. Tasmania has excluded payroll tax from 2009-10.								
(k)	The decrease in preschool services for 2009-10 is due to a decreased level of capital works compared to 2008-09.								
<i>Source:</i>	State and Territory governments (unpublished); tables 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108.								

TABLE 3A.6

Table 3A.6 **Australian Government funding to State and Territory governments under the National Partnership Agreement on Early Childhood Education (a), (b)**

	<i>Unit</i>	<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</i>
Expenditure on National Partnership on Early Childhood Education funding										
		Nominal \$								
2009-10	\$'000	21 579	15 323	34 656	7 700	5 236	1 540	924	1 540	88 498
2010-11	\$'000	26 869	19 303	29 488	9 700	6 596	1 940	1 164	1 940	97 000
2011-12	\$'000	82 269	59 103	90 288	29 700	20 196	5 940	3 564	5 940	297 000
2012-13	\$'000	137 898	109 534	97 597	47 602	30 927	10 415	7 080	5 947	447 000
		Real expenditure (2012-13 \$)								
2009-10	\$'000	23 303	16 548	37 425	8 315	5 654	1 663	998	1 663	95 570
2010-11	\$'000	27 815	19 982	30 526	10 041	6 828	2 008	1 205	2 008	100 414
2011-12	\$'000	83 607	60 064	91 756	30 183	20 524	6 037	3 622	6 037	301 829
2012-13	\$'000	137 898	109 534	97 597	47 602	30 927	10 415	7 080	5 947	447 000

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) This funding is supplied to states and territories by the Australian Government under the terms of the National Partnership Agreement on Early Childhood Education and is not additional to expenditure recorded in tables 3A.4 and 3A.5.

Source: Department of Education (unpublished).

TABLE 3A.7

Table 3A.7 Comparability of expenditure — items included, 2012-13

	<i>Aus Gov</i>	<i>NSW (a)</i>	<i>Vic (b)</i>	<i>Qld</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT (e)</i>
Superannuation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Basis of estimate	Accrual	Accrual	na	Accrual	Accrual	Accrual	Funding	Accrual	Accrual
Workers compensation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Payroll tax	No	Yes	na	No	No	No	No	No	No
Termination and long service leave	na	No	na	Yes	Yes	No	Yes	Yes	Yes
Basis of estimate	Accrual	..	na	Actual	Accrual	..	Accrual	Actual	Actual
Sick leave	No	Yes	na	No	Yes	Yes	Yes	Yes	Yes
Basis of estimate	..	Actual	na	..	Actual	Actual	Accrual	Actual	Actual
Depreciation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Rent	Yes	Yes	na	Yes	Yes	No	Yes	Yes	Yes
Utilities	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Umbrella department costs	No	Yes	na	Yes	Yes	No	Yes	Yes	Yes
Basis of estimate	..	Dept formula	na	Activity based costing	Dept formula	..	Formula	Dept allocation	Dept formula

- (a) A 6.5 per cent cost recovery rate is applied to calculate umbrella department costs.
- (b) The Victorian government does not directly fund ECEC salary or operational expenses but instead funds services through contributory grants. For this reason expenditure data is not disaggregated into the funding components included in this table.
- (c) Data for WA are provided by the Department of Local Government and Communities and the Department of Education. Preschool expenditure includes sick leave, however sick leave for child care expenditure is not included.
- (d) Basis of estimate for umbrella department costs is derived by preschool student full time equivalents being apportioned over total school expenditure as per the National Schools Statistics Collection accrual statements.
- (e) Termination costs are included. However, long service leave costs are not included.

na Not available. .. Not applicable

Source: Australian, State and Territory governments (unpublished).

TABLE 3A.8

Table 3A.8 **Children aged 0–12 years attending Australian Government approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2006										
Number of children										
0–5 years	no.	182 439	107 639	133 448	41 067	35 227	13 045	10 437	5 145	528 446
6–12 years	no.	65 902	64 215	71 195	17 398	32 373	6 585	6 735	3 288	267 691
All children	no.	248 341	171 854	204 643	58 465	67 600	19 630	17 172	8 433	796 137
Proportion of resident population										
0–5 years	%	35.2	28.9	42.5	26.6	32.9	35.9	42.3	24.4	34.1
6–12 years	%	10.6	14.2	18.5	9.0	23.7	14.2	22.8	14.0	14.2
All children	%	21.8	20.8	29.3	16.8	27.8	23.7	31.7	18.9	23.2
2008										
Number of children										
0–5 years	no.	164 379	100 925	124 259	36 888	34 059	12 206	8 108	3 896	484 721
6–12 years	no.	69 850	59 368	79 256	18 736	32 815	7 947	5 249	2 883	276 104
All children	no.	234 229	160 293	203 515	55 624	66 874	20 153	13 357	6 779	760 825
Proportion of resident population										
0–5 years	%	30.7	25.8	37.2	22.2	30.8	32.7	31.2	18.1	29.9
6–12 years	%	11.3	13.1	20.2	9.5	24.2	17.5	18.0	12.2	14.6
All children	%	20.4	19.0	28.0	15.4	27.2	24.3	24.2	15.0	21.7
2009										
Number of children										
0–5 years	no.	191 017	119 345	146 370	44 859	38 067	14 156	10 008	4 789	567 388
6–12 years	no.	67 313	62 110	70 787	16 729	28 787	7 708	5 430	2 354	260 993
All children	no.	258 330	181 455	217 157	61 588	66 854	21 864	15 438	7 143	828 381
Proportion of resident population										
0–5 years	%	34.8	29.7	42.0	25.8	33.7	37.1	37.3	21.9	33.9
6–12 years	%	10.9	13.7	17.8	8.4	21.4	17.1	18.7	9.9	13.8
All children	%	22.2	21.2	29.1	16.5	27.0	26.3	27.6	15.6	23.2
2010										
Number of children										
0–5 years	no.	208 474	133 639	155 653	48 063	41 220	14 937	11 245	4 894	616 611
6–12 years	no.	68 403	63 103	67 804	16 095	27 674	7 175	5 469	2 302	257 724
All children	no.	276 877	196 742	223 457	64 158	68 894	22 112	16 714	7 196	874 335
Proportion of resident population										
0–5 years	%	37.3	32.5	43.4	26.7	35.8	38.7	40.5	22.1	36.0
6–12 years	%	11.1	13.9	16.9	8.0	20.7	16.1	18.7	9.6	13.5
All children	%	23.6	22.7	29.4	16.8	27.7	26.6	29.3	15.6	24.2
2011										
Number of children										
0–5 years	no.	227 598	148 637	165 538	52 493	44 155	16 010	13 151	5 422	671 455
6–12 years	no.	76 184	65 778	70 547	17 552	28 237	7 238	6 264	2 545	274 079
All children	no.	303 782	214 415	236 085	70 045	72 392	23 248	19 415	7 967	945 534

TABLE 3A.8

Table 3A.8 **Children aged 0–12 years attending Australian Government approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
Proportion of resident population										
0–5 years	%	40.3	35.5	45.6	28.5	37.9	41.6	46.2	24.5	38.7
6–12 years	%	12.3	14.4	17.4	8.6	21.1	16.3	21.3	10.6	14.3
All children	%	25.6	24.5	30.7	18.0	28.9	28.0	33.5	17.3	25.9
2012										
Number of children										
0–5 years	no.	229 337	151 589	164 967	53 814	44 130	15 456	13 045	5 409	676 280
6–12 years	no.	83 199	70 594	75 290	19 587	28 349	7 150	6 816	2 696	293 511
All children	no.	312 536	222 183	240 257	73 401	72 479	22 606	19 861	8 105	969 791
Proportion of resident population										
0–5 years	%	40.4	35.8	44.8	28.3	37.5	40.4	44.8	24.5	38.5
6–12 years	%	13.3	15.2	18.2	9.4	21.1	16.2	22.7	11.2	15.1
All children	%	26.2	25.0	30.8	18.4	28.8	27.4	33.5	17.5	26.2
2013										
Number of children										
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
All children	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population										
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
All children	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5

- (a) Data for 2006 are drawn from the respective AGCCCS, while data from 2008 onwards are drawn from DEEWR administrative data. Therefore data from 2008 onwards are not directly comparable to previous years due to the change in the source for data collection.
- (b) Children can use more than one type of care. Children attending approved services in 2006 may be counted more than once if attending more than one service during the reference week. In 2008 and 2009, each child attending child care is counted once, even if they attend more than one type of care. From 2010 onwards children are counted once for each care type they use.
- (c) Attendance counted as the number of children attending approved care in all services except Vacation Care during the weeks 23–29 March 2009, 17–24 February 2008 and 8–14 May 2006. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Attendance for 2010 and onwards data relate to the March quarter.
- (d) Children from Aboriginal play groups and enrichment programs were not included because ages are not collected for these children.
- (e) Proportion of resident population estimated using the ABS ERP as at 31 December of the previous calendar year. ERP is based on the *2011 Census of Population and Housing*. Population and Australian Government data may be out of sequence due to different data collection periods.

Source: Department of Education (unpublished) administrative data collection and *Australian Government Census of Child Care Services 2006*; table 3A.2.

TABLE 3A.9

Table 3A.9 **Children attending Australian Government approved child care services, by age, 2013 (a), (b), (c)**

	<i>Unit</i>	<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</i>
Number of children attending Australian Government approved child care services										
0 years	no.	7 446	6 849	6 871	2 372	1 920	700	686	246	27 022
1 year	no.	32 496	27 024	26 459	9 713	7 606	2 583	2 558	1 019	109 108
2 years	no.	52 925	35 993	36 634	13 896	10 136	3 250	3 138	1 229	156 704
3 years	no.	62 431	39 686	41 959	14 858	11 474	3 741	3 360	1 364	178 355
4 years	no.	56 825	32 384	36 768	10 355	9 223	3 084	2 780	1 094	152 152
5 years	no.	29 107	20 334	22 460	6 545	6 344	2 025	1 867	729	89 204
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
All children	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population attending Australian Government approved child care services										
0 years	%	7.8	9.0	11.0	7.1	9.5	11.3	12.8	6.3	8.9
1 year	%	34.5	37.2	42.9	29.4	38.2	41.3	49.8	26.9	36.8
2 years	%	55.2	50.1	59.0	42.2	51.6	52.3	61.0	33.4	52.7
3 years	%	65.0	55.0	66.7	45.3	57.8	58.9	65.9	36.9	59.7
4 years	%	59.6	45.2	58.3	31.7	46.4	47.7	56.8	29.9	51.1
5 years	%	30.8	28.6	36.0	20.0	32.1	31.5	39.6	20.1	30.2
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
All children	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5

(a) Children can use more than one type of care and may be counted more than once for each type of care they use.

(b) Attendance data for 2013 relate to the March quarter.

(c) Proportion of resident population estimated using the ABS ERP as at 31 December 2012, based on the *2011 Census of Population and Housing*. Population and Australian Government data may be out of sequence due to difference in data collection periods.

Source: Department of Education (unpublished) administrative data collection; table 3A.2.

TABLE 3A.10

Table 3A.10 **Children attending Australian Government approved and State and Territory government funded and/or provided child care, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</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>
Children attending Australian Government approved child care services										
Number of children										
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
0–12 years	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population										
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
0–12 years	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5
Children attending State and Territory Government funded and/or provided child care services										
Number of children										
0–5 years	no.	100 349	na	1 160	na	2 820	363	na	na	104 692
6–12 years	no.	17 377	na	194	na	40	22	na	na	17 633
0–12 years	no.	117 726	na	1 354	na	2 860	389	na	na	122 329
Proportion of resident population										
0–5 years	%	17.6	na	0.3	na	2.4	1.0	na	na	5.9
6–12 years	%	2.7	na	–	na	–	0.1	na	na	0.9
0–12 years	%	9.8	na	0.2	na	1.1	0.5	na	na	3.3
Children attending Australian Government approved and State and Territory Government funded and/or provided child care services (e)										
Number of children										
0–5 years	no.	341 579	162 270	172 311	57 739	49 523	15 746	14 389	5 681	817 237
6–12 years	no.	109 813	78 518	80 520	22 655	30 415	7 019	7 414	2 601	338 302
0–12 years	no.	451 392	240 788	252 831	80 394	79 938	22 769	21 803	8 282	1 155 543
Proportion of resident population										
0–5 years	%	59.8	37.3	46.0	29.2	41.5	41.5	47.4	25.4	45.7

TABLE 3A.10

Table 3A.10 **Children attending Australian Government approved and State and Territory government funded and/or provided child care, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</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>
6–12 years	%	17.4	16.6	19.1	10.5	22.5	16.0	24.0	10.7	17.1
0–12 years	%	37.5	26.6	31.8	19.5	31.4	27.8	35.6	17.7	30.7

(a) See source tables for footnotes.

(b) Proportion of resident population estimated using the ABS ERP as at 31 December 2012, based on the *2011 Census of Population and Housing*. Population and children attending child care data may be out of sequence due to difference in data collection periods.

(c) NSW data for children attending State and Territory Government funded and/or provided child care services were not collected for 2012-13. Data have been estimated by using Commonwealth data to proportion the number of children using child care services (excludes children in vacation care). NSW does not discriminate between child care and preschool services, and children attending preschool services are also included in the count for child care. The methodology used to estimate results for 2012-13 represent a departure from the compound growth rate method used for 2011-12 so 2012-13 NSW data should not be compared to 2011-12.

(d) Data for Australia are the total of the sum of the states and territories for which data are available.

(e) There may be some double counting of children across State and Territory, and Australian, government collection.

na Not available. – Nil or rounded to zero.

Source: Australian, State and Territory governments (unpublished); tables 3A.2, 3A.8, 3A.61, 3A.68, 3A.75, 3A.82, 3A.89, 3A.96, 3A.103, 3A.110.

TABLE 3A.11

Table 3A.11 **Children aged 0–12, average attendance at Australian Government approved child care services (a), (b), (c)**

	<i>Unit</i>	<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</i>
2009										
Centre-based LDC	hrs/wk	24.5	26.4	27.9	23.6	24.0	21.5	28.0	35.5	25.8
Family day care	hrs/wk	19.1	18.8	20.5	18.0	20.2	15.4	24.1	26.9	19.3
Vacation care	hrs/wk	30.5	29.7	31.2	29.7	27.2	24.4	31.9	42.1	29.9
OSH care (d)	hrs/wk	8.0	6.6	8.0	8.0	6.3	6.2	8.1	12.0	7.5
Occasional care	hrs/wk	12.4	8.8	14.1	12.7	10.6	11.1	12.5	15.7	11.5
Other care (e)	hrs/wk	na	na	na	na	na	na	na	na	na
2010										
Centre-based LDC	hrs/wk	24.8	26.2	27.8	22.9	23.8	21.4	27.9	35.4	25.7
Family day care	hrs/wk	18.7	20.3	19.7	18.3	20.3	14.8	23.5	27.2	19.3
Vacation care	hrs/wk	29.4	28.9	30.7	29.4	26.5	24.6	31.7	40.2	29.3
OSH care (d)	hrs/wk	8.0	6.4	7.9	7.4	6.1	6.4	8.0	11.8	7.4
Occasional care	hrs/wk	12.1	9.2	13.0	10.3	11.4	10.3	14.4	–	11.2
Other care (e)	hrs/wk	27.1	23.4	31.6	21.9	23.8	21.4	20.9	–	26.6
2011										
Centre-based LDC	hrs/wk	25.0	25.9	27.8	23.1	22.7	19.3	26.7	34.3	25.6
Family day care	hrs/wk	18.7	20.9	19.9	18.3	19.9	14.7	23.3	24.7	20.0
Vacation care	hrs/wk	28.3	27.2	28.3	28.6	25.9	23.9	29.2	39.6	28.9
OSH care (d)	hrs/wk	7.8	5.4	7.7	7.8	5.4	5.6	6.6	11.5	7.2
Occasional care	hrs/wk	12.1	8.2	13.1	11.1	10.9	10.8	13.3	–	9.9
Other care (e)	hrs/wk	26.3	22.9	32.7	22.7	22.1	17.6	16.9	–	20.1
2012										
Centre-based LDC	hrs/wk	26.5	27.7	29.4	24.7	24.9	22.4	29.1	36.1	27.3
Family day care	hrs/wk	20.1	27.2	21.2	20.2	20.9	15.2	25.5	26.8	22.2
Vacation care	hrs/wk	28.7	28.4	30.3	29.3	26.5	24.4	29.3	40.1	28.9
OSH care (d)	hrs/wk	10.1	7.9	10.0	9.2	7.8	7.2	9.1	12.3	9.2
Occasional care	hrs/wk	13.0	9.6	14.3	11.8	11.5	12.2	17.6	–	12.2
Other care (e)	hrs/wk	28.2	24.1	35.0	23.0	21.0	18.1	22.5	–	28.1
2013										
Centre-based LDC	hrs/wk	26.9	27.9	29.7	25.0	24.8	22.5	29.7	35.9	27.6
Family day care	hrs/wk	22.5	30.2	24.2	25.2	23.4	16.0	25.0	27.4	25.3
Vacation care	hrs/wk	28.7	28.5	30.6	29.0	25.9	24.4	30.3	40.6	28.9
OSH care (d)	hrs/wk	8.0	6.4	7.9	7.3	6.2	6.6	8.1	12.0	7.4
Occasional care	hrs/wk	13.3	8.6	13.5	11.2	8.8	12.4	16.5	–	11.4
Other care (e)	hrs/wk	26.5	24.8	33.8	26.4	20.7	16.4	21.3	–	27.4

LDC = long day care; OSH = outside school hours

- (a) Average attendance hours are defined as the total hours attended within each sector and dividing by the number of children who attended in the reference week (excludes allowable absences).
- (b) Children can use more than one type of care. Children attending approved services in 2010, 2011, 2012 and 2013 may be counted more than once if attending more than one service during the reference period. In 2009, children are counted once for each care type they use.

TABLE 3A.11

Table 3A.11 **Children aged 0–12, average attendance at Australian Government approved child care services (a), (b), (c)**

	<i>Unit</i>	<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</i>
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(c) Attendance counted as the number of children attending approved care in all services except Vacation Care during the week 23–29 March 2009. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Data for 2010 onwards are taken from the March quarter.

(d) OSH care includes before school hours care and after school hours care.

(e) Other includes in-home care (i.e. care delivered in the child's home). Data for other care were not available from administrative sources for 2009.

na Not available. – Nil or rounded to zero.

Source: Department of Education (unpublished) administrative data collection.

TABLE 3A.12

Table 3A.12 **Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2013 (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</i>
Children from non-English speaking backgrounds									
Children aged 0–5 in child care services	23.0	25.6	9.7	14.3	12.4	3.9	17.0	12.5	18.5
Children aged 0–5 in the community, 2011	25.0	24.8	14.1	18.9	16.7	8.1	20.8	38.7	21.2
Children aged 6–12 in child care services	17.6	23.2	7.8	11.2	7.3	2.5	14.4	7.1	14.8
Children aged 6–12 in the community, 2011	22.5	22.1	12.4	17.2	14.8	6.7	17.7	41.1	19.0
Indigenous children									
Children aged 0–5 in child care services	3.1	0.9	4.3	2.8	1.9	5.9	1.4	11.2	2.9
Children aged 0–5 in the community, 2012	4.8	1.3	6.9	5.9	3.7	7.6	2.6	40.8	5.0
Children aged 6–12 in child care services	2.1	0.6	3.3	2.1	1.7	5.2	1.3	13.0	2.1
Children aged 6–12 in the community, 2012	4.2	1.2	6.4	5.8	3.6	6.9	2.4	44.6	4.7
Children from low-income families									
Children aged 0–5 in child care services	25.7	25.7	28.8	22.1	24.1	30.0	8.2	14.9	25.6
Children aged 0–5 in the community, 2011-12	22.2	17.6	23.5	14.1	24.0	28.3	8.9	15.9	20.4
Children aged 6–12 in child care services	21.1	27.4	24.9	23.5	23.0	26.5	6.3	13.3	23.6
Children aged 6–12 in the community, 2011-12	22.9	23.1	19.6	13.5	19.9	25.6	6.6	28.5	20.9
Children with disability									
Children aged 0–5 in child care services	4.0	2.4	2.1	2.0	3.4	2.0	2.6	2.8	2.9
Children aged 0–5 in the community, 2009	4.6	2.8	4.0	5.2	3.4	4.7	3.7	np	4.0
Children aged 6–12 in child care services	3.4	2.8	2.8	2.5	5.5	3.4	3.3	8.2	3.3
Children aged 6–12 in the community, 2009	9.8	8.3	7.4	10.9	8.2	11.8	12.9	8.5	9.0
Children from regional areas									
Children aged 0–5 in child care services	23.4	20.7	30.9	15.7	17.2	99.1	0.1	78.4	25.2
Children aged 0–5 in the community, 2011	24.7	23.9	35.5	17.5	23.6	97.8	0.2	51.7	27.5
Children aged 6–12 in child care services	19.0	16.1	26.9	10.9	13.7	99.3	–	86.4	21.1
Children aged 6–12 in the community, 2011	27.2	26.0	37.1	19.0	25.6	98.0	0.2	50.7	29.5
Children from remote areas									
Children aged 0–5 in child care services	0.2	–	1.1	4.1	1.9	0.9	..	21.6	1.0
Children aged 0–5 in the community, 2011	0.6	0.1	3.8	7.9	4.0	2.1	..	48.0	2.7
Children aged 6–12 in child care services	0.1	–	0.8	2.0	0.8	0.7	..	13.6	0.6
Children aged 6–12 in the community, 2011	0.6	0.1	3.5	7.6	4.2	1.9	..	49.0	2.7

(a) Refer to table 3A.13 for complete footnotes.

(b) Excludes children aged 6–12 years attending occasional care services. The number of children aged 6–12 years using occasional care services were too small to be included here.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; administrative data collection, ABS (unpublished) *Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0, *2011 Census of Population and Housing, Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra.

TABLE 3A.13

Table 3A.13 **Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (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</i>
Children from non-English speaking backgrounds (d), (e)									
Representation in child care services									
2004	17.4	13.5	6.3	7.9	6.9	3.4	12.1	8.1	11.6
2006	17.0	12.8	5.1	6.4	8.0	2.5	9.7	8.5	10.9
2008-09	18.0	17.2	7.3	9.7	9.3	4.2	10.3	11.5	13.2
2010	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	13.7
2013	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3
Representation in the community, 2011 (e)	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
Indigenous children (f)									
Representation in child care services									
2012	na	na	na	na	na	na	na	na	na
2013	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6
Representation in the community, 2012 (f)	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
Children from low-income families (g)									
Representation in child care services									
2004	28.0	28.3	33.8	32.6	33.0	31.5	12.4	18.8	29.9
2006	25.2	26.5	28.6	27.6	29.3	29.1	10.4	17.5	26.6
2008-09	24.4	23.7	24.7	22.7	24.6	24.8	9.6	16.2	23.9
2010	24.1	24.0	24.9	22.7	24.1	24.8	8.8	14.4	23.9
2013	24.4	26.2	27.5	22.5	23.6	28.9	7.6	14.4	25.0
Representation in the community, 2011-12 (g)	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7
Children with disability (h)									
Representation in child care services									
2004	2.1	2.0	2.0	1.7	3.5	2.2	2.1	2.4	2.1
2006	3.1	2.4	2.2	2.5	3.8	2.3	1.8	3.7	2.7
2008-09	3.8	2.5	2.6	2.5	5.5	2.7	1.9	3.7	3.2
2010	3.3	2.2	1.9	2.2	3.6	2.0	1.9	2.7	2.6
2013	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0
Representation in the community, 2009 (h)	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
Children from regional and remote areas (i)									
Regional									
Representation in child care services (j)									
2004	25.9	22.5	38.9	18.2	16.2	99.6	–	74.0	28.8
2006	25.6	25.0	36.6	18.9	17.9	99.4	0.1	77.3	29.0
2008-09	26.3	24.6	32.5	20.5	19.4	99.2	0.1	79.1	28.5
2010	26.0	23.6	32.4	20.6	18.7	100.4	1.1	79.9	28.0
2013	22.3	19.3	29.8	14.5	15.9	100.3	0.1	81.1	24.1
Representation in the community, 2011 (i)	26.0	25.0	36.4	18.3	24.7	97.9	0.2	51.2	28.6

TABLE 3A.13

Table 3A.13 **Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (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</i>
Remote									
Representation in child care services									
2004	0.4	0.1	1.6	5.0	2.0	0.4	..	26.0	1.4
2006	0.3	–	1.3	3.7	2.0	0.6	..	22.7	1.1
2008-09	0.2	–	1.1	3.4	1.7	0.8	..	21.0	1.0
2010	0.2	–	1.2	3.3	1.8	0.6	..	20.2	0.9
2013	0.2	–	1.0	3.5	1.5	0.9	..	19.1	0.9
Representation in the community, 2011 (i)	0.6	0.1	3.6	7.7	4.1	2.0	..	48.5	2.7

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution.
- (b) Data for 2004 and 2006 are drawn from the respective AGCCCS, while data for 2008-09 are drawn from the AGCCPS and DEEWR administrative data. Data from 2008-09 are not comparable to previous years due to the change in the source for data collection.
- (c) Children attending approved services in 2004, 2006, 2010 and 2013 may be counted more than once if attending more than one service during the reference week. In 2008-09, children are counted once for each care type they used.
- (d) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, as data from these service types were not available.
- (e) Children from non-English speaking backgrounds in child care services are children who speak, or whose parent/guardian speak a language other than English at home. Data on representation in child care services are from the *2013 National Early Childhood Education and Care Workforce Census*. Data on representation in the community refer to the proportion of children who do not speak English as their main language at home as estimated from the *ABS 2011 Census of Population and Housing*.
- (f) Indigenous children in child care services are children who child care services identified as being of Aboriginal or Torres Strait Islander origin. Data on representation in child care services are from Australian Government administrative data for the March quarter. Due to a change in data source data cannot be compared to data in previous editions. The representation in the community data are from the *ABS Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, for 30 June 2012.
- (g) Children from low income families include those families in receipt of the maximum rate of Child Care Benefit (CCB). The maximum CCB rate was \$31 755 in 2003-04, \$33 361 in 2005-06, \$35 478 in 2007-08, \$36 573 in 2008-09, \$37 960 in 2009-10 and \$39 785 in 2011-12. Data on representation in child care services are from Australian Government administrative data for the March quarter. The data showing representation children from low income families in the community are drawn from *ABS Household Income and Income Distribution, Australia, 2011-12*.
- (h) Children with disability in child care services are children who child care services identify as having continuing disability including intellectual, sensory or physical impairment. Data on representation in child care services are from the *2013 National Early Childhood Education and Care Workforce Census*. Data on representation in the community refer to children with any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. These data were obtained from *ABS Disability, Ageing and Carers, Australia, 2009*.
- (i) Regional and remote areas are based upon the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011. Regional areas include inner regional and outer regional areas. Remote areas include remote and very remote areas. Children can use care in multiple regions and states and territories, and may be counted in more than one region. Data on representation in child care services are from Australian Government administrative data for the March quarter. Data on representation in the community are estimated from the *ABS 2011 Census of Population and Housing*.

TABLE 3A.13

Table 3A.13 Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (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</i>
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(j) The proportion of children from regional areas in child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can be counted in more than one remoteness area.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; administrative data collection, *Australian Government Census of Child Care Services 2006* and *Australian Government Child Care Provider Survey 2007-08*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*; ABS (unpublished) *Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0, *2011 Census of Population and Housing, Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra.

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
Children from non-English speaking backgrounds										
Child care services										
Number of children aged 0–12 years	no.	15 045	na	68	na	240	6	na	na	15 359
Representation in child care services	%	12.8	na	5.0	na	8.4	1.5	na	na	12.6
Representation of children aged 0–12 years in the community, 2011	%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
Preschool programs										
Number of children aged 3–5 years (l)	no.	8 564	10 229	3 211	na	2 260	183	1 010	na	25 457
Representation in preschool programs	%	12.2	14.1	8.2	na	12.4	2.8	22.6	na	10.2
Number of children in the YBFS	no.	6 226	10 229	2 843	na	na	na	955	na	20 253
Representation in preschool programs in the YBFS	%	11.7	14.2	8.0	na	na	na	22.8	na	9.0
Representation of children aged 3–5 years in the community, 2011	%	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
Children with disability										
Child care services										
Number of children aged 0–12 years	no.	5 621	na	139	na	20	9	na	na	5 789
Representation in child care services	%	4.8	na	10.3	na	0.7	2.3	na	na	4.7
Representation of children aged 0–12 years in the community, 2009	%	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
Preschool programs										
Number of children aged 3–5 years (l), (m)	no.	5 222	2 806	1 107	1 110	2 190	67	137	148	12 787
Representation in preschool programs	%	7.4	3.9	2.8	3.1	12.0	1.0	3.1	4.2	5.1
Number of children in the YBFS	no.	3 732	2 806	1 030	1 016	na	na	89	81	8 754
Representation in preschool programs in the YBFS	%	7.0	3.9	2.9	3.1	na	na	2.1	2.5	3.9

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
Representation of children aged 3–5 years in the community, 2009	%	7.3	3.9	7.3	6.8	5.5	7.2	7.3	np	6.3
Indigenous children										
Child care services										
Number of children aged 0–12 years	no.	5 913	na	63	na	130	4	na	na	6 110
Representation in child care services	%	5.0	na	4.7	na	4.5	1.0	na	na	5.0
Representation of children aged 0–12 years in the community, 2012	%	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
Preschool programs										
Number of children aged 3–5 years	no.	4 807	969	2 567	2 274	1 465	521	185	1 428	14 216
Representation in preschool programs	%	4.5	1.2	4.4	6.8	6.1	7.5	3.1	38.4	4.4
Number of children in the YBFS	no.	2 898	883	2 236	2 066	857	512	136	1 165	10 753
Representation in preschool programs in the YBFS	%	4.6	1.2	4.2	6.4	4.5	7.7	2.7	36.2	4.2
Representation of children aged 3–5 years in the community, 2012	%	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children from regional areas										
Child care services										
Number of children aged 0–12 years	no.	28 556	na	733	na	920	389	na	na	30 598
Representation in child care services	%	24.3	na	54.1	na	32.2	100.0	na	na	25.0
Representation of children aged 0–12 years in the community, 2011	%	26.0	25.0	36.4	18.3	24.7	97.9	0.2	51.2	28.6
Preschool programs										
Number of children aged 3–5 years	no.	33 485	18 815	19 450	5 921	5 828	6 800	189	1 925	92 413
Representation in preschool programs	%	31.3	23.3	33.4	17.7	24.3	98.0	3.2	51.7	28.9
Number of children in the YBFS	no.	19 743	np	17 646	7 473	4 698	6 527	148	1 760	57 995

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	Unit	NSW (f)	Vic (g)	Qld (h)	WA	SA	Tas	ACT (i)	NT (j)	Aust (k)
Representation in preschool programs in the YBFS	%	31.5	np	33.4	23.3	24.9	98.2	3.0	54.6	22.7
Representation of children aged 3–5 years in the community, 2011	%	25.5	24.6	36.0	18.0	24.4	97.8	0.2	51.4	28.1
Children from remote areas										
Child care services										
Number of children aged 0–12 years	no.	1 055	na	206	na	320	na	na	na	1 581
Representation in child care services	%	0.9	na	15.2	na	11.2	na	..	na	1.3
Representation of children aged 0–12 years in the community, 2011	%	0.6	0.1	3.6	7.7	4.1	2.0	..	48.5	2.7
Preschool programs										
Number of children aged 3–5 years	no.	795	48	2 006	2 548	956	138	..	1 795	8 286
Representation in preschool programs	%	0.7	0.1	3.4	7.6	4.0	2.0	..	48.3	2.6
Number of children in the YBFS	no.	455	np	1 744	2 439	740	119	..	1 462	6 959
Representation in preschool programs in the YBFS	%	0.7	np	3.3	7.6	3.9	1.8	..	45.4	2.7
Representation of children aged 3–5 years in the community, 2011	%	0.6	0.1	3.8	7.9	3.9	2.0	..	48.2	2.8

YBFS = year before full time schooling.

(a) Preschool data for children from non-English speaking backgrounds and children with disability are from State and Territory governments. Preschool data for Indigenous children and children from regional and remote areas are from the National ECEC Collection published by ABS in *Preschool Education, Australia, 2012*. Due to the different data sources for preschool data for special needs groups, caution should be used when making comparisons across special needs groups. All child care data are from State and Territory governments and represent children from special needs groups in State and Territory government funded and/or provided child care.

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>	
(b)	Data for children from non-English speaking backgrounds and children with disability in a preschool program include only State and Territory government funded or provided preschool services. Data on preschool programs for Indigenous children and children from regional and remote areas include preschool programs as defined by the scope of the National ECEC Collection. This means preschool programs are included irrespective of the type of institution that provides it or whether it is government funded or privately provided. Regional and remote areas are based upon the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011.										
(c)	Data on children enrolled in preschool programs represent 2012. All child care data represent 2012-13.										
(d)	Children in preschool programs includes children aged 3–5 years on 1 July 2012. However, some 3 year old children may not be included in the National ECEC Collection and therefore data may represent an under count. Children in preschool in the YBFS include children aged 4 and 5 years on 1 July 2012, but exclude children aged 5 years old who were enrolled in preschool in the previous year as a 4 year old. Children in child care include children aged 0–12 years.										
(e)	Data for representation in the community are estimated from the ABS <i>2011 Census of Population and Housing</i> , except for children with disability and Indigenous children. Data for the representation of children with disability in the community were obtained from ABS <i>Disability, Ageing and Carers, Australia, 2009</i> , while Indigenous data are from the ABS <i>Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991-2021</i> . Due to the various data sources used in different years caution should be used when making comparisons.										
(f)	Data for children in child care from a non-English speaking background and children with disability were not collected for 2012-13. The data have been estimated based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11. Not all children undertaking a preschool program in a long day care setting in NSW are captured in the relevant data collections, resulting in an undercount for NSW.										
(g)	Victorian data for children from NESB and with disability in preschool programs only include the 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds. Victorian data for children from NESB and with disability are reported as at 30 June 2012.										
(h)	Episode, rather than child level data were used for Queensland Indigenous children and children from regional and remote areas. These data are included in the national total.										
(i)	Indigenous children and children from regional and remote area preschool totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.										
(j)	Preschool data for children from non-English speaking backgrounds and children with disability in the NT include some children aged greater than 5 years.										
(k)	Data for Australia for children from non-English speaking backgrounds and children with disability, in preschool, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data.										
(l)	Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. Data for Tasmania only include children enrolled in preschool in non-government school settings.										

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
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(m) Data on children with a disability are not directly comparable because the definition of disability varies across jurisdictions.

na Not available. .. Not applicable. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0, and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra; State and Territory governments (unpublished).

TABLE 3A.15

Table 3A.15 **Children aged 4 and 5 years enrolled in and attending a preschool program in the year before full time schooling who are disadvantaged, 2012 (a) (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
Children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	no.	12 659	11 023	np	3 697	4 787	2 098	113	986	35 363
Attending in the YBFS	no.	12 228	10 356	np	np	4 700	2 058	np	830	30 172
Children aged 4 and 5 years										
Enrolled in the YBFS	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Attending in the YBFS	no.	61 378	70 551	51 394	32 033	18 579	6 543	4 902	2 908	248 288
Proportion of children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	%	20.2	14.9	np	11.5	25.4	31.6	2.3	30.6	13.9
Attending in the YBFS	%	19.9	14.7	np	np	25.3	31.5	np	28.5	12.2

YBFS = year before full time schooling.

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in or attended preschool in the previous year as a 4 year old.
- (b) Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) Child level enrolment and attendance data for Queensland are not available. Episode of enrolment and attendance data were used instead for Queensland. An episode is a record of enrolment or attendance at a preschool program. Children may be enrolled in or attend more than one preschool program so will be counted more than once in episode counts where they are enrolled in or attend more than one preschool program. These data are included in the national total.
- (e) In WA attendance rates have been applied to enrolment counts to estimate the number of children attending. These figures are indicative only.
- (f) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.
- (g) Data for Australia for children aged 4 and 5 years attending in the year before full time schooling who are disadvantaged are the total of the sum of the states and territories for which data are available.

np Not published.

Source: Derived from ABS 2013, *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling (g)										
Government preschool	no.	5 186	10 441	2 072	22 958	13 313	4 852	3 488	2 898	65 208
Non-government preschool	no.	24 879	37 837	17 944	8 259	1 191	1 512	–	193	91 815
Total preschool (h)	no.	30 565	48 319	20 016	31 231	14 551	6 370	3 554	3 107	157 713
Long day care with a preschool program (i)	no.	32 179	25 523	32 787	812	4 286	276	1 452	115	97 430
Total	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Proportion of children enrolled in a preschool program in the year before full time schooling (g), (j)										
Government preschool	%	5.5	14.7	3.3	70.7	67.2	74.9	73.7	78.8	22.1
Non-government preschool	%	26.2	53.2	28.8	25.4	6.0	23.4	0.0	5.2	31.1
Total preschool (h)	%	32.2	67.9	32.1	96.2	73.4	98.4	75.1	84.4	53.4
Long day care with a preschool program (i)	%	33.9	35.9	52.6	2.5	21.6	4.3	30.7	3.1	33.0
Total	%	66.2	103.7	84.7	98.7	95.1	102.6	105.7	87.6	86.3
Younger children enrolled in a preschool program (k)										
Government preschool	no.	740	3	34	206	2 856	–	183	262	4 284
Non-government preschool	no.	13 580	12	1 667	25	344	np	–	85	15 713
Total preschool (h)	no.	14 445	15	1 701	231	3 200	np	190	348	20 130
Long day care with a preschool program (i)	no.	22 526	3 726	3 816	1 120	1 900	np	530	3	33 621
Total	no.	36 971	3 741	5 517	1 351	5 100	221	720	351	53 972
Proportion of younger children enrolled in a preschool program (k), (l)										
Government preschool	%	0.8	–	0.1	0.6	14.4	–	3.7	7.1	1.4
Non-government preschool	%	14.2	–	2.7	0.1	1.7	np	–	2.3	5.3
Total preschool (h)	%	15.1	–	2.7	0.7	16.1	np	3.8	9.5	6.8
Long day care with a preschool program (i)	%	23.6	5.2	6.1	3.5	9.6	np	10.7	0.1	11.3
Total	%	38.7	5.3	8.8	4.2	25.6	3.4	14.5	9.5	18.2
Children enrolled in a preschool program, by age										
3 year olds	no.	36 971	3 741	5 517	1 351	5 100	221	720	351	53 972

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
4 year olds	no.	55 946	53 639	49 516	31 818	18 439	3 510	4 060	3 112	220 040
5 year olds	no.	13 967	23 368	3 287	368	436	3 207	1 106	257	45 996
Proportion of children enrolled in a preschool program, by age (m)										
3 year olds	%	38.7	5.3	8.8	4.2	25.6	3.4	14.5	9.5	18.2
4 year olds	%	59.0	75.4	79.4	98.0	93.1	54.2	85.7	84.6	74.5
5 year olds	%	14.9	33.2	5.4	1.1	2.2	50.1	23.9	7.2	15.8
Estimated Resident Population at 30 June, by age (n)										
3 year olds	no.	95 435	71 237	62 660	32 048	19 891	6 488	4 967	3 678	296 433
4 year olds	no.	94 819	71 179	62 346	32 452	19 815	6 475	4 735	3 680	295 533
5 year olds	no.	93 764	70 330	61 397	32 051	19 582	6 398	4 627	3 586	291 762

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.
- (b) The preschool starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children enrolled in a preschool program.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) Victorian year before full time schooling data do not include 3165 children who attended preschool in the previous year as a 4 year old. Victorian data for preschool programs not provided in long day care centres only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds.
- (e) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.
- (f) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.
- (g) Data for Australia for younger children are the total of the sum of the states and territories for which data are available. Totals by sector will not sum to the total as a result.
- (h) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.
- (i) Includes long day care with a preschool and long day care with a preschool program and preschool.

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
(j)	To calculate this proportion, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the total proportion may exceed 100 per cent.									
(k)	Data include children aged 3 years on 1 July 2012. Some 3 year old children enrolled in a preschool program may not be included in the National ECEC Collection and therefore data may represent an under count.									
(l)	To calculate this proportion, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 3 years in each jurisdiction (using ABS estimated resident population at 30 June 2012).									
(m)	The proportion is calculated using the estimated resident population at 30 June 2012.									
(n)	Estimated resident population is 30 June 2012 which is based on the <i>2011 Census of Population and Housing</i> . – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. No. 3101.0, Canberra.

TABLE 3A.17

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Number of children enrolled less than 10 hours										
Government preschool	no.	np	np	np	–	np	np	np	np	np
Non-government preschool	no.	3 488	np	np	9	100	np	–	np	3 597
Total preschool (g)	no.	4 018	89	425	9	np	np	np	np	4 541
Long day care with a preschool program (h)	no.	3 845	1 854	2 505	69	np	np	np	12	8 285
Total children enrolled in a preschool program	no.	7 863	1 943	2 930	78	np	np	123	42	12 979
Proportion of children enrolled less than 10 hours										
Government preschool	%	np	np	np	–	np	np	np	np	np
Non-government preschool	%	5.6	np	np		0.5	np	–	np	1.4
Total preschool (g)	%	6.4	0.1	0.8	0.0	np	np	np	np	1.8
Long day care with a preschool program (h)	%	6.1	2.5	4.7	0.2	np	np	np	0.4	3.2
Total children enrolled in a preschool program	%	12.5	2.6	5.5	0.2	np	np	2.5	1.3	5.1
Number of children enrolled 10-14 hours										
Government preschool	no.	np	np	np	5 220	np	np	np	np	5 220
Non-government preschool	no.	9 526	np	np	1 629	145	np	–	np	11 300
Total preschool (g)	no.	11 234	39 633	328	6 849	np	np	np	np	58 044
Long day care with a preschool program (h)	no.	6 062	7 643	3 820	86	np	np	np	np	17 611
Total children enrolled in a preschool program	no.	17 296	47 276	4 148	6 935	np	np	1 575	381	77 611
Proportion of children enrolled 10-14 hours										
Government preschool	%	np	np	np	16.3	np	np	np	np	2.0
Non-government preschool	%	15.2	np	np	5.1	0.8	np	–	np	4.4
Total preschool (g)	%	17.9	53.7	0.6	21.4	np	np	np	np	22.7
Long day care with a preschool program (h)	%	9.7	10.4	7.2	0.3	np	np	np	np	6.9
Total children enrolled in a preschool program	%	27.6	64.0	7.9	21.6	np	np	31.5	11.8	30.4
Number of children enrolled 15 hours or more										
Government preschool	no.	3 042	1 106	2 037	17 738	11 678	4 404	1 938	2 526	44 469
Non-government preschool	no.	11 865	7 450	17 226	6 621	946	1 435	–	178	45 721

TABLE 3A.17

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Total preschool (g)	no.	15 313	8 597	19 263	24 373	12 671	5 845	2 004	2 720	90 786
Long day care with a preschool program (h)	no.	22 272	16 026	26 462	657	3 154	214	1 304	79	70 168
Total children enrolled in a preschool program	no.	37 585	24 623	45 725	25 030	15 825	6 059	3 308	2 799	160 954
Proportion of children enrolled 15 hours or more										
Government preschool	%	4.8	1.5	3.9	55.4	62.0	66.3	38.7	78.4	17.4
Non-government preschool	%	18.9	10.1	32.6	20.7	5.0	21.6	–	5.5	17.9
Total preschool (g)	%	24.4	11.6	36.5	76.1	67.3	87.9	40.0	84.4	35.6
Long day care with a preschool program (h)	%	35.5	21.7	50.1	2.1	16.7	3.2	26.0	2.5	27.5
Total children enrolled in a preschool program	%	59.9	33.3	86.6	78.1	84.0	91.2	66.1	86.9	63.1
Total number of children enrolled										
Government preschool	no.	5 186	10 441	2 072	22 958	13 313	4 852	3 488	2 898	65 208
Non-government preschool	no.	24 879	37 837	17 944	8 259	1 191	1 512	–	193	91 815
Total preschool (g)	no.	30 565	48 319	20 016	31 231	14 551	6 370	3 554	3 107	157 713
Long day care with a preschool program (h)	no.	32 179	25 523	32 787	812	4 286	276	1 452	115	97 430
Total children enrolled in a preschool program	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Proportion of total children enrolled										
Government preschool	%	8.3	14.1	3.9	71.6	70.7	73.0	69.7	89.9	25.6
Non-government preschool	%	39.7	51.2	34.0	25.8	6.3	22.8	–	6.0	36.0
Total preschool (g)	%	48.7	65.4	37.9	97.5	77.2	95.8	71.0	96.4	61.8
Long day care with a preschool program (h)	%	51.3	34.6	62.1	2.5	22.8	4.2	29.0	3.6	38.2
Total children enrolled in a preschool program	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in or attended preschool in the previous year as a 4 year old.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
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(d) About 8 per cent of data for hours in WA were calculated using averages at the provider level.

(e) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(f) Data for Australia are the total of the sum of the states and territories for which data are available.

(g) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.

(h) Includes long day care with a preschool and long day care with a preschool program and preschool.

– Nil or rounded to zero. **np** Not published.

Source: Derived from ABS 2013, *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.18

Table 3A.18 **Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by remoteness area, national only, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
Number of Indigenous children aged 4 and 5 years as at 1 July 2012, who are enrolled in a preschool program in the YBFS	no.	3 146	4 953	2 666
Projected number of Indigenous children aged 4 years (d)	no.	4 501	6 246	3 016
Proportion of Indigenous children who are enrolled in a preschool program in the YBFS	%	69.9	79.3	88.4

YBFS = year before full time schooling.

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in preschool in the previous year as a 4 year old.
- (b) Currently, not all records in the National ECEC Collection are produced at the unique child level. This means that there is a risk of duplicate counts across services and sectors for these records. It is also possible for a child to be enrolled in preschool for more than 1 year, meaning that duplication may also occur across time.
- (c) Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.
- (d) ABS Indigenous ERP by age and remoteness area is based on (unpublished) *2006 Census of Population and Housing* projections.

Source: ABS (unpublished) *Preschool Education, Australia, 2012* (Cat. no. 4240.0); *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (Cat. no. 3238.0).

TABLE 3A.19

Table 3A.19 Indigenous children enrolled in a preschool program, 2012 (a)

	Unit	NSW (b)	Vic	Qld (c)	WA	SA	Tas	ACT (d)	NT	Aust (e)
Number of Indigenous children aged 4 and 5 years enrolled in a preschool program, by sector										
Government preschool	no.	590	145	501	1 779	669	421	88	1 134	5 327
Non-government preschool	no.	1 724	532	821	271	12	77	–	82	3 519
Total preschool (f)	no.	2 379	676	1 322	2 050	693	502	119	1 227	8 968
Long day care with a preschool program (g)	no.	835	268	914	28	175	13	24	12	2 269
Total	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Number of Indigenous children aged 4 and 5 years enrolled in a preschool program, by remoteness area (h)										
Major cities of Australia	no.	1 068	354	548	728	419	..	129	..	3 246
Inner/outer regional Australia	no.	1 908	567	1 009	575	310	499	14	318	5 200
Remote/very remote Australia	no.	238	–	679	775	139	16	..	921	2 768
Total (i)	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Number of Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by remoteness area (h), (j)										
Major cities of Australia	no.	975	354	548	728	416	..	125	..	3 146
Inner/outer regional Australia	no.	1 703	539	1 009	574	310	496	11	311	4 953
Remote/very remote Australia	no.	220	–	679	765	132	16	..	854	2 666
Total (k)	no.	2 898	883	2 236	2 066	857	512	136	1 165	10 753

(a) Data include Indigenous children aged 4 and 5 years on 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. Only one episode of enrolment count is available so data are the same for both all 4 and 5 year old children and children in the year before full time schooling, by remoteness area. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.

(d) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

(f) Total preschool may not equal the sum of the components due to the inclusion of multiple preschools (except for Queensland) and use of next best available (episode level) data where cells are not published by ABS (affects government preschool for Victoria and non-government preschool for WA and Tasmania).

(g) Includes long day care with a preschool and long day care with a preschool program and preschool.

Table 3A.19 **Indigenous children enrolled in a preschool program, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
(h)	Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.									
(i)	Total data will not equal the sum of components for Victoria and Australia because some cells have used the next best available (year before full time schooling level) data where they were not published by ABS.									
(j)	Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in preschool in the previous year as a 4 year old.									
(k)	Total data will not equal the sum of components for Victoria, WA, SA and Australia because some cells have used unpublished or next best available (child or episode level) where data were not published by ABS.									
	.. Not applicable. – Nil or rounded to zero.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years using child care and preschool services, by employment status of parents (per cent), 2008, 2011 (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</i>
2008									
Couple families									
Child care services (d)									
Both parents in employment	71.5 ± 5.2	71.0 ± 6.4	74.6 ± 4.8	77.9 ± 8.1	73.6 ± 7.4	71.0 ± 14.1	86.1 ± 8.9	79.0 ± 12.9	73.1 ± 3.0
At least one parent not in employment	27.5 ± 5.1	29.0 ± 6.4	25.1 ± 4.9	22.1 ± 8.1	26.4 ± 7.4	27.1 ± 14.5	13.9 ± 8.9	18.2 ± 11.9	26.4 ± 2.9
Preschool services (e)									
Both parents in employment	58.8 ± 8.6	46.4 ± 7.6	54.6 ± 14.0	47.9 ± 13.3	61.0 ± 15.4	50.4 ± 24.5	54.0 ± 26.7	65.3 ± 20.9	52.9 ± 4.9
At least one parent not in employment	38.8 ± 8.2	52.6 ± 7.9	45.4 ± 14.0	52.1 ± 13.3	39.0 ± 15.4	49.6 ± 24.5	46.0 ± 26.7	29.5 ± 18.5	45.9 ± 5.0
One parent families									
Child care services (d)									
Parent in employment	64.0 ± 13.4	66.0 ± 12.4	69.3 ± 13.8	55.2 ± 27.4	74.3 ± 15.9	68.3 ± 24.8	np	np	66.5 ± 5.7
Parent not in employment	36.0 ± 13.4	34.0 ± 12.4	30.7 ± 13.8	44.8 ± 27.4	25.7 ± 15.9	31.7 ± 24.8	np	np	33.5 ± 5.7
Preschool services (e)									
Parent in employment	39.3 ± 25.9	38.3 ± 18.4	54.1 ± 41.8	39.7 ± 28.5	np	52.5 ± 34.2	np	np	44.8 ± 12.4
Parent not in employment	60.7 ± 25.9	61.7 ± 18.4	45.9 ± 41.8	60.3 ± 28.5	np	47.5 ± 34.2	np	np	55.2 ± 12.4
2011									
Couple families									
Child care services (d)									
Both parents in employment	78.2 ± 4.6	73.5 ± 5.5	77.3 ± 5.7	75.6 ± 9.5	79.2 ± 7.7	68.2 ± 13.2	90.6 ± 7.2	81.8 ± 12.0	76.7 ± 2.4
At least one parent not in employment	20.8 ± 4.5	25.8 ± 5.3	22.4 ± 5.7	22.0 ± 9.1	19.8 ± 7.7	31.8 ± 13.2	9.4 ± 7.2	16.6 ± 11.6	22.5 ± 2.3
Preschool services (e)									
Both parents in employment	52.6 ± 11.2	54.0 ± 9.1	56.1 ± 11.7	47.4 ± 11.9	62.6 ± 11.8	42.0 ± 17.4	50.2 ± 22.4	52.6 ± 28.9	53.3 ± 5.0

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years using child care and preschool services, by employment status of parents (per cent), 2008, 2011 (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</i>
At least one parent not in employment	45.8 ± 10.9	45.0 ± 9.0	43.9 ± 11.7	52.6 ± 11.9	36.0 ± 11.8	58.0 ± 17.4	49.8 ± 22.4	42.3 ± 28.1	45.8 ± 4.8
One parent families									
Child care services (d)									
Parent in employment	60.7 ± 13.7	74.7 ± 11.5	65.2 ± 9.8	63.2 ± 20.8	79.8 ± 13.7	77.1 ± 18.1	np	69.1 ± 28.2	67.5 ± 6.3
Parent not in employment	39.3 ± 13.7	25.3 ± 11.5	34.8 ± 9.8	36.8 ± 20.8	20.2 ± 13.7	22.9 ± 18.1	np	30.9 ± 28.2	32.5 ± 6.3
Preschool services (e)									
Parent in employment	33.4 ± 31.1	39.9 ± 30.5	np	45.2 ± 24.9	44.3 ± 25.5	60.8 ± 31.5	np	np	40.0 ± 12.4
Parent not in employment	66.6 ± 31.1	60.1 ± 30.5	64.6 ± 50.7	54.8 ± 24.9	55.7 ± 25.5	39.2 ± 31.5	np	68.9 ± 32.5	60.0 ± 12.4

(a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. 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.

(b) Data that were not available separately from the ABS were not published due to small numbers, but are included in the total for Australia.

(c) The *Childhood Education and Care Survey* collects data based on usual formal care arrangements.

(d) All children in formal care, including those in both formal and informal care.

(e) All children using preschool services, including those who also used formal care, informal care or both.

np Not published.

Source: ABS (unpublished) *Child Care Survey 2008* and *Childhood Education and Care Survey 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.21

Table 3A.21 **Children aged 4 and 5 years attending a preschool program in the year before full time schooling, by sector, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Children aged 4 and 5 years attending a preschool program in the year before full time schooling										
Government preschool	no.	4 886	9 881	2 003	22 958	13 135	4 771	3 404	2 601	63 639
Non-government preschool	no.	24 393	35 986	17 649	8 259	1 175	1 497	–	np	88 959
Total preschool (g)	no.	29 771	45 907	19 652	31 231	14 357	6 274	3 469	np	150 661
Long day care with a preschool program (h)	no.	31 607	24 644	31 742	802	4 222	269	1 433	np	94 719
Total	no.	61 378	70 551	51 394	32 033	18 579	6 543	4 902	2 908	248 288
Proportion of children attending a preschool program in the year before full time schooling (i)										
Government preschool	%	5.2	13.9	3.2	70.7	66.3	73.7	71.9	70.7	21.5
Non-government preschool	%	25.7	50.6	28.3	25.4	5.9	23.1	–	np	30.1
Total preschool (g)	%	31.4	64.5	31.5	96.2	72.5	96.9	73.3	np	51.0
Long day care with a preschool program (h)	%	33.3	34.6	50.9	2.5	21.3	4.2	30.3	np	32.1
Total	%	64.7	99.1	82.4	98.7	93.8	101.1	103.5	79.0	84.0
Estimated Resident Population at 30 June (j)										
4 year olds	no.	94 819	71 179	62 346	32 452	19 815	6 475	4 735	3 680	295 533

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.
- (b) The preschool starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children attending a preschool program.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total.
- (e) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.
- (f) Data for Australia are the total of the sum of the states and territories for which data are available. Totals by sector will not sum to the total as a result.
- (g) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.
- (h) Includes long day care with a preschool and long day care with a preschool program and preschool.
- (i) To calculate this proportion, attendance data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the total proportion may exceed 100 per cent.

TABLE 3A.21

Table 3A.21 **Children aged 4 and 5 years attending a preschool program in the year before full time schooling, by sector, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
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(j) Estimated resident population is 30 June 2012 which is based on the 2011 *Census of Population and Housing*.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. No. 3101.0, Canberra.

TABLE 3A.22

Table 3A.22 **Average (mean) number of hours of attendance at a preschool program per week, by sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Children aged 4 and 5 years attending a preschool program in the year before full time schooling										
Government preschool	hrs	13.3	10.1	14.0	12.9	13.0	14.3	12.2	–	12.6
Non-government preschool	hrs	14.0	11.3	14.2	14.2	13.8	16.5	–	–	13.0
Total preschool (g)	hrs	13.9	11.1	14.2	13.3	13.1	14.8	12.4	–	12.8
Long day care with a preschool program (h)	hrs	16.7	17.8	20.0	20.4	14.7	21.1	20.7	10.4	17.9
Total	hrs	15.4	13.4	17.2	13.5	13.5	15.1	14.8	10.4	14.6

(a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they are attend more than one preschool program. These data are not included in the calculation of the national total.

(d) About 40 per cent and 8 per cent of data for hours in Queensland and WA respectively were calculated using averages at the provider level. For WA, hours attended were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions.

(e) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(f) The data for Australia do not include data for Queensland.

(g) Total preschool includes multiple preschools.

(h) Includes long day care with a preschool and long day care with a preschool program and preschool.

– Nil or rounded to zero.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.23

Table 3A.23 **All children aged 4 and 5 years enrolled in and attending a preschool program, by sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
Number of children enrolled										
Preschool										
Government	no.	5 450	10 945	2 072	22 981	13 335	4 873	3 594	3 038	66 288
Non-government	no.	29 343	39 447	17 944	8 374	1 191	1 526	–	196	98 021
Total preschool (f)	no.	35 436	50 433	20 016	31 369	14 573	6 405	3 665	3 250	165 147
Long day care with a preschool program (g)	no.	34 477	26 574	32 787	817	4 302	312	1 501	119	100 889
Total enrolled	no.	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Number of children attending										
Preschool										
Government	no.	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government	no.	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (f)	no.	34 562	47 915	19 652	31 369	14 377	6 308	3 578	np	157 761
Long day care with a preschool program (g)	no.	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total attending	no.	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881

(a) Data includes all children aged 4 and 5 years as at 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level enrolment and attendance data for Queensland are not available. Episode of enrolment and episode of attendance data were used instead for Queensland. An episode is a record of enrolment or attendance at a preschool program. Children may be enrolled in or attend more than one preschool program so will be counted more than once in episode counts where they are enrolled in or attend more than one preschool program. These data are included in the national total.

(d) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

(f) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.

(g) Includes long day care with a preschool and long day care with a preschool program and preschool.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.24

Table 3A.24 **Children aged 4 and 5 years attending a preschool program, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust (g)</i>
Number of children attending less than 10 hours										
Government preschool	no.	1 026	2 660	109	130	1 646	592	506	na	np
Non-government preschool	no.	6 003	np	2 499	26	181	116	–	na	8 825
Total preschool (h)	no.	7 083	10 048	2 608	156	1 834	708	509	na	22 946
Long day care with a preschool program (i)	no.	4 140	2 603	3 312	67	789	39	82	na	11 032
Total	no.	11 223	12 651	5 920	223	2 623	747	591	na	33 978
Number of children attending 10–14 hours										
Government preschool	no.	1 794	6 938	110	22 844	4 275	1 205	np	na	37 166
Non-government preschool	no.	10 282	23 928	2 462	7 199	411	181	–	na	44 463
Total preschool (h)	no.	12 206	30 877	2 572	30 043	4 697	1 386	1 541	na	83 322
Long day care with a preschool program (i)	no.	6 624	7 289	4 812	141	1 023	30	135	na	20 054
Total	no.	18 830	38 166	7 384	30 184	5 720	1 416	1 676	na	103 376
Number of children attending 15 hours or more										
Government preschool	no.	2 323	760	1 784	7	7 234	2 995	1 469	na	16 572
Non-government preschool	no.	12 500	6 202	12 688	1 149	583	1 213	–	na	34 335
Total preschool (h)	no.	15 273	6 990	14 472	1 170	7 846	4 214	1 528	na	51 493
Long day care with a preschool program (i)	no.	23 093	15 758	23 618	599	2 426	236	1 265	na	66 995
Total	no.	38 366	22 748	38 090	1 769	10 272	4 450	2 793	na	118 488
Total number of children attending										
Government preschool	no.	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government preschool	no.	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (h)	no.	34 562	47 915	19 652	31 369	14 377	6 308	3 578	np	157 761
Long day care with a preschool program (i)	no.	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total	no.	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881

(a) Data include children aged 4 and 5 years as at 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

Table 3A.24 **Children aged 4 and 5 years attending a preschool program, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust (g)</i>	
(c)	Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total.										
(d)	In WA attendance rates have been applied to enrolment counts to estimate the number of children attending and the hours of attendance. These figures are indicative only. About 8 per cent of data for hours in WA were calculated using averages at the provider level. Hours attended data were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions.										
(e)	Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.										
(f)	NT preschool program hours attended data were not available in 2012.										
(g)	Data for Australia are the total of the sum of the states and territories for which data are available.										
(h)	Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.										
(i)	Includes long day care with a preschool and long day care with a preschool program and preschool.										
	na Not available. – Nil or rounded to zero. np Not published.										

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.25

Table 3A.25 **Children absent from non-government preschools, 2012 (a), (b), (c)**

	<i>Unit</i>	<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</i>
Number of children enrolled										
Indigenous children	no.	3 349	1 174	946	256	271	82	20	123	6 221
Non-Indigenous children (d)	no.	52 426	83 573	18 495	8 765	3 808	1 544	690	155	169 456
All children	no.	55 775	84 747	19 441	9 021	4 079	1 626	710	278	175 677
Number of children absent										
Indigenous children	no.	878	367	299	110	102	14	10	74	1 854
Non-Indigenous children (d)	no.	7 569	15 377	3 008	1 627	732	287	87	57	28 744
All children	no.	8 447	15 744	3 307	1 737	834	301	97	131	30 598
Proportion of children absent										
Indigenous children	%	26.2	31.3	31.6	43.0	37.6	17.1	50.0	60.2	29.8
Non-Indigenous children (d)	%	14.4	18.4	16.3	18.6	19.2	18.6	12.6	36.8	17.0
All children	%	15.1	18.6	17.0	19.3	20.4	18.5	13.7	47.1	17.4
Non-government preschools										
Number of non-government preschools	no.	864	1 706	417	242	72	54	14	10	3 379
Proportion of all preschools (e)	%	89.7	100.0	94.1	27.5	16.4	25.2	14.7	7.4	69.3

(a) Data on attendance are limited to non-government preschools, and exclude government preschools.

(b) Attendance measured during the census week of 30 July to 3 August 2012. Children are counted as absent if they miss one or more of the sessions that they were enrolled in during this week. Absences due to illness may be higher during winter than at other times of the year.

(c) Preschool attendance is not compulsory.

(d) Data for non-Indigenous children are derived from data on Indigenous children and all children.

(e) Non-government preschools as a proportion of all preschools (which includes government and non-government preschools) approached in the National Preschool Census. Preschool attendance data for jurisdictions with a small proportion of non-government preschools should be interpreted with care.

Source: Department of Education (unpublished) *National Preschool Census 2012*.

TABLE 3A.26

Table 3A.26 **Indigenous children aged 4 and 5 years attending a preschool program in the year before full time schooling, by remoteness area, national only, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
Number of Indigenous children aged 4 and 5 years as at 1 July 2012, who are attending a preschool program in the YBFS	no.	3 031	4 643	2 337
Projected number of Indigenous children aged 4 years (d)	no.	4 501	6 246	3 016
Proportion of Indigenous children who are attending a preschool program in the YBFS	%	67.3	74.3	77.5

YBFS = year before full time schooling.

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.
- (b) Currently, not all records in the National ECEC Collection are produced at the unique child level. This means that there is a risk of duplicate counts across services and sectors for these records. It is also possible for a child to be attending preschool for more than 1 year, meaning that duplication may also occur across time.
- (c) Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.
- (d) ABS Indigenous ERP by age and remoteness area is based on (unpublished) *2006 Census of Population and Housing* projections.

Source: ABS (unpublished) *Preschool Education, Australia, 2012* (Cat. no. 4240.0); *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (Cat. no. 3238.0).

TABLE 3A.27

Table 3A.27 Indigenous children attending a preschool program, 2012 (a)

	Unit	NSW (b)	Vic	Qld (c)	WA	SA	Tas	ACT (d)	NT	Aust (e)
Number of Indigenous children aged 4 and 5 years attending a preschool program, by sector										
Government preschool	no.	np	np	434	1 779	642	412	84	890	4 241
Non-government preschool	no.	1 621	467	772	np	12	np	–	76	2 948
Total preschool (f)	no.	2 217	599	1 206	2 050	666	np	115	972	7 825
Long day care with a preschool program	no.	816	253	828	28	169	np	24	12	2 130
Total (g)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Number of Indigenous children aged 4 and 5 years attending a preschool program, by remoteness area (h)										
Major cities of Australia	no.	1 020	353	512	728	409	..	125	..	3 147
Inner/outer regional Australia	no.	1 799	499	934	575	294	486	14	288	4 889
Remote/very remote Australia	no.	214	–	588	775	132	16	..	696	2 421
Total (g)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Number of Indigenous children aged 4 and 5 years attending a preschool program in the year before full time schooling, by remoteness area (h), (i)										
Major cities of Australia	no.	930	335	512	727	406	..	121	..	3 031
Inner/outer regional Australia	no.	1 602	461	934	574	294	486	11	281	4 643
Remote/very remote Australia	no.	198	–	588	765	126	16	..	644	2 337
Total (j)	no.	2 730	796	2 034	2 066	825	502	132	925	10 010

(a) Data include Indigenous children aged 4 and 5 years on 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level attendance data for Queensland are not available and episode of attendance data were used instead. Only one episode of attendance count is available by remoteness area so data for all 4 and 5 year old children and children in the year before full time schooling will be identical. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total.

(d) Totals for the ACT exclude data for preschools within independent schools, which was unavailable in 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

(f) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.

(g) Total data will not equal the sum of the components where there are np's. Total data will not equal the sum of components by remoteness area for Tasmania and Australia because some inner/outer regional Australia and remote/very remote Australia cells have used the next best available (year before full time schooling level) data where they were not published by ABS.

Table 3A.27 **Indigenous children attending a preschool program, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
(h)	Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.									
(i)	Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.									
(j)	Total data may not equal the sum of components for SA, Tasmania and Australia due to unpublished data being used for inner/outer regional Australia and remote/very remote Australia.									
	.. Not applicable. – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.28

Table 3A.28 **Service availability during non-standard hours for Australian Government approved child care services (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010 (d)									
Centre-based long day care	67.6	88.1	89.7	82.6	86.0	70.0	60.1	73.3	78.6
Family day care (c)	na	na	na	na	na	na	na	na	na
Vacation care	55.2	48.1	77.8	61.3	76.4	53.6	12.5	33.2	61.2
Outside of school hours care (c), (e)	21.3	14.7	39.5	15.7	12.8	4.5	3.8	8.7	20.2
Occasional care	41.3	62.3	50.0	88.9	100.0	100.0	66.7	na	57.1
Other care (f)	58.1	63.1	61.8	62.5	100.0	–	na	na	61.4
2013 (d)									
Centre-based long day care	70.7	92.2	90.4	83.5	86.5	73.7	66.1	98.4	80.9
Family day care	76.8	54.5	87.0	60.0	81.0	72.7	87.5	100.0	69.2
Vacation care	60.5	56.8	82.6	73.1	83.7	33.1	21.2	35.4	66.9
Outside of school hours care (e)	16.8	8.7	39.4	18.6	9.2	2.9	–	–	17.1
Occasional care	39.0	17.3	38.9	72.7	100.0	100.0	50.0	–	34.2
Other care (f)	83.4	79.7	80.6	60.5	100.0	58.3	100.0	–	80.4

(a) Proportion of services with availability of non-standard hours of care. Data are based on opening hours and represent availability, except for family day care and other care. Data for family day care and other care are included only if non-standard hours are available and used.

(b) Data are from the 2010 and 2013 *National Early Childhood Education and Care Workforce Census*, except data for family day care and other care, which are from the March quarter, from the CCMS administrative system. Due to a break in series data in this table should not be compared to previous reports.

(c) A small number of family day care and outside school hours care services provide non-standard hours of care in the ACT and NT. Due to the small number of services, the proportion of services offering non-standard hours of care can vary over time and these data should be interpreted with care.

(d) Data are based on the definition of non-standard hours of care as defined in the glossary. Non-standard hours of care in centre-based long day care are defined as more than 10 hours per day.

(e) Outside school hours care includes before school hours care and after school hours care.

(f) Other only includes in-home care.

na Not available. – Nil or rounded to zero.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census 2010 and 2013 (preliminary data)* and administrative data collection.

TABLE 3A.29

Table 3A.29 **Service availability during non-standard hours for State and Territory government approved child care services, 2012-13 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>
Number of service providers									
Child care service providers									
Centre-based long day care	no.	331	na	39	na	na	na	na	na
Family day care	no.	–	na	..	na	na	na	na	na
Vacation care	no.	na	na	..	na	na	na	na	na
Outside school hours care	no.	–	na	..	na	na	na	na	na
Occasional care	no.	14	na	..	na	na	–	na	na
'Other' care	no.	–	na	..	na	na	na	na	na
All services providers	no.	346	na	39	na	na	–	na	na
Preschools									
All preschools	no.	451	na	34	na	442	na	na	na
Proportion of service providers									
Child care service providers									
Centre-based long day care	%	79.6	na	na	na	na	na	na	na
Family day care	%	na	na	na	na	na	na	na	na
Vacation care	%	na	na	na	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na	na	na	na
Occasional care	%	17.6	na	na	na	na	–	na	na
'Other' care	%	na	na	na	na	na	na	na	na
All services providers	%	48.9	na	81.3	na	na	–	na	na
Preschools									
All preschools	%	51.6	na	3.5	na	100.0	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

TABLE 3A.29

Table 3A.29 **Service availability during non-standard hours for State and Territory government approved child care services, 2012-13 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>
(b)	Child care data were not collected for 2012-13. The results for 2012-13 are estimates based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11. NSW does not fund any outside school hours care. For preschools, the count is based on preschool services operating more than 6 hours per day. The 2012-13 count is based only on the core preschool contact hours (data are sourced from the Early Childhood Education and Care Preschool August 2012 Census for community funded preschools and DEC Preschool Mid-Year Census for government preschools). Given this, there is an undercount of preschool services providing extended hours of care for 2012-13.								
(c)	Victoria and the NT do not collect data on non-standard hours of care.								
(d)	In Queensland, child care data are based on an annual voluntary census, and response rates are variable by service type and over time.								
(e)	In SA, all preschools now offer universal access 15 hours, offering non-standard hours of care. Preschools are encouraged to offer back-to-back preschool services to assist parents in country locations who would otherwise be unable to access preschool. The take-up rate is most significant in country locations where to limit access to one session per day over four days per week would make it impractical for children who travel long distances. In these situations children generally access their preschool entitlement of four sessions over two days as opposed to the usual four half days.								

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

TABLE 3A.30

Table 3A.30 **Median weekly service cost of Australian Government approved child care services (\$/week) (2012-13 dollars) (a), (b)**

	<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</i>
Centre-based long day care									
2009	333	324	299	312	316	288	360	286	316
2010	335	313	292	308	292	292	373	297	308
2011	347	321	295	316	295	311	388	305	311
2012	375	359	314	342	324	332	416	327	346
2013	392	378	329	364	340	351	442	348	364
Family day care (c), (d)									
2009	295	299	296	316	272	277	345	295	295
2010	292	292	308	308	275	302	340	297	292
2011	300	280	311	321	269	316	367	331	290
2012	320	321	344	356	299	359	375	337	328
2013	327	337	349	367	309	365	402	369	339

(a) Based on hours open or care provided during the March quarter.

(b) Median costs are based on 50 hours of care in the collection week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR.

(c) Excludes in-home care. In-home care carers employed by family day care services have been excluded from the fees calculation.

(d) Family day care costs includes parent levy.

Source: Department of Human Services administrative data (unpublished); Department of Education (unpublished) administrative data collection.

TABLE 3A.31

Table 3A.31 **Median weekly service cost of Australian Government approved long day care services, by remoteness area, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT (h)</i>	<i>Aust</i>
Median costs										
Major Cities and Inner Regional Australia	\$/week	393	379	331	359	341	357	442	..	367
Other regions (i)	\$/week	325	346	318	407	329	309	..	348	334
All areas	\$/week	392	378	329	364	340	351	442	348	364

(a) Based on hours open or care provided during the March quarter.

(b) Median costs are based on 50 hours of care in the collection week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR.

(c) Based on fee information for children aged 0–12 years old.

(d) Remoteness area is based upon the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011.

(e) There are no ASGS classified 'very remote' areas in Victoria.

(f) There are no ASGS classified 'major cities' in Tasmania.

(g) There are no ASGS classified 'outer regional', 'remote' or 'very remote' areas in the ACT.

(h) There are no ASGS classified 'major cities' or 'inner regional' areas in the NT.

(i) Includes ASGS classifications of Outer Regional Australia, Remote Australia and Very Remote Australia.

na Not available. .. Not applicable.

Source: Department of Education (unpublished) administrative data collection.

TABLE 3A.32

Table 3A.32 **Hourly cost of preschool (after subsidies), per child enrolled, by cost range, 2012 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (c)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (d)	<i>NT</i>	<i>Aust</i> (e)
Number of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	no.	932	17 638	6 739	23 482	15 306	4 909	3 829	3 168	76 003
\$1–4	no.	43 979	43 336	22 652	7 326	1 973	1 537	831	np	121 634
\$5–9	no.	20 401	6 263	20 200	1 069	378	220	494	np	49 025
\$10–14	no.	289	6 302	2 226	255	588	46	np	–	9 706
\$15–19	no.	np	2 149	612	46	176	np	np	–	2 983
\$20 or more	no.	np	1 319	374	6	256	np	–	–	1 955
Total stated	no.	65 683	77 007	52 803	np	18 677	6 717	5 166	3 254	229 307
Not stated	no.	4 230	–	–	np	198	–	–	115	4 543
Total	no.	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Proportion of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	%	1.3	22.9	12.8	73.0	81.1	73.1	74.1	94.0	28.6
\$1–4	%	62.9	56.3	42.9	22.8	10.5	22.9	16.1	np	45.7
\$5–9	%	29.2	8.1	38.3	3.3	2.0	3.3	9.6	np	18.4
\$10–14	%	0.4	8.2	4.2	0.8	3.1	0.7	np	–	3.6
\$15–19	%	np	2.8	1.2	0.1	0.9	np	np	–	1.1
\$20 or more	%	np	1.7	0.7	–	1.4	np	–	–	0.7
Total stated	%	93.9	100.0	100.0	np	99.0	100.0	100.0	96.6	86.2
Not stated	%	6.1	–	–	np	1.0	–	–	3.4	1.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data include children aged 4 and 5 years as at 1 July 2012.

(b) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.

(c) About 8 per cent of data for fees in WA were calculated using averages at the provider level.

(d) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: Derived from ABS 2013, *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.33

Table 3A.33 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by sector (nominal \$/hour), 2012 (a), (b)**

	NSW (c)	Vic	Qld (d)	WA (e)	SA	Tas	ACT (f)	NT	Aust (d)
Preschool									
Government	np	1.62	np	–	–	–	–	–	–
Non-government	4.71	1.82	np	1.58	2.08	1.88	na	–	2.27
Total preschool (g)	4.71	1.77	np	–	–	–	–	–	1.25
Long day care with a preschool program (h)	2.75	3.83	np	1.76	0.67	1.76	4.07	0.65	2.95
Total with a preschool program	3.47	1.95	np	–	–	–	–	–	1.82

(a) Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated.

(b) Data include children aged 4 and 5 years as at 1 July 2012.

(c) Government preschool data are not published for NSW as they exclude data for all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting the NSW costs for 'total preschool' and 'total with a preschool program'.

(d) Data for Queensland are not published and are not included in the median calculated for Australia.

(e) Approximately 8 per cent of data for fees in WA were calculated using averages at the provider level.

(f) Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

(g) Total preschool includes multiple preschools.

(h) Includes long day care with preschool and long day care with a preschool program and preschool.

na Not available. – Nil or rounded to zero. np Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.34

Table 3A.34 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by remoteness area (nominal \$/hour), 2012 (a), (b), (c)**

	NSW (d)	Vic	Qld (e)	WA (f)	SA	Tas	ACT (g)	NT	Aust (e)
Major cities of Australia	3.89	2.13	np	–	–	..	–	..	2.27
Inner/outer regional Australia	2.83	1.33	np	–	–	–	–	np	1.56
Remote/very remote Australia	1.67	2.00	np	–	–	–	..	–	–
Total	3.47	1.95	np	–	–	–	–	–	2.00

(a) Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated.

(b) Data include children aged 4 and 5 years as at 1 July 2012.

(c) Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.

(d) Government preschool data are not published for NSW as they exclude data for all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting the NSW costs.

(e) Data for Queensland are not published and are not included in the median calculated for Australia.

(f) Approximately 8 per cent of data for fees in WA and Queensland were calculated using averages at the provider level.

(g) Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

.. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.35

Table 3A.35 **Staff employed by Australian Government approved child care services (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<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</i>
2004										
Full time equivalent staff										
Primary contact staff	FTE	14 242	9 752	11 808	3 535	3 098	783	1 226	654	45 098
Administrative staff	FTE	2 119	1 449	1 776	519	519	132	174	99	6 787
Other staff	FTE	1 129	690	529	281	154	47	64	56	2 950
All FTE staff	FTE	17 490	11 891	14 113	4 335	3 771	962	1 464	809	54 835
Family day carers (h)										
All family day carers	FTE	4 862	3 818	4 069	988	1 629	606	415	214	16 601
Total unpaid staff										
All unpaid staff	no.	974	553	587	398	239	55	38	12	2 858
2006 (j)										
Full time equivalent staff										
Primary contact staff	FTE	17 445	12 165	15 059	4 380	3 959	1 044	1 446	838	56 335
Administrative staff	FTE	973	483	593	231	233	94	56	30	2 692
Other staff	FTE	831	455	348	197	156	49	41	41	2 119
All FTE staff	FTE	19 249	13 103	16 000	4 808	4 348	1 187	1 543	909	61 146
Family day carers (h)										
All family day carers	FTE	4 653	3 315	3 619	885	1 446	528	366	206	15 019
Total unpaid staff										
All unpaid staff	no.	563	251	254	96	75	16	9	22	1 287
2008-09										
Full time equivalent staff										
Primary contact staff	FTE	21 150	14 440	17 210	5 070	4 730	1 440	1 550	910	66 510
Administrative staff	FTE	970	430	680	260	200	80	70	50	2 740
Other staff	FTE	1 010	860	510	260	190	40	50	40	2 950
All FTE staff	FTE	23 120	15 730	18 410	5 580	5 120	1 560	1 680	1 000	72 200
Family day carers (h)										
All family day carers	FTE	5 030	3 320	3 220	880	1 360	420	360	660	15 260
Total unpaid staff										
All unpaid staff (j)	no.	1 360	340	220	160	140	30	20	<20	2 280
2010										
Full time equivalent staff										
Primary contact staff	FTE	20 915	12 922	15 838	4 569	4 307	1 288	1 624	783	62 247
Administrative staff	FTE	1 936	1 277	1 540	502	443	192	178	88	6 155
Other staff	FTE	798	693	541	184	193	24	44	80	2 557
All FTE staff	FTE	23 649	14 892	17 919	5 255	4 944	1 504	1 847	950	70 959
Family day carers (h)										
All family day carers	FTE	4 818	3 759	3 877	782	1 176	529	696	310	15 947
Total unpaid staff										
All unpaid staff (k)	no.	451	165	154	98	32	<20	<20	<20	926

TABLE 3A.35

Table 3A.35 **Staff employed by Australian Government approved child care services (a), (b), (c), (d), (e), (f), (g)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013										
Full time equivalent staff										
Primary contact staff	FTE	23 400	15 738	17 383	5 535	5 076	1 258	1 990	840	71 220
Administrative staff	FTE	2 149	1 561	1 735	567	454	187	157	100	6 910
Other staff	FTE	832	579	347	189	185	35	38	50	2 255
All FTE staff	FTE	26 381	17 878	19 465	6 291	5 715	1 480	2 185	990	80 385
Family day carers (h)										
Family day carers	FTE	4 660	4 701	3 175	1 490	1 504	487	124	237	16 377
Total unpaid staff										
All unpaid staff (k)	no.	325	114	102	31	51	<20	<20	<20	648

- (a) FTE = Full time equivalent (defined as 38 hours a week). For family day care, full time equivalent staff are defined as 35 hours per week. It is not possible to determine whether a carer is an employee or a contractor: the situation differs within each State and Territory and between states and territories.
- (b) There may be double counting of staff who work in more than one centre.
- (c) Due to rounding, the totals may not equal the sum of the components.
- (d) Data for 2010 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.
- (e) Data for 2002, 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the Australian Government Child Care Provider Survey (AGCCPS). Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection.
- (f) Data on staff were collected for all services except Vacation Care during the weeks 8–12 July 2002, 22–28 March 2004, 8–14 May 2006 and 24–30 November 2008. The weeks in which vacation care attendance were measured varied for these years due to different vacation care periods across Australia. For 2010 data on staff were collected for all services except vacation care during the reference week 31 May - 6 June 2010 (excluding Tasmania, where the reference week was 21-27 June 2010). The reference week for vacation care was 5-11 July 2010 (excluding Tasmania, where the reference week was 7-13 June 2010).
- (g) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.
- (h) Family day care includes in-home care. State or territory is based on the location of the family day care scheme, and may not match the location in which the care is delivered
- (i) The breakdown of contact and administration staff for 2006 is not comparable to previous years due to changes in definition.
- (j) There were fewer than 20 unpaid staff in approved services in the NT.
- (k) There were fewer than 20 unpaid staff in approved services in Tasmania, the ACT and the NT.

Source: Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2010 and 2013 (preliminary data)*; *Australian Government Child Care Provider Survey 2008-09* and *Australian Government Census of Child Care Services 2006*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*.

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<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</i>
2004 (f)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	11 808	8 504	10 084	2 549	2 346	767	909	425	37 392
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	3 915	2 439	1 473	929	1 060	245	368	138	10 567
Fewer than three years relevant experience (g)	no.	5 175	4 473	5 785	1 492	1 947	373	973	359	20 577
All staff without a relevant formal qualification at or above Certificate level III	no.	9 090	6 912	7 258	2 421	3 007	618	1 341	497	31 144
All primary contact staff	no.	20 899	15 417	17 342	4 970	5 353	1 385	2 249	922	68 537
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	56.5	55.2	58.1	51.3	43.8	55.4	40.4	46.1	54.6
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	18.7	15.8	8.5	18.7	19.8	17.7	16.4	15.0	15.4
Fewer than three years relevant experience (g)	%	24.8	29.0	33.4	30.0	36.4	26.9	43.3	38.9	30.0
All staff without a relevant formal qualification at or above Certificate level III	%	43.5	44.8	41.9	48.7	56.2	44.6	59.6	53.9	45.4
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006 (h)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	14 312	10 108	12 601	3 223	3 301	1 035	1 043	481	46 104
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	9 290	7 749	8 760	2 555	3 217	653	1 240	530	33 994
Fewer than three years relevant experience (g)	no.	1 491	1 003	540	343	314	119	117	91	4 019
All staff without a relevant formal qualification at or above Certificate level III	no.	10 781	8 752	9 300	2 898	3 531	772	1 357	621	38 013
All primary contact staff	no.	25 093	18 860	21 901	6 122	6 833	1 807	2 400	1 102	84 117

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<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</i>
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	57.0	53.6	57.5	52.6	48.3	57.3	43.5	43.6	54.8
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	37.0	41.1	40.0	41.7	47.1	36.1	51.7	48.1	40.4
Fewer than three years relevant experience (g)	%	5.9	5.3	2.5	5.6	4.6	6.6	4.9	8.3	4.8
All staff without a relevant formal qualification at or above Certificate level III	%	43.0	46.4	42.5	47.3	51.7	42.7	56.5	56.4	45.2
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008-09 (f)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	18 810	13 520	16 880	4 170	4 300	1 580	1 120	640	61 000
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	5 210	3 630	1 940	930	1 700	290	400	160	14 250
Fewer than three years relevant experience (g)	no.	5 540	4 370	5 380	1 770	2 050	440	950	420	20 920
All staff without a relevant formal qualification at or above Certificate level III	no.	10 760	8 000	7 310	2 700	3 750	730	1 350	580	35 170
All primary contact staff	no.	29 560	21 520	24 190	6 870	8 050	2 310	2 470	1 220	96 170
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	63.6	62.8	69.8	60.7	53.4	68.4	45.3	52.5	63.4
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	17.6	16.9	8.0	13.5	21.1	12.6	16.2	13.1	14.8
Fewer than three years relevant experience (g)	%	18.7	20.3	22.2	25.8	25.5	19.0	38.5	34.4	21.8
All staff without a relevant formal qualification at or above Certificate level III	%	36.4	37.2	30.2	39.3	46.6	31.6	54.7	47.5	36.6

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<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</i>
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010 (i)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	18 020	12 942	15 977	3 855	4 001	1 380	1 177	493	57 840
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	5 036	2 948	1 631	836	1 640	337	414	135	12 977
Fewer than three years relevant experience	no.	5 142	2 793	4 103	1 314	1 560	335	931	368	16 546
All staff without a relevant formal qualification at or above Certificate level III	no.	10 178	5 741	5 734	2 150	3 200	672	1 345	504	29 522
All primary contact staff	no.	28 198	18 683	21 711	6 005	7 201	2 052	2 517	997	87 362
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	63.9	69.3	73.6	64.2	55.6	67.3	46.8	49.4	66.2
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	17.9	15.8	7.5	13.9	22.8	16.4	16.4	13.5	14.9
Fewer than three years relevant experience	%	18.2	14.9	18.9	21.9	21.7	16.3	37.0	36.9	18.9
All staff without a relevant formal qualification at or above Certificate level III	%	36.1	30.7	26.4	35.8	44.4	32.7	53.4	50.6	33.8
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	22 998	17 864	18 478	5 091	5 757	1 504	1 591	568	73 852
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	3 065	1 594	1 465	604	987	224	382	160	8 482
Fewer than three years relevant experience	no.	5 223	2 934	4 223	1 698	1 464	267	1 173	338	17 322
All staff without a relevant formal qualification at or above Certificate level III	no.	8 287	4 529	5 689	2 303	2 451	491	1 555	499	25 804

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<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</i>
All primary contact staff	no.	31 285	22 393	24 167	7 394	8 208	1 996	3 145	1 067	99 655
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	9.8	7.1	6.1	8.2	12.0	11.2	12.1	15.0	8.5
Fewer than three years relevant experience	%	16.7	13.1	17.5	23.0	17.8	13.4	37.3	31.7	17.4
All staff without a relevant formal qualification at or above Certificate level III	%	26.5	20.2	23.5	31.1	29.9	24.6	49.4	46.8	25.9
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) There may be double counting of staff where staff work in more than one centre.
- (b) Due to rounding, the totals may not equal the sum of the components.
- (c) Data for 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the AGCCPS. Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection. Data for 2010 and 2013 (preliminary data) are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.
- (d) Data on staff were collected for all services except vacation care during the weeks 8–12 July 2002, 22–28 March 2004, 8–14 May 2006 and 24–30 November 2008. The weeks in which vacation care attendance were measured varied due to different vacation care periods across Australia. For 2010, data on staff were collected for all services except vacation care during the reference week 31 May–6 June 2010 (excluding Tasmania, where the reference week was 21–27 June 2010). The reference week for vacation care was 5–11 July 2010 (excluding Tasmania, where the reference week was 7–13 June 2010). For 2013, data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (e) Excludes Aboriginal play groups and enrichment programs and occasional care neighbourhood model, for which data were not available.
- (f) In-home carers are excluded.
- (g) Includes staff training for a qualification.
- (h) The breakdown of contact and administration staff for 2006 is not comparable to previous years due to changes in definition.
- (i) 2010 data exclude family day care and in-home care carers.

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<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</i>
<i>Source:</i>	Department of Education (unpublished) administrative data collection; <i>National Early Childhood Education and Care Workforce Census, 2010 and 2013 (preliminary data)</i> ; <i>Australian Government Child Care Provider Survey 2008-09</i> and <i>Australian Government Census of Child Care Services 2006</i> ; FaCSIA (unpublished) <i>Australian Government Census of Child Care Services 2004</i> .									

TABLE 3A.37

Table 3A.37 **Qualified paid primary contact staff employed by Australian Government approved child care services, by level of qualification and field of study, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
Paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	no.	9 820	7 863	9 107	2 167	2 046	690	723	342	32 759
Diploma or Advanced Diploma	no.	8 591	7 705	6 954	2 279	2 613	674	618	183	29 616
Bachelor degree and above (g)	no.	4 587	2 296	2 417	646	1 098	141	250	43	11 477
All primary contact staff with a formal qualification at Certificate III or above	no.	22 998	17 864	18 478	5 091	5 757	1 504	1 591	568	73 852
Proportion of paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	%	42.7	44.0	49.3	42.6	35.5	45.9	45.4	60.2	44.4
Diploma or Advanced Diploma	%	37.4	43.1	37.6	44.8	45.4	44.8	38.8	32.2	40.1
Bachelor degree and above (g)	%	19.9	12.9	13.1	12.7	19.1	9.4	15.7	7.6	15.5
All primary contact staff with a formal qualification at Certificate III or above	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Field of study of paid primary contact staff with a bachelor degree and above										
Number of staff										
Early childhood education (h)	no.	4 118	1 881	1 836	475	867	115	192	22	9 507
Other early childhood education and care related field of study (i)	no.	468	415	580	171	230	26	58	21	1 970
All paid primary contact staff with a bachelor degree and above	no.	4 587	2 296	2 417	646	1 098	141	250	43	11 477
Proportion of paid primary contact staff with a bachelor degree and above, by field of study										
Early childhood education (h)	%	89.8	81.9	76.0	73.5	79.0	81.6	76.8	51.2	82.8
Other early childhood education and care related field of study (i)	%	10.2	18.1	24.0	26.5	20.9	18.4	23.2	48.8	17.2

TABLE 3A.37

Table 3A.37 **Qualified paid primary contact staff employed by Australian Government approved child care services, by level of qualification and field of study, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
All paid primary contact staff with a bachelor degree and above	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data are weighted data drawn from the *2013 National Early Childhood Education and Care Workforce Census*.
- (b) There may be double counting of staff where staff work in more than one centre.
- (c) Due to rounding, the totals may not equal the sum of the components.
- (d) For 2013, data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (e) Excludes Aboriginal play groups and enrichment programs and mobile toy library services, for which data were not available.
- (f) Excludes family day care and in-home care.
- (g) Bachelor degree and above includes Bachelor degree (either three or four year degrees), Graduate Certificate, Graduate Diploma, Masters degree, and Doctorate degree.
- (h) Includes Bachelor of Early Childhood Education and Bachelor of Education (Primary).
- (i) Includes Bachelor of Education (Secondary), Behavioural Sciences degrees, Nursing, Mothercraft, and other children's services related fields of tertiary education.

Source: Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*.

TABLE 3A.38

Table 3A.38 Paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004 (f)										
Total paid primary contact staff										
Number of staff	no.	20 899	15 417	17 342	4 970	5 353	1 385	2 249	922	68 537
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	13 203	8 868	12 307	3 035	3 003	851	1 145	520	42 931
Proportion of staff	%	63.2	57.5	71.0	61.1	56.1	61.4	50.9	56.4	62.6
2006										
Total paid primary contact staff										
Number of staff	no.	25 093	18 860	21 901	6 122	6 833	1 807	2 400	1 102	84 117
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	16 436	11 964	14 981	3 852	4 132	1 212	1 457	765	54 799
Proportion of staff	%	65.5	63.4	68.4	62.9	60.5	67.1	60.7	69.4	65.1
2008-09										
Total paid primary contact staff										
Number of staff	no.	29 560	21 520	24 190	6 870	8 050	2 310	2 470	1 220	96 170
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	21 580	15 820	18 240	4 860	6 050	1 810	1 690	900	70 960
Proportion of staff	%	73.0	73.5	75.4	70.7	75.2	78.4	68.4	73.8	73.8
2010										
Total paid primary contact staff										
Number of staff	no.	28 198	18 683	21 711	6 005	7 201	2 052	2 517	997	87 362
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	22 035	15 276	18 056	4 698	5 727	1 773	2 018	825	70 408
Proportion of staff	%	78.1	81.8	83.2	78.2	79.5	86.4	80.2	82.7	80.6
2013										
Total paid primary contact staff										
Number of staff	no.	31 285	22 393	24 167	7 394	8 208	1 996	3 145	1 067	99 655
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	24 972	17 644	20 393	5 894	6 640	1 652	2 539	872	80 606
Proportion of staff	%	79.8	78.8	84.4	79.7	80.9	82.8	80.7	81.7	80.9

(a) There may be double counting of staff where staff work in more than one centre.

(b) Due to rounding, the totals may not equal the sum of the components.

(c) Data for 2002, 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the AGCCPS. Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection. Data for 2010 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.

TABLE 3A.38

Table 3A.38 Paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months (a), (b), (c), (d), (e)

	<i>Unit</i>	<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</i>
(d)	Data on staff were collected for all services except Vacation Care during the weeks 22 to 28 March 2004, 8 to 14 May 2006 and 24 to 30 November 2008. The weeks in which vacation care attendance were measured varied due to different vacation care periods across Australia. For 2010 data on staff were collected for all services except vacation care during the reference week 31 May to 6 June 2010 (excluding Tasmania, where the reference week was 21 to 27 June 2010). The reference week for vacation care was 5 to 11 July 2010 (excluding Tasmania, where the reference week was 7 to 13 June 2010). For 2013 data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).									
(e)	Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.									
(f)	Excludes family day care and occasional care neighbourhood model, for which data were not available.									
<i>Source:</i>	Department of Education (unpublished) <i>National Early Childhood Education and Care Workforce Census, 2010 and 2013 (preliminary data)</i> ; <i>Australian Government Child Care Provider Survey 2008-09</i> and <i>Australian Government Census of Child Care Services 2006</i> ; FaCSIA (unpublished) <i>Australian Government Census of Child Care Services 2004</i> .									

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
Long day care staff										
Staff tenure										
Less than 1 year	%	9.1	5.3	7.2	9.9	7.4	4.8	12.1	9.4	7.7
1 to 3 years	%	27.8	31.0	30.8	33.7	28.6	26.5	35.5	35.2	30.0
4 to 6 years	%	21.0	23.8	23.3	23.1	22.1	25.0	22.9	26.2	22.6
7 to 9 years	%	11.8	11.9	12.5	11.8	13.1	14.0	9.3	8.2	12.0
10 years experience or more	%	30.3	28.1	26.2	21.5	28.7	29.7	20.3	21.0	27.6
Total long day care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	1 953	807	1 172	475	345	62	215	56	5 086
1 to 3 years	no.	5 940	4 748	4 996	1 611	1 336	344	633	211	19 819
4 to 6 years	no.	4 485	3 649	3 780	1 105	1 030	325	407	157	14 938
7 to 9 years	no.	2 525	1 822	2 028	566	612	181	165	49	7 950
10 years experience or more	no.	6 476	4 299	4 245	1 029	1 340	385	361	126	18 260
Total long day care staff	no.	21 380	15 324	16 221	4 787	4 663	1 297	1 782	599	66 052
Average staff tenure	yrs.	7.4	7.2	6.7	6.2	7.4	7.7	5.9	5.9	7.1
Family day care carers										
Carer tenure										
Less than 1 year	%	6.2	11.4	5.6	6.8	5.9	3.2	8.1	21.1	7.8
1 to 3 years	%	20.4	33.5	25.1	47.0	18.0	14.3	8.1	21.1	26.8
4 to 6 years	%	20.6	15.3	19.7	15.1	13.0	14.1	14.4	31.6	17.8
7 to 9 years	%	12.9	9.0	12.2	7.9	12.0	16.3	8.1	5.3	11.1
10 years experience or more	%	40.0	30.7	37.3	23.1	51.2	52.1	61.3	21.1	36.5
Total family day care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no	231	400	122	66	52	12	8	40	931
1 to 3 years	no	766	1 173	546	453	158	52	8	40	3 196

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
4 to 6 years	no	772	537	429	146	114	51	15	60	2 124
7 to 9 years	no	484	317	266	76	105	59	8	10	1 326
10 years experience or more	no	1 501	1 076	811	222	450	189	63	40	4 354
Total family day care staff	no.	3 754	3 504	2 175	963	878	363	103	190	11 931
Average staff tenure	yrs.	9.0	7.3	8.6	5.7	11.2	11.4	12.3	6.5	8.4
Outside school hours care services										
Staff tenure										
Less than 1 year	%	12.1	11.2	13.8	15.7	8.8	10.3	22.3	17.4	12.7
1 to 3 years	%	41.7	48.5	41.1	43.9	39.2	35.2	49.2	39.6	43.3
4 to 6 years	%	18.1	17.7	16.4	17.8	17.4	25.4	12.6	20.6	17.4
7 to 9 years	%	7.5	6.3	8.7	7.7	9.1	9.8	6.1	6.1	7.6
10 years experience or more	%	20.6	16.3	19.9	14.9	25.5	19.3	9.9	16.3	18.9
Total outside school hours care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	586	420	508	186	144	34	177	34	2 090
1 to 3 years	no.	2 021	1 826	1 513	520	637	117	391	79	7 104
4 to 6 years	no.	874	667	603	210	283	84	100	41	2 862
7 to 9 years	no.	362	238	320	92	148	32	48	12	1 253
10 years experience or more	no.	998	613	732	176	414	64	79	32	3 108
Total outside of school hours care staff	no.	4 841	3 763	3 678	1 185	1 626	332	795	198	16 417
Average staff tenure	yrs.	5.6	4.9	5.3	4.5	6.5	5.9	3.6	4.7	5.3
Occasional care services										
Staff tenure										
Less than 1 year	%	8.6	3.4	3.8	4.3	–	–	17.6	–	5.6
1 to 3 years	%	21.1	18.1	23.7	24.9	–	11.8	11.6	–	20.3
4 to 6 years	%	20.9	14.1	16.2	17.2	–	17.6	35.5	–	17.6

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
7 to 9 years	%	10.8	12.9	5.0	9.7	–	–	11.6	–	10.6
10 years experience or more	%	38.6	51.4	51.2	43.9	100.0	70.6	23.7	–	46.0
Total occasional care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0
Less than 1 year	no.	22	10	3	4	–	–	3	–	42
1 to 3 years	no.	54	51	19	23	–	2	2	–	151
4 to 6 years	no.	53	40	13	16	–	3	6	–	131
7 to 9 years	no.	28	36	4	9	–	–	2	–	79
10 years experience or more	no.	98	145	41	41	2	12	4	–	344
Total occasional care staff	no.	255	282	80	93	2	17	17	–	746
Average staff tenure	yrs.	9.2	11.3	11.4	10.3	25.0	15.8	5.5	–	10.5
Vacation care services										
Staff tenure										
Less than 1 year	%	11.7	9.3	14.0	17.0	10.7	7.2	21.3	25.1	12.6
1 to 3 years	%	38.8	42.7	41.1	40.1	36.9	39.6	51.8	31.3	40.3
4 to 6 years	%	19.6	22.6	18.4	20.4	18.6	28.7	11.3	20.9	19.7
7 to 9 years	%	7.9	8.0	7.9	5.5	9.5	9.0	5.6	7.8	7.8
10 years experience or more	%	22.0	17.3	18.7	17.0	24.3	15.5	10.0	14.9	19.5
Total vacation care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	494	239	536	205	195	23	111	54	1 859
1 to 3 years	no.	1 641	1 093	1 575	485	671	127	270	68	5 929
4 to 6 years	no.	829	579	704	247	338	92	59	45	2 893
7 to 9 years	no.	332	204	301	67	172	29	29	17	1 151
10 years experience or more	no.	928	443	718	205	442	49	52	32	2 869
Total vacation care staff	no.	4 225	2 557	3 834	1 209	1 817	319	522	217	14 700
Average staff tenure	yrs.	5.8	5.5	5.1	4.8	6.3	5.5	3.6	4.8	5.4

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other care services (g)										
Staff tenure										
Less than 1 year	%	11.6	2.7	14.0	6.9	31.5	4.3	–	–	10.1
1 to 3 years	%	35.3	36.9	38.5	38.2	45.6	34.8	–	–	37.7
4 to 6 years	%	23.3	25.1	19.1	24.1	21.5	30.4	–	–	23.1
7 to 9 years	%	9.9	14.3	6.2	9.1	1.4	15.2	–	–	9.7
10 years experience or more	%	19.9	21.0	22.2	21.8	–	15.2	–	–	19.3
Total other care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	–	–	100.0
Less than 1 year	no.	29	11	61	14	33	5	–	–	153
1 to 3 years	no.	88	147	168	77	48	43	–	–	570
4 to 6 years	no.	58	100	84	48	23	38	–	–	350
7 to 9 years	no.	25	57	27	18	1	19	–	–	147
10 years experience or more	no.	50	84	97	44	–	19	–	–	293
Total other care staff	no.	250	397	437	201	105	124	–	–	1 514
Average staff tenure	yrs.	5.9	6.2	5.5	5.9	1.9	5.8	–	–	5.6

- (a) In the early childhood education and care sector refers to the number of years the worker has been employed to work with children in a child care service, regardless of whether this was full-time or part-time work.
- (b) Data are weighted preliminary data drawn from the *National Early Childhood Education and Care Workforce Census 2013*.
- (c) Data were collected from all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (d) There may be double counting of staff where staff work in more than one service.
- (e) Staff tenure is only specified for those staff who provided this information.
- (f) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.
- (g) Other carers includes in-home care carers.
- na** Not available. – Nil or rounded to zero.

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

<i>Unit</i>	<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</i>
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Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*.

TABLE 3A.40

Table 3A.40 **Workers delivering preschool programs, by level and field of early childhood qualification, 2012 (a), (b), (c)**

	<i>Unit</i>	<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</i>
Workers delivering preschool programs (d)										
Total	no.	6 183	6 276	4 571	4 126	np	np	np	np	24 008
Workers delivering preschool programs who are at least three year university trained										
Field of early childhood qualification										
Teaching (early childhood related)	no.	1 708	2 106	1 933	1 338	938	100	np	np	8 354
Teaching (primary)	no.	np	np	64	333	77	395	11	71	1 134
Teaching (other)	no.	48	np	39	26	162	np	np	5	393
Other early childhood related	no.	29	8	np	55	12	np	np	np	110
Total early childhood qualified (e)	no.	1 898	2 200	np	1 752	1 189	np	162	160	9 991
Workers delivering preschool programs who are at least three year university trained										
Field of early childhood qualification										
Teaching (early childhood related)	%	27.6	33.6	42.3	32.4	np	np	np	np	34.8
Teaching (primary)	%	np	np	1.4	8.1	np	np	np	np	4.7
Teaching (other)	%	0.8	np	0.9	0.6	np	np	np	np	1.6
Other early childhood related	%	0.5	0.1	np	1.3	np	np	np	np	0.5
Total early childhood qualified (e)	%	30.7	35.1	np	42.5	np	np	np	np	41.6
Workers delivering preschool programs who are four year university trained (f)										
Field of early childhood qualification										
Teaching (early childhood related)	no.	np	np	np	np	np	np	np	np	np
Teaching (primary)	no.	np	np	np	np	np	np	np	np	np
Teaching (other)	no.	np	np	np	np	np	np	np	np	np
Other early childhood related	no.	np	np	np	np	np	np	np	np	np
Total early childhood qualified	no.	1 001	1 644	1 881	1 495	689	594	162	160	7 622
Field of early childhood qualification										
Teaching (early childhood related)	%	np	np	np	np	np	np	np	np	np
Teaching (primary)	%	np	np	np	np	np	np	np	np	np

TABLE 3A.40

Table 3A.40 **Workers delivering preschool programs, by level and field of early childhood qualification, 2012 (a), (b), (c)**

	<i>Unit</i>	<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</i>
Teaching (other)	%	np	np	np	np	np	np	np	np	np
Other early childhood related	%	np	np	np	np	np	np	np	np	np
Total	%	16.2	26.2	41.2	36.2	np	np	np	np	31.7

- (a) Worker level data in the National ECEC Collection do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs. Use of episode data means that workers may be counted more than once if they work for multiple providers. In addition, no worker data are collected through the Child Care Management System to populate the National ECEC Collection for the long day care sector. This results in a significant undercount of the actual worker population. The undercount may not be equal for all states and territories and will depend on the relative size of the long day care sector in each state and territory.
- (b) Includes contact workers only.
- (c) Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related. Workers who have a non early childhood related qualification are not included.
- (d) Workers delivering preschool programs are the total of all episodes of contact workers delivering preschool programs in scope of the National ECEC Collection irrespective of workers' qualifications. Workers delivering preschool programs include all the following worker roles: principal/director/coordinator/teacher in charge, group leader/teacher, assistant/aide and other contact worker.
- (e) Victorian data in *Preschool Education, Australia, 2012*, did not include 679 teachers with a qualification named 'Diploma' as per previous naming conventions of three year Bachelor degrees in Teaching and 146 teachers with overseas qualifications which have been granted equivalency by the Australian Children's Education and Care Quality Authority (ACECQA). These qualifications are approved early childhood teaching qualifications. Their inclusion would change total early childhood qualified workers who are at least three year university trained in Victoria to 48.2 per cent.
- (f) Includes Postgraduate degree, Graduate diploma or Graduate certificate level, Bachelor degree (honours) and Bachelor degree pass (4 years or equivalent).
- np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.41

Table 3A.41 **Approved services, by service type and quality rating, June 2013 (a), (b)**

	<i>Unit</i>	<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</i>
Number of approved services										
Centre-based care (c)	no.	3 939	3 538	2 529	919	1 100	213	305	197	12 740
Family day care (d)	no.	152	206	109	32	22	13	8	2	544
Total	no.	4 091	3 744	2 638	951	1 122	226	313	199	13 284
Proportion of approved services										
Centre-based care (c)	%	30.9	27.8	19.9	7.2	8.6	1.7	2.4	1.5	100.0
Family day care (d)	%	27.9	37.9	20.0	5.9	4.0	2.4	1.5	0.4	100.0
Total	%	30.8	28.2	19.8	7.1	8.4	1.7	2.5	1.5	100.0
Services with a quality rating										
Number of services with a quality rating	no.	939	762	532	58	107	40	65	64	2 567
Proportion of services with a quality rating (e)	%	23.0	20.4	20.2	6.1	9.5	17.7	20.8	32.2	19.3
Number of approved services with a quality rating, by quality rating level										
Significant Improvement Required	no.	3	1	–	1	1	–	–	–	6
Working Towards NQS	no.	539	196	187	38	31	28	46	56	1 121
Meeting NQS	no.	255	387	150	9	33	4	10	3	851
Exceeding NQS	no.	142	178	195	10	42	8	9	5	589
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating, by quality rating level										
Significant Improvement Required	%	0.3	0.1	–	1.7	0.9	–	–	–	0.2
Working Towards NQS	%	57.4	25.7	35.2	65.5	29.0	70.0	70.8	87.5	43.7
Meeting NQS	%	27.2	50.8	28.2	15.5	30.8	10.0	15.4	4.7	33.2
Exceeding NQS	%	15.1	23.4	36.7	17.2	39.3	20.0	13.8	7.8	22.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013. Data for the number and proportion of approved services with a quality rating and by quality rating level are only available at the national level only for centre-based care and family day care.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Table 3A.41 **Approved services, by service type and quality rating, June 2013 (a), (b)**

	<i>Unit</i>	<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</i>
(c)	A centre-based care service is an education and care service other than a family day care service. This includes most long day care, preschool and outside school hours care services that are delivered at a centre. It does not include preschools in Tasmania or WA.									
(d)	A family day care service is an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than a residence. They are sometimes known as family day care schemes and they are administered and supported by central coordination units.									
(e)	The proportion of services with a quality rating in Western Australia is lower than other jurisdictions due to the later commencement of the NQF. – Nil or rounded to zero.									

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.42

Table 3A.42 **Approved services with a quality rating, by rating level**
Quality Area 1: Educational program and practice, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 1										
Significant Improvement Required	no.	1	–	–	–	–	–	–	–	1
Working Towards NQS	no.	379	164	145	34	28	23	45	53	871
Meeting NQS	no.	407	407	239	14	37	12	11	7	1 134
Exceeding NQS	no.	152	191	148	10	42	5	9	4	561
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 1										
Significant Improvement Required	%	0.1	–	–	–	–	–	–	–	–
Working Towards NQS	%	40.4	21.5	27.3	58.6	26.2	57.5	69.2	82.8	33.9
Meeting NQS	%	43.3	53.4	44.9	24.1	34.6	30.0	16.9	10.9	44.2
Exceeding NQS	%	16.2	25.1	27.8	17.2	39.3	12.5	13.8	6.3	21.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.43

Table 3A.43 **Approved services with a quality rating, by rating level**
Quality Area 2: Children's health and safety, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 2										
Significant Improvement Required	no.	2	1	–	1	1	–	–	–	5
Working Towards NQS	no.	344	72	99	27	15	18	21	47	643
Meeting NQS	no.	464	555	218	19	60	13	35	11	1 375
Exceeding NQS	no.	129	134	215	11	31	9	9	6	544
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 2										
Significant Improvement Required	%	0.2	0.1	–	1.7	0.9	–	–	–	0.2
Working Towards NQS	%	36.6	9.4	18.6	46.6	14.0	45.0	32.3	73.4	25.0
Meeting NQS	%	49.4	72.8	41.0	32.8	56.1	32.5	53.8	17.2	53.6
Exceeding NQS	%	13.7	17.6	40.4	19.0	29.0	22.5	13.8	9.4	21.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.44

Table 3A.44 **Approved services with a quality rating, by rating level**
Quality Area 3: Physical environment, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 3										
Significant Improvement Required	no.	1	–	–	–	–	–	–	–	1
Working Towards NQS	no.	383	94	139	33	20	19	40	42	770
Meeting NQS	no.	418	483	238	17	55	14	19	14	1 258
Exceeding NQS	no.	137	185	155	8	32	7	6	8	538
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 3										
Significant Improvement Required	%	0.1	–	–	–	–	–	–	–	–
Working Towards NQS	%	40.8	12.3	26.1	56.9	18.7	47.5	61.5	65.6	30.0
Meeting NQS	%	44.5	63.4	44.7	29.3	51.4	35.0	29.2	21.9	49.0
Exceeding NQS	%	14.6	24.3	29.1	13.8	29.9	17.5	9.2	12.5	21.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.45

Table 3A.45 **Approved services with a quality rating, by rating level**
Quality Area 4: Staffing arrangements, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 4										
Significant Improvement Required	no.	2	1	–	–	–	–	–	–	3
Working Towards NQS	no.	148	45	44	12	6	5	10	29	299
Meeting NQS	no.	579	545	264	33	76	18	39	23	1 577
Exceeding NQS	no.	210	171	224	13	25	17	16	12	688
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 4										
Significant Improvement Required	%	0.2	0.1	–	–	–	–	–	–	0.1
Working Towards NQS	%	15.8	5.9	8.3	20.7	5.6	12.5	15.4	45.3	11.6
Meeting NQS	%	61.7	71.5	49.6	56.9	71.0	45.0	60.0	35.9	61.4
Exceeding NQS	%	22.4	22.4	42.1	22.4	23.4	42.5	24.6	18.8	26.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.46

Table 3A.46 **Approved services with a quality rating, by rating level**
Quality Area 5: Relationships with children, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 5										
Significant Improvement Required	no.	1	–	–	1	1	–	–	–	3
Working Towards NQS	no.	184	56	72	16	3	11	25	33	400
Meeting NQS	no.	498	421	218	27	35	15	23	20	1 257
Exceeding NQS	no.	256	285	242	14	68	14	17	11	907
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 5										
Significant Improvement Required	%	0.1	–	–	1.7	0.9	–	–	–	0.1
Working Towards NQS	%	19.6	7.3	13.5	27.6	2.8	27.5	38.5	51.6	15.6
Meeting NQS	%	53.0	55.2	41.0	46.6	32.7	37.5	35.4	31.3	49.0
Exceeding NQS	%	27.3	37.4	45.5	24.1	63.6	35.0	26.2	17.2	35.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.47

Table 3A.47 **Approved services with a quality rating, by rating level**
Quality Area 6: Partnerships with families and communities, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 6										
Significant Improvement Required	no.	–	–	–	–	–	–	–	–	–
Working Towards NQS	no.	222	41	103	21	19	12	29	23	470
Meeting NQS	no.	485	474	216	23	42	11	26	27	1 304
Exceeding NQS	no.	232	247	213	14	46	17	10	14	793
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating Quality Area 6										
Significant Improvement Required	%	–	–	–	–	–	–	–	–	–
Working Towards NQS	%	23.6	5.4	19.4	36.2	17.8	30.0	44.6	35.9	18.3
Meeting NQS	%	51.7	62.2	40.6	39.7	39.3	27.5	40.0	42.2	50.8
Exceeding NQS	%	24.7	32.4	40.0	24.1	43.0	42.5	15.4	21.9	30.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.48

Table 3A.48 **Approved services with a quality rating, by rating level**
Quality Area 7: Leadership and service management, June 2013 (a), (b)

	<i>Unit</i>	<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</i>
Number of approved services with a quality rating for Quality Area 7										
Significant Improvement Required	no.	1	–	–	1	–	–	–	–	2
Working Towards NQS	no.	343	106	110	21	26	18	19	35	678
Meeting NQS	no.	391	476	196	20	37	5	36	18	1 179
Exceeding NQS	no.	204	180	226	16	44	17	10	11	708
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 7										
Significant Improvement Required	%	0.1	–	–	1.7	–	–	–	–	0.1
Working Towards NQS	%	36.5	13.9	20.7	36.2	24.3	45.0	29.2	54.7	26.4
Meeting NQS	%	41.6	62.5	36.8	34.5	34.6	12.5	55.4	28.1	45.9
Exceeding NQS	%	21.7	23.6	42.5	27.6	41.1	42.5	15.4	17.2	27.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.49

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

	<i>Unit</i>	<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</i>
2007-08										
Place of occurrence										
School (d)	no.	199	130	141	66	41	12	8	8	605
Home	no.	3 613	1 879	3 441	1 031	1 263	190	122	109	11 648
Other place	no.	2 437	2 022	2 221	922	749	149	107	114	8 721
Not specified	no.	2 811	2 671	2 174	1 271	503	120	120	312	9 982
Total (e)	no.	9 013	6 668	7 915	3 271	2 529	468	356	529	30 749
Proportion of separations by place of occurrence										
School (d)	%	2.2	1.9	1.8	2.0	1.6	2.6	2.2	1.5	2.0
Home	%	40.1	28.2	43.5	31.5	49.9	40.6	34.3	20.6	37.9
Other place	%	27.0	30.3	28.1	28.2	29.6	31.8	30.1	21.6	28.4
Not specified	%	31.2	40.1	27.5	38.9	19.9	25.6	33.7	59.0	32.5
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008-09										
Place of occurrence										
School (d)	no.	179	152	196	64	57	18	10	16	692
Home	no.	3 382	1 872	3 964	1 103	1 000	210	100	126	11 757
Other place	no.	2 415	2 121	2 121	857	776	100	134	151	8 675
Not specified	no.	2 929	2 730	2 497	1 491	674	161	123	305	10 910
Total (e)	no.	8 862	6 833	8 733	3 484	2 490	483	367	594	31 846
Proportion of separations by place of occurrence										
School (d)	%	2.0	2.2	2.2	1.8	2.3	3.7	2.7	2.7	2.2
Home	%	38.2	27.4	45.4	31.7	40.2	43.5	27.2	21.2	36.9
Other place	%	27.3	31.0	24.3	24.6	31.2	20.7	36.5	25.4	27.2
Not specified	%	33.1	40.0	28.6	42.8	27.1	33.3	33.5	51.3	34.3
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009-10										
Place of occurrence										
School (d)	no.	179	186	175	65	59	16	22	12	714
Home	no.	3 297	2 028	4 026	1 170	1 177	187	111	141	12 137
Other place	no.	2 654	2 674	2 222	1 000	732	147	144	172	12 851
Not specified	no.	3 217	2 756	2 367	1 490	592	162	147	294	11 025
Total (e)	no.	9 306	7 603	8 733	3 699	2 548	509	422	612	33 432
Proportion of separations by place of occurrence										
School (d)	%	1.9	2.4	2.0	1.8	2.3	3.1	5.2	2.0	2.1
Home	%	35.4	26.7	46.1	31.6	46.2	36.7	26.3	23.0	36.3
Other place	%	28.5	35.2	25.4	27.0	28.7	28.9	34.1	28.1	38.4
Not specified	%	34.6	36.2	27.1	40.3	23.2	31.8	34.8	48.0	33.0
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 3A.49

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

	<i>Unit</i>	<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</i>
2010-11 (f)										
Place of occurrence										
School (d)	no.	201	166	191	85	50	9	19	9	730
Home	no.	3 115	2 163	3 905	1 440	1 085	175	125	133	12 141
Other place	no.	2 549	2 658	1 973	1 083	746	111	143	121	9 384
Not specified	no.	3 220	3 061	2 572	1 548	687	193	151	354	11 786
Total (e)	no.	9 048	7 992	8 558	4 120	2 557	482	436	608	33 801
Proportion of separations by place of occurrence										
School (d)	%	2.2	2.1	2.2	2.1	2.0	1.9	4.4	1.5	2.2
Home	%	34.4	27.1	45.6	35.0	42.4	36.3	28.7	21.9	35.9
Other place	%	28.2	33.3	23.1	26.3	29.2	23.0	32.8	19.9	27.8
Not specified	%	35.6	38.3	30.1	37.6	26.9	40.0	34.6	58.2	34.9
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011-12										
Place of occurrence										
School (d)	no.	230	221	223	94	53	18	12	9	860
Home	no.	2 959	2 142	3 270	1 420	1 156	166	139	130	11 382
Other place	no.	2 644	2 894	2 076	1 068	756	136	121	140	9 835
Not specified	no.	3 481	3 236	2 776	1 756	652	151	208	342	12 602
Total (e)	no.	9 270	8 434	8 273	4 308	2 592	468	476	615	34 436
Proportion of separations by place of occurrence										
School (d)	%	2.5	2.6	2.7	2.2	2.0	3.8	2.5	1.5	2.5
Home	%	31.9	25.4	39.5	33.0	44.6	35.5	29.2	21.1	33.1
Other place	%	28.5	34.3	25.1	24.8	29.2	29.1	25.4	22.8	28.6
Not specified	%	37.6	38.4	33.6	40.8	25.2	32.3	43.7	55.6	36.6
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) A hospital separation is an episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
- (b) Separations without external cause and those for which care type was reported as Newborn with no qualified days, and records for Hospital boarder or Posthumous organ procurement have been excluded.
- (c) External cause refers to the environmental event, circumstance or condition that causes the injury. Persons admitted to hospital as a result of a pre existing illness or condition, such as asthma are excluded.
- (d) The definition of school will include a range of different formal early childhood education and care services settings including kindergarten, preschool and child care services.
- (e) As more than one external cause can be reported for each separation, the totals are not the sums of the rows of the table.
- (f) Data have been revised since the last report.

Source: AIHW (unpublished) *Australian Hospital Statistics*.

TABLE 3A.50

Table 3A.50 **Australian Government recurrent expenditure on child care services per child in the community aged 0–12 years (\$/child) (2012-13 dollars) (a), (b)**

	<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</i>
2003-04	605	585	1 038	558	731	587	652	940	706
2004-05	608	582	1 018	554	716	646	597	965	696
2005-06	619	584	1 013	560	735	650	577	940	700
2006-07	702	657	1 124	607	857	782	594	1 038	787
2007-08	769	723	1 190	613	915	836	649	1 156	847
2008-09	1 189	1 062	1 454	835	1 167	1 086	875	1 275	1 169
2009-10	1 059	1 072	1 337	781	1 307	1 359	1 280	1 446	1 123
2010-11	1 166	1 156	1 414	839	1 355	1 399	1 486	1 838	1 213
2011-12	1 300	1 234	1 501	909	1 424	1 384	1 604	1 491	1 302
2012-13	1 452	1 368	1 606	1 002	1 558	1 434	1 758	1 415	1 426

(a) See source tables for footnotes.

(b) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 3A.2 and 3A.4.

TABLE 3A.51

Table 3A.51 Total State and Territory government real recurrent expenditure on early childhood education and care per child in the community aged 0–12 years (\$/child) (2012-13 dollars) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003-04	162	181	289	227	441	363	474	715	235
2004-05	163	174	303	202	469	346	468	716	236
2005-06	169	172	334	215	428	329	458	710	242
2006-07	168	188	222	213	461	340	473	742	225
2007-08	164	204	107	219	467	349	492	727	206
2008-09	173	199	109	350	459	370	495	725	221
2009-10	197	215	112	422	485	373	494	809	243
2010-11	194	227	140	536	503	413	492	1 001	268
2011-12	205	234	180	637	540	481	532	1 093	299
2012-13	210	279	220	664	563	524	540	1 164	326

(a) Includes administration expenditure, other expenditure on service provision, financial support to families and one-off, non-capital payments to peak agencies who support child care and preschool service providers.

(b) See source tables for other footnotes.

(c) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(d) The reduction in Queensland expenditure per child in 2006-07 and 2007-08 is due to the cessation of preschool in December 2006 and the introduction of the Preparatory Year in Queensland from 2007. Preparatory Year data are included in data on school children (chapter 4).

Source: Tables 3A.2 and 3A.3.

TABLE 3A.52

Table 3A.52 **Australian Government recurrent expenditure per child aged 0–12 attending approved child care services (\$/child) (2012-13 dollars) (a), (b), (c), (d)**

	<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</i>
Expenditure per child attending child care services									
2009	5 354	5 003	4 992	5 059	4 315	4 136	3 170	8 154	5 037
2010	4 497	4 720	4 541	4 635	4 727	5 117	4 366	9 269	4 648
2011	4 546	4 723	4 600	4 648	4 687	4 990	4 431	10 618	4 687
2012	4 959	4 931	4 881	4 939	4 947	5 043	4 781	8 504	4 967
2013	5 236	5 151	5 083	5 142	5 140	5 240	4 934	7 990	5 194

- (a) Includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs who may be older than 12 years.
- (b) Children can use more than one type of care. Children are counted once for each care type they use.
- (c) Attendance counted as the number of children attending approved care in all services except vacation care during the weeks 23–29 March 2009. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Attendance for 2010 and onwards data relate to the March quarter.
- (d) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 3A.4 and 3A.8.

TABLE 3A.53

Table 3A.53 **Children aged 0–12 years in families participating in the labour force who required any or additional formal child care for work related reasons, 2011 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
Number of children aged 0–12 years										
In families participating in the labour force who required any or additional formal child care for mainly work-related reasons	'000	19.6	17.0	<i>12.7</i>	6.8	2.3	np	1.4	np	61.0
All children aged 0–12 in families participating in the labour force	'000	704.8	549.2	483.4	224.3	156.3	49.1	42.1	19.5	2228.8
Proportion of children in families participating in the labour force who required any or additional formal child care for mainly work-related reasons	%	2.9 ± 1.0	3.1 ± 1.3	2.6 ± 1.7	3.0 ± 1.3	1.5 ± 1.1	np	3.3 ± 2.9	np	2.8 ± 0.6

- (a) Families participating in the labour force include single parent families where the lone parent is employed or unemployed, and couple families where both parents are employed or unemployed.
- (b) Any or additional formal child care includes current requirements for child care for: children who do not currently use any child care; children who need additional child care; or children who require a different type of service other than the child care service currently being used.
- (c) The main reason for any or additional formal child care was 'work related'.
- (d) As data are from a survey, the *Childhood Education and Care Survey* (CEaCS), they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. 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 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (e) Data for Tasmania and the NT were not available for publication due to small numbers, but are included in the total for Australia.
- (f) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.
- np** Not published.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether any or additional formal child care or preschool was required, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
2008										
Number of children										
Children who required any or additional formal child care, (d)	'000	27.9	24.4	20.9	8.8	3.5	1.7	1.5	np	89.3
Children who required any or additional preschool, (e)	'000	14.6	8.1	5.9	2.8	2.7	1.1	np	np	36.4
All children who required any or additional formal child care and/or preschool,	'000	42.6	32.5	26.9	11.6	6.2	2.8	1.7	1.5	125.7
All children	'000	1 147.6	854.0	728.3	353.6	244.9	82.5	55.2	32.3	3 498.4
Proportion of all children who required any or additional formal child care or preschool, by use of care										
Children who used formal child care (f)	%	0.9 ± 0.4	1.0 ± 0.5	1.5 ± 0.8	1.0 ± 0.8	0.6 ± 0.5	1.3 ± 1.0	np	np	1.0 ± 0.3
Children who used informal care only	%	0.7 ± 0.4	0.8 ± 0.5	1.0 ± 0.7	0.6 ± 0.5	0.6 ± 0.6	np	np	np	0.8 ± 0.3
Children who currently use preschool (g)	%	1.3 ± 0.4	1.2 ± 0.6	0.2 ± 0.2	0.7 ± 0.6	0.8 ± 0.6	np	np	np	0.9 ± 0.2
Children who did not use either child care or preschool	%	0.8 ± 0.4	0.8 ± 0.4	1.0 ± 0.6	1.0 ± 0.7	0.5 ± 0.5	0.8 ± 0.7	np	2.3 ± 2.2	0.9 ± 0.2
Total children who required any or additional formal child care or preschool services	%	3.7 ± 0.8	3.8 ± 1.1	3.7 ± 1.4	3.3 ± 1.2	2.5 ± 1.2	3.4 ± 1.7	3.1 ± 2.0	4.5 ± 2.7	3.6 ± 0.5
Proportion of all children who did not require any or additional formal child care, by use of care										
Children who used formal child care (f)	%	18.5 ± 1.9	17.7 ± 2.4	22.8 ± 2.2	11.7 ± 2.1	23.7 ± 3.4	20.3 ± 3.4	27.0 ± 5.4	21.9 ± 4.8	19.1 ± 1.1
Children who used informal care only	%	18.1 ± 2.0	20.1 ± 2.5	15.5 ± 2.4	23.4 ± 2.7	21.8 ± 3.6	25.0 ± 4.8	15.2 ± 4.5	19.4 ± 5.4	19.0 ± 0.9
Children who currently use preschool (g)	%	6.3 ± 0.9	9.5 ± 1.1	3.4 ± 0.9	7.4 ± 1.3	7.9 ± 1.3	6.9 ± 1.6	7.8 ± 2.2	5.9 ± 1.6	6.7 ± 0.4
Children who did not use wither child care or preschool	%	53.4 ± 2.1	48.9 ± 2.9	54.7 ± 3.1	54.2 ± 3.4	44.0 ± 3.9	44.4 ± 5.1	47.0 ± 6.7	48.3 ± 5.8	51.6 ± 1.2
Total children who did not require any or additional formal child care or preschool	%	96.3 ± 0.8	96.2 ± 1.1	96.3 ± 1.4	96.7 ± 1.2	97.5 ± 1.2	96.6 ± 1.7	96.9 ± 2.0	95.5 ± 2.7	96.4 ± 0.5

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether any or additional formal child care or preschool was required, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
2011 (h)										
Number of children										
Children who required any or additional formal child care (d)	'000	203.6	157.7	120.5	64.9	35.3	14.3	13.0	5.6	614.9
Children who required any or additional preschool (e)	'000	124.4	114.3	70.7	43.7	28.3	10.4	5.6	4.2	401.7
All children who required any or additional formal child care and/or preschool	'000	200.4	157.3	115.2	63.1	32.3	13.1	12.0	5.2	598.5
All children	'000	1 175.8	890.6	773.8	381.8	250.6	83.9	58.5	33.0	3 648.1
Proportion of all children who required any or additional formal child care or preschool, by use of care (g)										
Children who used formal child care (f)	%	21.1 ± 4.1	23.2 ± 4.3	21.1 ± 4.5	28.5 ± 6.3	14.9 ± 4.5	27.2 ± 9.5	24.5 ± 9.0	19.7 ± 9.3	21.9 ± 2.0
Children who used informal care only	%	18.4 ± 3.0	18.8 ± 4.5	14.7 ± 4.6	15.1 ± 3.7	11.9 ± 4.2	13.5 ± 6.9	23.0 ± 7.7	28.9 ± 16.6	16.9 ± 1.6
Children who currently use preschool (g)	%	16.0 ± 7.6	17.3 ± 6.4	14.9 ± 9.2	14.5 ± 8.2	17.7 ± 8.7	20.5 ± 16.0	22.1 ± 17.4	21.9 ± 16.8	16.6 ± 3.1
Children who did not use either child care or preschool	%	14.0 ± 2.3	14.3 ± 3.1	11.4 ± 2.7	13.6 ± 3.3	12.3 ± 4.3	11.4 ± 5.3	16.7 ± 8.3	8.2 ± 4.4	13.3 ± 1.3
Total children who required any or additional formal child care or preschool	%	17.0 ± 1.9	17.7 ± 2.3	14.9 ± 2.3	16.5 ± 1.8	12.9 ± 2.5	15.6 ± 4.0	20.6 ± 4.8	15.6 ± 5.3	16.4 ± 0.9
Proportion of all children who did not require any or additional formal child care, by use of care										
Children who used formal child care (f)	%	78.9 ± 4.1	76.8 ± 4.3	78.9 ± 4.5	71.5 ± 6.3	85.1 ± 4.5	72.8 ± 9.5	75.5 ± 9.0	80.3 ± 9.3	78.1 ± 2.0
Children who used informal care only	%	81.6 ± 3.0	81.2 ± 4.5	85.3 ± 4.6	84.9 ± 3.7	88.1 ± 4.2	86.5 ± 6.9	77.0 ± 7.7	71.1 ± 16.6	83.1 ± 1.6
Children who currently use preschool (g)	%	84.0 ± 7.6	82.7 ± 6.4	85.1 ± 9.2	85.5 ± 8.2	82.3 ± 8.7	79.5 ± 16.0	77.9 ± 17.4	78.1 ± 16.8	83.4 ± 3.1
Children who did not use either child care or preschool	%	86.0 ± 2.3	85.7 ± 3.1	88.6 ± 2.7	86.4 ± 3.3	87.7 ± 4.3	88.6 ± 5.3	83.3 ± 8.3	91.8 ± 4.4	86.7 ± 1.3
Total children who did not require any or additional formal child care or preschool (i)	%	83.0 ± 1.9	82.3 ± 2.3	85.1 ± 2.3	83.5 ± 1.8	87.1 ± 2.5	84.4 ± 4.0	79.4 ± 4.8	84.4 ± 5.3	83.6 ± 0.9

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether any or additional formal child care or preschool was required, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
(a)	In 2011, the CEaCS collected data based on current and future requirements for any or additional care in the next 12 months. Data for 2008 are not directly comparable as they include only data on current requirements, and care should be taken in interpreting these data.									
(b)	As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. 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 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.									
(c)	Any or additional formal care or preschool includes current requirements for child care or preschool service for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. Data in 2011 show higher proportions of requirements for any or additional care because they relate to proportions who anticipated using formal care over the next 12 months.									
(d)	Includes children who had or had not used formal care in the previous week, for whom formal care was wanted.									
(e)	Includes children who had or had not used preschool in the previous week, for whom preschool was wanted.									
(f)	All children who used formal care, including those who used both formal and informal care.									
(g)	Includes all children in preschool services, including those who also used formal care, informal care or both.									
(h)	The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.									
(i)	Data include formal child care and preschool, as data for child care are too unreliable to be presented separately.									
	np Not published.									

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2008 and June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.55

Table 3A.55 **Main reason children aged 0–12 years required any or additional formal child care or preschool, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
2008										
Number of children who required any or additional formal child care or preschool										
Child care (d)	'000	27.9	24.4	20.9	8.8	3.5	1.7	np	np	89.3
Preschool (e)	'000	14.6	8.1	5.9	2.8	2.7	1.1	np	0.9	36.4
All children who required any/additional formal child care and/or preschool, but were unable to access this service	'000	42.6	32.5	26.9	11.6	6.2	2.8	1.7	1.5	125.7
Main reason any or additional formal child and/or preschool required										
Work-related reasons	%	47.4 ± 12.9	47.0 ± 14.7	47.8 ± 15.4	42.3 ± 18.1	46.3 ± 28.8	44.7 ± 28.1	88.7 ± 17.9	np	46.9 ± 7.1
Personal reasons (f)	%	10.9 ± 9.1	12.1 ± 11.4	np	21.6 ± 18.8	np	np	np	np	10.7 ± 4.6
Child-related reasons and other reasons (g)	%	41.6 ± 12.7	40.8 ± 14.6	45.6 ± 16.4	36.2 ± 19.5	50.2 ± 26.9	50.6 ± 28.0	np	77.3 ± 29.3	42.3 ± 6.9
All reasons	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (h)										
Number of children who required any or additional formal child care or preschool										
Child care (d)	'000	203.6	157.7	120.5	64.9	35.3	14.3	13.0	5.6	614.9
Preschool (e)	'000	124.4	114.3	70.7	43.7	28.3	10.4	5.6	4.2	401.7
All children who required any/additional formal child care and/or preschool	'000	200.4	157.3	115.2	63.1	32.3	13.1	12.0	5.2	598.5
Main reason any or additional formal child care and/or preschool required										
Work-related reasons (f)	%	47.3 ± 11.0	49.7 ± 11.3	50.3 ± 16.7	60.0 ± 11.8	63.0 ± 16.4	47.6 ± 22.2	62.1 ± 27.4	56.6 ± 30.6	51.1 ± 5.9

TABLE 3A.55

Table 3A.55 **Main reason children aged 0–12 years required any or additional formal child care or preschool, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
Personal reasons (g)	%	7.3 ± 4.7	13.2 ± 10.9	10.4 ± 8.0	np	np	np	np	np	9.5 ± 4.1
Child-related and other reasons (i)	%	42.6 ± 9.9	35.5 ± 13.6	39.3 ± 12.1	29.2 ± 11.4	np	np	np	np	37.6 ± 5.3
All reasons	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) In 2011, the CEaCS collected data based on current and future requirements for any or additional care in the next 12 months. Data for 2008 are not directly comparable as they include only data on current requirements, and care should be taken in interpreting these data. Any or additional formal care or preschool includes current requirements for child care or preschool services for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. Data in 2011 show higher numbers of requirements for any or additional care because they relate to proportions who anticipated using formal care over the next 12 months.
- (b) As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. 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 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (c) Data that are not published were not available separately from the ABS due to small numbers, but are included in the totals unless otherwise indicated.
- (d) Includes children who had or had not used formal care in the previous week, for whom formal care was wanted.
- (e) Includes children who had or had not used preschool in the previous week, for whom preschool was wanted.
- (f) Work related reasons includes 'work, 'looking for work' and 'work-related study or training'.
- (g) Personal reasons includes 'entertainment or social activity', 'other study or training', 'sport', 'shopping', 'voluntary/community activity', 'care for relatives', 'ill/in hospital/visited doctor/dentist', 'gives parents a break/time alone', and 'other parent-related reason'.
- (h) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.
- (i) Child-related reasons include 'good for child', 'prepare for school' and 'other child-related reason' and 'other'.

np Not published.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2008 and June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.56

Table 3A.56 **Main reason any or additional formal child care or preschool required for children aged 0–12 years was not accessed, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
2008										
None exist/don't know of any in area	%	14.8 ± 10.8	7.4 ± 6.0	19.1 ± 12.7	10.8 ± 10.4	np	np	np	–	12.8 ± 4.7
Cost or too expensive	%	28.6 ± 12.5	23.6 ± 12.1	9.9 ± 8.7	27.6 ± 19.2	26.2 ± 23.7	np	np	np	22.5 ± 6.0
Booked out or no places	%	np	7.7 ± 6.3	np	np	–	–	–	–	4.7 ± 2.9
Other (d)	%	50.0 ± 13.5	61.3 ± 12.1	69.5 ± 12.5	59.5 ± 18.5	68.9 ± 22.3	81.3 ± 16.1	46.1 ± 37.5	79.2 ± 28.8	59.9 ± 6.3
All children who required any or additional formal child care or preschool, who were unable to access this service (e)	'000	42.6	32.5	26.9	11.6	6.2	2.8	1.7	1.5	125.7
2011 (f)										
Cost or too expensive	%	31.0 ± 10.6	20.1 ± 10.5	29.9 ± 13.0	14.6 ± 11.0	19.4 ± 14.1	26.9 ± 23.5	np	np	24.5 ± 4.7
Other (g)	%	69.0 ± 10.6	79.9 ± 10.5	70.1 ± 13.0	85.4 ± 11.0	80.6 ± 14.1	73.1 ± 23.5	np	np	75.5 ± 4.7
All children who required any or additional formal child care or preschool, who were unable to access this service (e), (h)	'000	46.9	44.4	34.9	18.0	10.7	4.1	3.4	1.3	163.8

- (a) Data categories have changed from the 2008 to 2011 surveys. Data in 2011 show higher proportions of requirements for any or additional care because they relate to proportions who anticipated using formal care over the next 12 months. Therefore data cannot be compared between the 2008 and 2011 surveys.
- (b) As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. 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 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (c) Data that are not published were not available separately from the ABS due to small numbers, but are included in the totals unless otherwise indicated.
- (d) 'Other' includes 'prefer other type of care', 'time/days available not suitable', 'not flexible enough/not available at short notice', 'transport/distance', 'not working, prefer to look after child', 'child too young/old', 'child's preference', 'child has special needs (illness/disability)', 'parent(s) unhappy with service/carers', 'care not available on application' and 'other'.

TABLE 3A.56

Table 3A.56 **Main reason any or additional formal child care or preschool required for children aged 0–12 years was not accessed, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
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- (e) Includes children who had or had not used formal child care or preschool in the previous week for whom formal child care or preschool was wanted.
- (f) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.
- (g) 'Other' includes 'prefer other type of care', 'time/days available not suitable', 'none nearby', 'transport/distance', 'booked out/no places', 'not working prefer to look after child', 'child too young/old', 'child has special needs (illness/disability)', 'parents unhappy with services/carers' and 'other'.
- (h) Data include formal child care and preschool, as data for child care were too unreliable to be presented separately.
– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2008 and June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.57

Table 3A.57 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2013 (per cent)

	<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</i>
Before child subsidies									
One child in care									
\$35 000	41.7	41.3	36.6	42.2	37.7	37.0	49.4	39.0	39.9
\$55 000	34.6	34.3	30.4	35.1	31.3	30.7	41.0	32.3	33.1
\$75 000	28.4	28.1	24.9	28.7	25.6	25.1	33.6	26.5	27.1
\$95 000	23.6	23.4	20.7	23.9	21.4	20.9	28.0	22.1	22.6
\$115 000	20.8	20.6	18.3	21.1	18.8	18.4	24.7	19.4	19.9
\$135 000	18.3	18.1	16.0	18.5	16.5	16.2	21.6	17.0	17.5
Two children in care									
\$35 000	73.8	73.5	65.5	74.7	68.7	68.3	87.6	69.9	70.8
\$55 000	62.3	62.0	55.3	63.0	57.9	57.7	73.9	59.0	59.8
\$75 000	53.6	53.4	47.6	54.3	49.9	49.6	63.6	50.8	51.5
\$95 000	45.1	44.8	40.0	45.6	41.9	41.7	53.4	42.7	43.2
\$115 000	40.9	40.7	36.2	41.3	38.0	37.8	48.5	38.7	39.2
\$135 000	35.8	35.7	31.8	36.3	33.3	33.2	42.5	33.9	34.4
After child subsidies									
One child in care									
\$35 000	10.0	9.7	7.4	10.2	7.9	7.6	13.8	8.6	9.1
\$55 000	9.5	9.3	7.4	9.7	7.8	7.5	12.7	8.4	8.8
\$75 000	9.2	9.1	7.5	9.4	7.9	7.6	12.8	8.3	8.6
\$95 000	8.9	8.8	7.5	9.1	7.8	7.6	13.1	8.1	8.4
\$115 000	9.8	9.6	7.7	10.1	7.9	7.7	13.7	8.4	8.9
\$135 000	10.5	10.3	8.3	10.7	8.7	8.4	13.9	9.3	9.7
Two children in care									
\$35 000	16.4	16.2	12.2	16.8	13.8	13.6	23.2	14.4	14.9
\$55 000	15.5	15.4	12.0	15.9	13.3	13.2	21.3	13.9	14.3
\$75 000	15.5	15.3	12.4	15.8	13.6	13.5	20.5	14.0	14.4
\$95 000	14.8	14.7	12.2	15.0	13.2	13.1	20.2	13.6	13.9
\$115 000	16.1	16.0	13.7	16.5	14.6	14.5	23.6	15.0	15.2
\$135 000	18.7	18.6	14.7	19.2	16.2	16.1	25.4	16.8	17.3

(a) Data relate to the March quarter 2013.

Source: Department of Education (unpublished) administrative data collection.

TABLE 3A.58

Table 3A.58 Out-of-pocket costs of child care for families with children in full time family day care, as a proportion of weekly disposable income, by gross annual family income, 2013 (per cent)

	<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</i>
Before child subsidies									
One child in care									
\$35 000	36.1	42.9	38.9	41.4	34.6	38.3	45.0	41.3	38.7
\$55 000	30.0	35.6	32.3	34.3	28.7	31.8	37.4	34.3	32.1
\$75 000	24.5	29.2	26.5	28.1	23.5	26.0	30.6	28.1	26.3
\$95 000	20.4	24.3	22.0	23.4	19.6	21.7	25.5	23.4	21.9
\$115 000	18.0	21.4	19.4	20.6	17.3	19.1	22.5	20.6	19.3
\$135 000	15.8	18.8	17.0	18.1	15.1	16.8	19.7	18.1	17.0
Two children in care									
\$35 000	64.4	72.8	67.5	69.0	56.8	79.0	84.7	78.2	69.0
\$55 000	54.4	61.5	57.0	58.2	48.0	66.7	71.5	66.0	58.3
\$75 000	46.8	52.9	49.0	50.1	41.3	57.4	61.5	56.8	50.2
\$95 000	39.3	44.4	41.2	42.1	34.7	48.2	51.7	47.7	42.1
\$115 000	35.7	40.3	37.4	38.2	31.5	43.7	46.9	43.3	38.2
\$135 000	31.3	35.4	32.8	33.5	27.6	38.4	41.1	38.0	33.5
After child subsidies									
One child in care									
\$35 000	7.1	10.5	8.6	9.8	6.4	8.2	11.6	9.7	8.5
\$45 000	7.2	10.0	8.3	9.4	6.5	8.1	10.9	9.3	8.3
\$75 000	7.3	9.6	8.3	9.1	6.8	8.1	10.4	9.1	8.2
\$95 000	7.3	9.4	8.1	8.8	6.9	8.0	10.6	8.8	8.1
\$115 000	7.5	10.4	8.4	9.6	7.2	8.1	11.5	9.6	8.3
\$135 000	8.0	11.0	9.3	10.3	7.4	9.0	11.9	10.3	9.2
Two children in care									
\$35 000	11.6	15.9	13.2	13.9	7.9	18.9	21.8	18.5	14.0
\$55 000	11.5	15.1	12.9	13.5	8.3	17.7	20.1	17.4	13.5
\$75 000	12.1	15.1	13.2	13.7	9.3	17.3	19.4	17.1	13.7
\$95 000	11.9	14.5	12.8	13.3	9.6	16.4	18.4	16.1	13.3
\$115 000	13.5	15.8	14.3	14.7	11.4	18.9	22.0	18.4	14.7
\$135 000	14.2	18.3	15.7	16.4	12.3	21.3	24.0	20.9	16.4

(a) Data relate to the March quarter 2013.

Source: Department of Education (unpublished) administrative data collection.

Single jurisdiction data – NSW

TABLE 3A.59

Table 3A.59 **State Government real expenditure on child care and preschool services, New South Wales (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10 (c)	2010-11	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	43 984	51 940	56 113	49 797	52 946
Net capital expenditure on child care services	–	–	261	–	–
Total expenditure on child care services	43 984	51 940	56 374	49 797	52 946
Government expenditure on preschool services					
Total recurrent expenditure	157 860	179 482	173 872	194 185	199 889
Net capital expenditure on preschool services	1 635	3 048	78	–	–
Total expenditure on preschool services	159 496	182 529	173 949	194 185	199 889
Government expenditure on child care and preschool services					
Total recurrent expenditure	201 845	231 421	229 984	243 982	252 835
Net capital expenditure	1 635	3 048	339	–	–
Total expenditure	203 480	234 469	230 323	243 982	252 835

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) In 2009-10 a revised financial methodology was applied to NSW government expenditure on childcare and preschool taking into account the children's services reform agenda. As a result, the data for 2009-10 are not directly comparable to data for previous years.

– Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.60

Table 3A.60 **Characteristics of child care and preschool services, New South Wales (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care (d)	no.	19 133	21 249	23 718	25 406	25 045
Family day care (e)	no.	–	–	–	–	na
Vacation care (d), (f)	no.	9 556	11 453	9 941	10 448	9 836
Outside school hours care (g)	no.	–	–	–	–	na
Occasional care (d)	no.	1 352	1 656	1 755	1 902	1 714
Other child care	no.	1 104	na	na	–	na
All child care places (d)	no.	51 620	34 358	35 414	37 756	36 595
Preschool services (h)						
Year before full time school	no.	28 669	24 638	31 848	28 688	28 943
Younger children (i)	no.	na	na	na	na	na
All preschool places (j)	no.	28 669	24 638	31 848	28 688	28 943
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care (b)	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) This table counts the maximum licensed places per day (not week) for funded licensed child care services operating in August.

(c) Data are reported for services not included by the Australian Government.

(d) The results for 2012-13 are estimates based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded services has fallen slightly due to the closed nature of the funding program since 2010-11.

(e) NSW does not fund FDC services.

(f) Only 89 per cent of vacation care services submitted data for 2011-12. The count is based on children attending during the December-January 2011 school holiday period and is sourced from Children's Services annual vacation care data collection. Places for the remaining 11 per cent of services was estimated and added to the base value for 2011-12.

(g) NSW registers but does not license or fund outside school hours care services.

(h) This is a count of places in designated preschool services, and does not count other child care services offering preschool programs. Data cannot be separated into children in the year immediately prior to the commencement of full time schooling and those who are younger. Places available to younger children are therefore included in the count of places available in year before full time school.

(i) NSW does not regulate licensed preschool capacity by age.

TABLE 3A.60

Table 3A.60 **Characteristics of child care and preschool services, New South Wales (a), (b), (c)**

Unit 2008-09 2009-10 2010-11 2011-12 2012-13

(j) The count is based on licensed places per day. NSW does not regulate licensed preschool capacity by age.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.61

Table 3A.61 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, New South Wales (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services (c), (d), (e)						
Less than 2 years (1 year old or less)	no.	6 026	5 493	5 900	6 049	6 496
2 to less than 4 years (2–3 year olds)	no.	31 833	33 135	37 508	40 593	39 142
4 to less than 5 years (4 year olds)	no.	32 479	33 549	35 232	36 482	42 603
5 to less than 6 years (5 year olds)	no.	17 132	13 727	12 835	11 838	12 108
6 to 12 years old (6–12 year olds)	no.	19 742	20 518	19 118	18 442	17 377
All children aged 0–12 years	no.	107 212	106 422	110 593	113 404	117 726
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	97 218	97 461	95 376	93 640	95 370
1 to less than 2 years (1 year olds)	no.	94 525	95 715	96 174	95 422	94 151
2 to less than 3 years (2 year olds)	no.	92 300	94 209	95 082	95 692	95 841
3 to less than 4 years (3 year olds)	no.	89 521	92 644	93 980	94 938	96 082
4 to less than 5 years (4 year olds)	no.	87 609	90 519	93 041	94 061	95 398
5 to less than 6 years (5 year olds)	no.	86 973	88 487	91 387	93 369	94 597
6 to 12 years old (6–12 year olds)	no.	615 467	616 648	619 437	625 221	632 130
All children aged 0–12 years	no.	1 163 613	1 175 683	1 184 477	1 192 343	1 203 569
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	16.0	15.4	16.2	16.7	17.6
6 to 12 years (e)	%	3.2	3.3	3.1	2.9	2.7
All children aged 0–12 years	%	9.2	9.1	9.3	9.5	9.8

- (a) Data are not comparable with data for other States and Territories because children in preschools are included.
- (b) Data are based on the number licensed funded services operating during the survey week.
- (c) Data were not collected for 2011-12 or 2012-13. The 2012-13 results include children in child care and preschool services. The number of children using child care services has been estimated by using Commonwealth data to proportion the number of children using child care services by age category. The methodology used to estimate results for 2012-13 represents a departure from the compound growth rate method used for 2011-12 so 2012-13 results should not be compared to 2011-12.
- (d) NSW does not discriminate between child care and preschool services provided by a qualified teacher. This count is therefore all children in this age group who are attending long day care services which are required to provide a preschool program.
- (e) Data were not collected for this data item in 2011-12 and 2012-13. The results for 2012-13 are an estimate based on the drop in funded vacation services for the period 2011-12 to 2012-13. The number of State/Territory funded vacation care services has fallen slightly due to the closed nature of the funding program since 2010-11.

Source: NSW Department of Education and Communities (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.62

Table 3A.62 **Staff employed by State Government funded and/or managed child care and preschool service providers, New South Wales (a), (b), (c)**

	Unit	2008-09	2009-10 (d), (e)	2010-11	2011-12 (f)	2012-13 (f)
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	9 979	6 861	5 514	5 267	5 072
Administrative staff	FTE	651	703	614	636	613
Other staff	FTE	554	520	473	483	465
All FTE staff	FTE	11 184	8 084	6 601	6 386	6 149
Family day carers						
Employed as employees	FTE	na	na	na	–	na
Employed as contractors	FTE	na	na	na	–	na
All family day carers	FTE	na	na	na	–	na
Total paid staff						
Primary contact staff	no.	15 778	11 640	6 317	5 373	5 173
Administrative staff	no.	1 365	1 358	1 136	1 134	1 092
Other staff	no.	1 203	1 163	1 074	1 127	1 085
All paid staff	no.	18 346	14 161	8 527	7 634	7 350
Total unpaid staff						
All unpaid staff	no.	2 453	na	na	na	na
Staff in State Government funded and/or provided preschool services						
Full time equivalent staff (g)						
Primary contact staff (h)	FTE	4 280	3 227	3 757	3 737	3 890
Administrative staff (i)	FTE	338	385	498	407	407
Other staff (i)	FTE	216	227	197	111	111
All FTE staff	FTE	4 834	3 839	4 452	4 255	4 408
Total paid staff (full-time and part time) (j)						
Primary contact staff (k)	no.	7 234	5 795	6 298	6 017	6 010
Administrative staff (l)	no.	852	951	797	621	808
Other staff (m)	no.	508	550	316	308	322
All paid staff	no.	8 594	7 296	7 411	6 946	7 140

FTE = Full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Part time positions are calculated based on a rate of 0.5 of an FTE position.
- (c) Primary contact staff include child care workers, early childhood teachers, teaching authorised supervisor and untrained child care workers. Other staff include child development officers, cleaner/maintenance, non-teaching authorised supervisors and cooks.
- (d) Data are based on the number of licensed funded services operating during the survey week in August 2009.
- (e) Data from 2009-10 are not directly comparable to previous years due to a change in collection methods and counting rules.

TABLE 3A.62

Table 3A.62 **Staff employed by State Government funded and/or managed child care and preschool service providers, New South Wales (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10 (d), (e)</i>	<i>2010-11</i>	<i>2011-12 (f)</i>	<i>2012-13 (f)</i>
(f)	Child care data were not collected in 2011-12 or 2012-13. The results for 2012-13 are an estimate based on the drop in funded child care services for the period 2011-12 to 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11.					
(g)	Data include information from both NSW government preschools and NSW government funded preschool services and are based on the number of licensed state funded services operating during a survey period in August each year.					
(h)	FTE count is based on staff employed at a preschool service (Community funded and government) that spent at least half of their time doing primary contact. Data are sourced from the Early Childhood Education and Care Preschool Census (formerly known as the Children's services annual data collection) for community funded preschools and Department of Education and Communities (DEC) preschool mid-year Census. All government funded primary contact staff assumed to be working full time.					
(i)	Data were not collected for this data item for 2012-13 and the 2012-13 value is based on the results presented for 2011-12.					
(j)	DEC figures are not included in the total paid staff count.					
(k)	Count is based on staff employed at a preschool service (Community funded and government) that spent at least half of their time doing primary contact. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools and DEC preschool mid-year Census.					
(l)	Count is based on staff employed at a preschool service (community funded only) that spent at least half of their time doing management/admin work. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools.					
(m)	Count is based on staff employed at a preschool service (community funded only) that spent at least half of their time doing other work. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools.					

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.63

Table 3A.63 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, New South Wales (a), (b), (c), (d)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	11 072	7 033	5 326	5 148	4 957
Without a formal qualification (e)						
Three years or more relevant experience	no.	na	na	852	852	820
Fewer than 3 years relevant experience	no.	na	na	568	568	547
All staff without formal qualification	no.	4 706	5 836	1 420	1 420	1 367
All primary contact staff	no.	15 778	12 869	6 746	6 568	6 324
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	70.2	54.7	79.0	78.4	78.4
Without a formal qualification (e)						
Three years or more relevant experience	%	na	na	12.6	13.0	13.0
Fewer than 3 years relevant experience	%	na	na	8.4	8.6	8.6
All staff without formal qualification	%	29.8	45.3	21.0	21.6	21.6
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	10 157	10 043	4 359	4 359	4 197
Proportion of primary contact staff	%	64.4	78.0	64.6	66.4	66.4
All paid staff in child care services	no.	18 346	14 161	8 527	7 634	7 350
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training (f)	no.	4 820	4 671	4 747	5 088	5 226
Proportion of primary contact staff	%	66.6	80.6	75.4	84.6	87.0
All paid staff in preschool services	no.	8 594	7 296	7 411	6 946	7 140

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are based on the number of licensed funded services operating during the survey week.

(c) The survey and collection process for funded services in 2008-09 was revised, resulting in a significant improvement in the quality of data. Data for 2009-10 are not directly comparable to 2008-09 data due to a change in collection methods and counting rules. Data for 2010-11 are not directly comparable to previous years due to a change in collection methods and counting rules.

(d) Child care data were not collected in 2011-12 or 2012-13. The results are estimates based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11.

(e) Includes staff with no formal qualification and with the equivalent of full time experience in a child care service. Due to a change in data collection, NSW is not able to distinguish the number of years of relevant experience for staff without formal qualifications in 2008-09 and 2009-10.

(f) Based on staff employed in community funded preschools only.

na Not available.

TABLE 3A.63

Table 3A.63 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, New South Wales (a), (b), (c), (d)**

Unit 2008-09 2009-10 2010-11 2011-12 2012-13

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.64

Table 3A.64 **Approved and/or licensed service providers, by management type, New South Wales (a)**

	2008-09		2009-10 (b)		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (c)	419	18.3	449	19.6	470	18.4	470	18.0	460	17.6
Privately managed (c)	1 868	81.7	1 839	80.4	2 082	81.6	1 918	73.7	1 904	73.0
Non-government schools (c)	..	..	na	na	na	na	19	na	16	0.6
Government managed (c), (d)	na	na	na	na	na	na	197	7.6	191	7.3
Total (c), (e)	2 287	100.0	2 288	100.0	2 552	100.0	2 604	100.0	2 610	100.0
Family day care (f)										
Community managed (c)	99	100.0	100	100.0	103	100.0	31	31.6	30	19.4
Privately managed (c)	na	na	na	na	na	na	20	20.4	58	37.4
Non-government schools (c)	..	..	na	na	na	na	1	na	1	0.6
Government managed (c), (d)	na	na	na	na	na	na	46	46.9	46	29.7
Total (c), (e)	99	100.0	100	100.0	103	100.0	98	100.0	155	100.0
Vacation care (f)										
Community managed (c)	168	69.4	172	70.5	174	78.0	274	48.2	263	40.8
Privately managed (c)	na	na	na	na	na	na	179	31.5	179	27.8
Non-government schools (c)	..	..	na	na	na	na	23	na	26	4.0
Government managed (c), (d)	74	30.6	72	29.5	49	22.0	93	16.3	76	11.8
Total (c), (e)	242	100.0	244	100.0	223	100.0	569	100.0	645	100.0
Outside school hours care (f)										
Community managed (c)	na	na	na	na	na	na	395	50.9	403	46.1
Privately managed (c)	na	na	na	na	na	na	267	34.4	249	28.5
Non-government schools (c)	..	..	na	na	na	na	45	na	44	5.0
Government managed (c), (d)	na	na	na	na	na	na	69	8.9	60	6.9
Total (c), (e)	na	na	na	na	na	na	776	100.0	874	100.0
Occasional care										
Community managed (c), (g)	60	71.4	88	83.0	110	100.0	110	100.0	82	100.0
Privately managed	24	28.6	18	17.0	24	21.8	na	na	na	na
Non-government schools	..	..	..	..	na	na	na	na	na	na
Government managed (c), (d)	na	na	na	na	na	na	na	na	na	na
Total (e), (g)	84	100.0	106	100.0	110	100.0	110	100.0	82	100.0
'Other' care										
Community managed (c)	24	21.1	na	na	na	na	–	na	na	na
Privately managed	90	78.9	na	na	na	na	na	na	na	na
Non-government schools	..	..	..	..	na	na	na	na	na	na
Government managed (d)	na	na	na	na	na	na	na	na	na	na
Total (e)	114	100.0	na	na	na	na	na	na	na	na

TABLE 3A.64

Table 3A.64 **Approved and/or licensed service providers, by management type, New South Wales (a)**

	2008-09		2009-10 (b)		2010-11		2011-12		2012-13	
All child care services										
Community managed (c)	770	27.2	809	29.5	857	28.7	1 280	30.8	1 238	28.4
Privately managed (c)	1 982	70.1	1 857	67.8	2 106	70.5	2 384	57.3	2 390	54.7
Non-government schools (c)	–	na	–	na	–	na	88	na	87	2.0
Government managed (d)	74	2.6	72	2.6	49	1.6	405	9.7	373	8.5
Total (e)	2 826	100.0	2 738	100.0	2 988	100.0	4 157	100.0	4 366	100.0
Preschool service providers										
Community managed (h)	734	79.8	751	70.2	757	52.8	786	82.5	786	81.2
Privately managed (c)	86	9.3	219	20.5	576	40.2	54	5.7	60	6.2
Non-government schools (c)	..	..	na	na	na	na	13	na	22	2.3
Government managed (i)	100	10.9	100	9.3	100	7.0	100	10.5	100	10.3
Total (j)	920	100.0	1 070	100.0	1 433	100.0	953	100.0	968	100.0

- (a) Data exclude Australian Government services.
- (b) In September 2009, a new government licensing system was implemented in NSW.
- (c) From 2011-12, sourced from the National Quality Agenda IT System (NQA ITS) (approved and under assessment services) as at 30 June.
- (d) Includes Australian, State and local government owned services.
- (e) Totals may not add up to total of categories as a result of missing or incomplete data on management type. Totals are for all services including those without a stated management type in the NQA ITS and may therefore be higher than the sum of the categories.
- (f) Family day care is a licensed but not funded service. NSW registers, but does not licence, vacation care, before school care or after school care.
- (g) From 2012-13, sourced from the Department's Early Childhood Education and Care Funding Administration System.
- (h) Data are sourced from the Early Childhood Education and Care Preschool Census (formerly known as Children's services annual data collection). Includes local government managed services.
- (i) Data are sourced from the Department's Census for government preschools. Data do not include local government managed preschools. These have been included under community managed preschools.
- (j) Total is based on the count of government operated and funded services (source - Early Childhood Education and Care Preschool Census 2012 and Mid-Year Census for government preschools) as well as services listed in the NQA ITS as either independent/catholic or private for profit management type. Services could be double counted if they are a funded service and also an independent school.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.65

Table 3A.65 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, New South Wales (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12 (b)</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	na	na	na	197	671
Family day care	no.	na	na	na	17	18
Vacation care	no.	na	na	na	–	–
Outside school hours care	no.	na	na	na	–	35
Occasional care	no.	na	na	na	1	5
Other care	no.	na	na	na	11	62
Preschool services						
All preschool services	no.	na	na	na	11	8
All services	no.	na	na	na	237	799
Number of services						
Child care services						
Centre-based long day care (c)	no.	2 287	2 288	2 552	2 604	2 610
Family day care (d)	no.	99	100	103	98	155
Vacation care	no.	242	244	223	569	645
Outside school hours care	no.	na	na	na	776	874
Occasional care	no.	84	106	110	110	82
Other care	no.	114	na	na	na	na
Preschool services						
All preschools services (e)	no.	920	1 070	1 433	953	968
All services	no.	3 746	3 808	4 421	5 110	5 334
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	na	na	na	0.1	0.3
Family day care	no.	na	na	na	0.2	0.1
Vacation care	no.	na	na	na	–	–
Outside school hours care	no.	na	na	na	–	–
Occasional care	no.	na	na	na	–	0.1
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	–	–
All services	no.	na	na	na	–	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	na	na	na	45.7	17.6
Family day care	%	na	na	na	41.2	5.6
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	–
Occasional care	%	na	na	na	100.0	–

TABLE 3A.65

Table 3A.65 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, New South Wales (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12 (b)</i>	<i>2012-13</i>
Other care	%	na	na	na	–	3.2
Preschool services						
All preschool services	%	na	na	na	100.0	37.5
All services	%	na	na	na	46.0	15.5

(a) From 2011-12, data are sourced from NQA ITS.

(b) 2012-12 results may represent an under count due to the introduction of new legislation and reporting system. Some of the investigation of 2011-12 complaints will have occurred in 2012-13 leading to a delay in reporting and recording in 2012-13 instead of 2011-12. Given this data limitation, 2012-13 and 2011-12 results are not comparable.

(c) Funded licensed long day care services operating on 30 June.

(d) Family day care services are licensed but not funded.

(e) Preschool figures include licensed preschools and mobile services operating on 30 June.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

Single jurisdiction data – Vic

TABLE 3A.66

Table 3A.66 **State Government real expenditure on child care and preschool services, Victoria (2012-13 dollars) (\$'000) (a), (b), (c)**

	2008-09	2009-10	2010-11 (b)	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	1 659	2 343	3 592	641	605
Net capital expenditure on child care services	381	383	237	–	–
Total expenditure on child care services	2 040	2 727	3 829	641	605
Government expenditure on preschool services					
Total recurrent expenditure	155 969	170 349	183 510	207 253	241 175
Net capital expenditure on preschool services	14 793	21 170	45 310	41 181	43 958
Total expenditure on preschool services (d)	170 762	191 518	228 820	248 434	285 133
Government expenditure on child care and preschool services					
Total recurrent expenditure	169 868	186 179	199 172	207 894	253 298
Net capital expenditure	15 174	21 553	45 547	41 181	43 958
Total expenditure (d)	185 042	207 732	244 718	249 075	297 256

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial assistance to families.

(c) Total expenditure for some years includes administrative expenditure that is not able to be split by service type. The sum of child care and preschool may not add to 'total expenditure'.

(d) Data for 2011-12 include actual expenditure in 2011-12 and committed unspent funds for 2011-12. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13.

– Nil or rounded to zero.

Source: Victorian Department of Human Services (DHS) (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.67

Table 3A.67 **Characteristics of child care and preschool services, Victoria (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other child care	no.	na	na	na	na	na
All child care places	no.	na	na	na	na	na
Preschool services (c)						
Year before full time school	no.	62 365	66 651	69 089	71 925	71 925
Younger children (d)	no.	197	271	391	570	570
All preschool places	no.	62 562	66 922	69 480	72 495	72 495
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 is also from 30 June 2012. The number of places available is the same as the number of Victorian government funded children enrolled in services.

(d) In 2008, the State Government provided funding to 3 year old Aboriginal and/or Torres Strait Islander children to access an early childhood program planned and delivered by a qualified early childhood teacher at no cost. In 2009, this program was extended to include 3 year old children known to child protection.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.68

Table 3A.68 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Victoria (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services (b)						
Less than 2 years (1 year old or less)	no.	270	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	1 043	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	5 146	na	na	na
5 to less than 6 years (5 year olds)	no.	23	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	1 336	5 146	2 619	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	70 440	71 353	70 934	70 523	75 865
1 to less than 2 years (1 year olds)	no.	69 173	70 103	70 839	71 098	72 601
2 to less than 3 years (2 year olds)	no.	67 794	69 539	70 276	71 378	71 867
3 to less than 4 years (3 year olds)	no.	65 741	68 523	69 756	70 806	72 139
4 to less than 5 years (4 year olds) (c)	no.	64 557	66 760	69 114	70 338	71 612
5 to less than 6 years (5 year olds)	no.	64 087	65 464	67 623	69 830	71 176
6 to 12 years old (6–12 year olds)	no.	452 624	454 609	457 642	463 822	471 660
All children aged 0–12 years	no.	854 416	866 351	876 184	887 795	906 920
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	0.3	1.2	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	0.2	0.6	0.3	na	na

(a) Data were not collected by age breakdown in 2009-10 and 2010-11. Data on children using State government funded and/or provided child care services have not been collected since 2011-12.

(b) A proxy for children eligible to attend preschool in the year before full time school.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.69

Table 3A.69 **Staff employed by State Government funded and/or managed child care and preschool service providers, Victoria (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (d)						
Full time equivalent staff						
Primary contact staff	FTE	2 819	3 064	3 438	3 762	3 762
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	2 819	3 064	3 438	3 762	3 762
Total paid staff (full time and part time)						
Primary contact staff	no.	4 718	4 998	5 601	6 174	6 174
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	4 718	4 998	5 601	6 174	6 174

FTE = Full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Data relates to paid primary contact staff in stand-alone kindergartens and includes primary contact staff in centre-based long day care services responsible and non-government schools responsible for the planning and delivery of the State funded kindergarten program.
- (c) FTE calculated using 38 hours as the standard working week.
- (d) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 are also from 30 June 2012.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.70

Table 3A.70 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Victoria (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months (b)						
Staff who have undertaken training	no.	2 900	4 080	4 415	5 310	5 310
Proportion of primary contact staff	%	61.5	81.6	78.8	86.0	86.0
All paid staff in preschool services	no.	4 718	4 998	5 601	6 174	6 174

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 are also from 30 June 2012.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.71

Table 3A.71 **Approved and/or licensed service providers, by management type, Victoria (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (b)	226	20.6	401	33.7	435	36.6	452	37.1	467	37.5
Privately managed (c)	769	70.0	643	54.1	622	52.4	621	51.0	636	51.1
Non-government schools	..	..	31	2.6	29	2.4	28	2.3	30	2.4
Government managed (d)	104	9.5	114	9.6	102	8.6	116	9.5	111	8.9
Total	1 099	100.0	1 189	100.0	1 188	100.0	1 217	100.0	1 244	100.0
Family day care (e)										
Community managed (b)	na	na	5	5.1	16	15.1	16	13.0	16	7.8
Privately managed (c)	na	na	40	40.4	41	38.7	60	48.8	146	70.9
Non-government schools	..	..	–	–	–	–	–	–	na	na
Government managed (d)	na	na	54	54.5	49	46.2	47	38.2	44	21.4
Total	na	na	99	100.0	106	100.0	123	100.0	206	100.0
Vacation care										
Community managed (b)	na	na	66	45.8	234	56.0	55	43.0	41	35.7
Privately managed (c)	na	na	28	19.4	109	26.1	24	18.8	29	25.2
Non-government schools	..	..	na	na	17	4.1	4	3.1	4	3.5
Government managed (d)	na	na	50	34.7	58	13.9	45	35.2	41	35.7
Total	na	na	144	100.0	418	100.0	128	100.0	115	100.0
Outside school hours care (e)										
Community managed (b)	na	na	354	33.4	527	53.2	121	12.1	104	10.5
Privately managed (c)	na	na	562	53.0	395	39.9	449	44.9	487	48.9
Non-government schools	..	..	99	9.3	32	3.2	72	7.2	70	7.0
Government managed (d)	na	na	45	4.2	36	3.6	358	35.8	334	33.6
Total	na	na	1 060	100.0	990	100.0	1 000	100.0	995	100.0
Occasional care										
Community managed (b)	307	61.4	261	59.9	266	58.8	250	57.9	233	57.5
Privately managed (c)	96	19.2	88	20.2	96	21.2	100	23.1	95	23.5
Non-government schools	..	..	2	0.5	2	0.4	2	0.5	2	0.5
Government managed (d)	97	19.4	85	19.5	88	19.5	80	18.5	75	18.5
Total	500	100.0	436	100.0	452	100.0	432	100.0	405	100.0
Other care (f)										
Community managed (b)	7	77.8	9	81.8	18	78.3	22	84.6	8	72.7
Privately managed (c)	1	11.1	1	9.1	2	8.7	1	3.8	na	na
Non-government schools	..	..	–	–	–	–	–	–	na	na
Government managed (d)	1	11.1	1	9.1	3	13.0	3	11.5	3	27.3
Total	9	100.0	11	100.0	23	100.0	26	100.0	11	100.0
All child care services										
Community managed (b)	540	33.6	1 096	37.3	1 496	47.1	916	31.3	869	29.2
Privately managed (c)	866	53.9	1 362	46.3	1 265	39.8	1 255	42.9	1 393	46.8

TABLE 3A.71

Table 3A.71 **Approved and/or licensed service providers, by management type, Victoria (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	132	4.5	80	2.5	106	3.6	106	3.6
Government managed (d)	202	12.6	349	11.9	336	10.6	649	22.2	608	20.4
Total	1 608	100.0	2 939	100.0	3 177	100.0	2 926	100.0	2 976	100.0
Preschool service providers (d)										
Community managed (b)	903	73.8	892	73.3	904	74.6	868	71.9	868	71.1
Privately managed (c)	96	7.8	22	1.8	11	0.9	8	0.7	8	0.7
Non-government schools	..	..	83	6.8	68	5.6	70	5.8	73	6.0
Government managed (d)	224	18.3	220	18.1	229	18.9	262	21.7	272	22.3
Total	1 223	100.0	1 217	100.0	1 212	100.0	1 208	100.0	1 221	100.0

- (a) Data refer to all providers of approved and licensed education and care services.
- (b) Includes not-for-profit services that are coded as having a management type of incorporated association, church, catholic school, government school, co-operative or other. In 2009-10, the number of community managed centre based child care services increased as a result of the acquisition of ABC Development Learning Centres Pty Ltd by GoodStart Childcare Ltd.
- (c) Prior to 2009-10 this category included services with a management type of company, college/university, non-government school or private individuals.
- (d) Refers to local government managed children's services.
- (e) On 25 May 2009, legislation was passed in Victoria to allow the licensing of family day care services and outside school care services.
- (f) Other care refers to licensees who operate early intervention or short term care services.

na Not available. ... Not published. – Nil or rounded to zero.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.72

Table 3A.72 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Victoria (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	100	268	235	195	177
Family day care	no.	na	–	22	17	14
Vacation care	no.	na	–	20	15	1
Outside school hours care	no.	na	–	37	15	10
Occasional care	no.	6	14	14	9	6
Other care	no.	na	–	1	1	1
Preschool services						
All preschool services	no.	66	73	79	48	15
All services	no.	172	355	408	300	224
Number of services						
Child care services						
Centre-based long day care	no.	1 099	1 189	1 188	1 217	1 244
Family day care	no.	na	99	106	123	206
Vacation care	no.	na	144	418	128	115
Outside school hours care	no.	na	1 060	990	1 000	995
Occasional care	no.	500	436	452	432	405
Other care	no.	9	11	23	26	11
Preschool services						
All preschool services	no.	1 223	1 217	1 212	1 208	1 221
All services	no.	–	–	–	–	–
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.1	0.2	0.2	0.2	0.1
Family day care	no.	na	–	0.2	0.1	0.1
Vacation care	no.	na	–	–	0.1	–
Outside school hours care	no.	na	–	–	–	–
Occasional care	no.	–	–	–	–	–
Other care	no.	na	–	–	–	0.1
Preschool services						
All preschool services	no.	0.1	0.1	0.1	–	–
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	59.0	50.7	36.6	36.9	60.5
Family day care	%	na	..	40.9	35.3	35.7
Vacation care	%	na	..	70.0	20.0	100.0
Outside school hours care	%	na	..	51.4	60.0	70.0
Occasional care	%	50.0	57.1	21.4	22.2	–

TABLE 3A.72

Table 3A.72 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Victoria (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	..	–	100.0	100.0
Preschool services						
All preschool services	%	53.0	39.7	44.3	14.6	26.7
All services	%	56.4	48.7	40.7	33.3	55.8

(a) Victoria reports on substantiated breaches arising from complaints that occur in all licensed or approved children's services.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

Single jurisdiction data – Qld

TABLE 3A.73

Table 3A.73 **State Government real expenditure on child care and preschool services, Queensland (2012-13 dollars) (\$'000) (a), (b), (c)**

	2008-09	2009-10	2010-11	2011-12	2012-13
Government expenditure on child care services (d), (e), (f)					
Total recurrent expenditure	38 618	42 839	46 258	61 058	75 784
Net capital expenditure on child care services (g)	4 591	10 036	12 751	26 497	36 339
Total expenditure on child care services	43 208	52 875	59 008	87 555	112 123
Government expenditure on preschool services (d)					
Total recurrent expenditure	42 560	42 110	60 998	79 891	99 158
Net capital expenditure on preschool services (h)	171	13 043	45 874	69 822	7 467
Total expenditure on preschool services	42 731	55 153	106 872	149 713	106 625
Government expenditure on child care and preschool services					
Total recurrent expenditure	81 177	84 949	107 256	140 949	174 942
Net capital expenditure (h)	4 762	23 079	58 624	96 319	43 806
Total expenditure	85 939	108 028	165 880	237 268	218 748

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Historical data need to be used with caution. Refer to previous reports.

(c) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(d) Data for administrative expenditure are based on accrual accounting, utilising an activity based costing method, whereas previously these were based on cash accounting.

(e) Data include administration expenditure involved in licensing kindergartens and administering the Young People's Activities Program (for 13–15 year olds).

(f) Includes capital funding to service organisations and non-government agencies.

(g) Includes department capital/infrastructure and capital grants to non-government agencies and child care centres.

(h) Data includes capital grant and construction costs for universal access program.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.74

Table 3A.74 **Characteristics of child care and preschool services, Queensland (a), (b), (c)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Places available by service type						
Child care services (d)						
Centre-based long day care	no.	..	..	..	..	..
Family day care	no.	..	..	..	..	..
Vacation care (e)	no.	..	..	..	..	376
Outside school hours care	no.	..	..	..	..	..
Occasional care	no.	904	1 274	1 271	1 396	1 402
Other child care	no.	..	..	..	..	..
All child care places	no.	904	1 274	1 271	1 396	1 778
Preschool services (f)						
Year before full time school	no.	17 348	16 973	20 067	27 182	38 885
Younger children	no.	na	na	..	..	..
All preschool places	no.	17 348	16 973	20 067	27 182	38 885
Average attendance						
Child care services (g)						
Centre-based long day care	hrs	..	..	..	..	..
Family day care	hrs	..	..	..	..	..
Vacation care	hrs	na	11.7	na	na	na
Outside school hours care	hrs	..	..	..	..	..
Occasional care	hrs	6.7	8.6	na	4.0	10.1
Other child care	hrs	na	..	..	..	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Historical data need to be used with caution. Refer to previous reports.

(d) Data relate to licensed capacity of funded services and do not include State funded unlicensed services.

(e) Vacation care places are based on maximum capacity (Service level).

(f) Preschool places are based on maximum capacity (Preschool level). 2010-11 data are not comparable to previous years. Data from the census previously used included some places provided for younger children. It was not possible in previous years to disaggregate places provided to younger children from the total. 2010-11 data includes children in Indigenous Prepreparatory programs and services funded under the Queensland Kindergarten Funding Scheme. This relates to places for four year old children and does not include places for younger children.

(g) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. Vacation care data are characteristically subject to error due to low response rates. 'Other' care refers to Cape York/Gulf Remote Areas Aboriginal and Torres Strait Islander Child Care (RAATSICC) services and are included. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'.

na Not available. **..** Not applicable.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.75

Table 3A.75 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Queensland (a), (b)**

		Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services (c)							
Less than 2 years (1 year old or less)	no.		110	147	115	127	114
2 to less than 4 years (2–3 year olds)	no.		586	638	758	867	697
4 to less than 5 years (4 year olds)	no.		230	176	248	342	307
5 to less than 6 years (5 year olds)	no.		37	5	49	92	42
6 to 12 years old (6–12 year olds)	no.		16	196	67	230	194
All children aged 0–12 years	no.		979	1 162	1 237	1 658	1 354
Estimated resident population at 31 December							
Less than 1 year (0 year olds)	no.		61 358	61 178	59 837	60 943	62 266
1 to less than 2 years (1 year olds)	no.		60 130	61 519	61 376	61 027	61 668
2 to less than 3 years (2 year olds)	no.		58 584	60 463	61 329	61 850	62 057
3 to less than 4 years (3 year olds)	no.		57 429	59 485	60 575	61 964	62 951
4 to less than 5 years (4 year olds)	no.		56 143	58 622	60 171	61 330	63 079
5 to less than 6 years (5 year olds)	no.		55 065	57 309	59 655	61 227	62 393
6 to 12 years old (6–12 year olds)	no.		396 782	400 508	404 990	412 712	421 478
All children aged 0–12 years	no.		745 491	759 084	767 933	781 053	795 892
Proportion of 0–12 year old resident population using State Government funded and/or provided child care							
0 to 5 years	%		0.3	0.3	0.3	0.4	0.3
6 to 12 years	%		–	–	–	0.1	–
All children aged 0–12 years	%		0.1	0.2	0.2	0.2	0.2

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Historical data need to be used with caution. Refer to previous reports.

(c) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. Data for 2008-09 relate to State funded occasional care services only, as data for vacation care and other services were not available. Data since 2009-10 relate to funded vacation care and occasional care services only.

– Nil or rounded to zero.

Source: Queensland Department of Education, Training and Employment (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.76

Table 3A.76 **Staff employed by State Government funded and/or managed child care and preschool service providers, Queensland (a), (b)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services (c)						
Full time equivalent staff (d)						
Primary contact staff	FTE	53	82	57	75	72
Administrative staff	FTE	2	1	2	4	5
Other staff	FTE	1	10	6	8	5
All FTE staff	FTE	56	93	65	87	82
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff (e)						
Primary contact staff	no.	113	162	101	132	124
Administrative staff	no.	5	3	5	7	7
Other staff	no.	3	10	11	1	8
All paid staff	no.	121	175	117	140	139
Total unpaid staff						
All unpaid staff	no.	2	2	1	9	8
Staff in State Government funded and/or provided preschool services (f)						
Full time equivalent staff (d)						
Primary contact staff (f)	FTE	775	820	1 076	3 090	5 671
Administrative staff (f)	FTE	14	23	45	256	587
Other staff (f)	FTE	20	16	73	101	146
All FTE staff	FTE	809	859	1 194	3 447	6 404
Total paid staff (full time and part time)						
Primary contact staff (f)	no.	1 134	1 257	1 421	4 703	8 828
Administrative staff (f)	no.	44	80	147	394	820
Other staff (f)	no.	57	68	147	188	259
All paid staff	no.	1 235	1 405	1 715	5 285	9 907

FTE = Full time equivalent.

- (a) Historical data need to be used with caution. Refer to previous reports.
- (b) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (c) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'. Data for 2008-09 relate to State funded occasional care services only, as data for vacation care and other services were not available.
- (d) Total hours per FTE is 38 hours. FTE derived by calculating the number of full time staff plus part time staff. Part time staff assumed to equal 0.5 FTE.
- (e) Count of all paid staff in funded Limited Hours Care (LHC) and Vacation Access Care (VAC) services.
- (f) Data relate to staff in kindergartens.

na Not available.

TABLE 3A.76

Table 3A.76 Staff employed by State Government funded and/or managed child care and preschool service providers, Queensland (a), (b)

<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
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Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.77

Table 3A.77 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Queensland (a), (b)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services (c), (d)						
Primary contact staff by qualification and experience						
With a formal qualification (e)	no.	74	124	79	98	98
Without a formal qualification						
Three years or more relevant experience	no.	11	11	11	7	10
Fewer than 3 years relevant experience	no.	28	27	11	20	16
All staff without formal qualification	no.	39	38	22	27	26
All primary contact staff	no.	113	162	101	125	124
Proportion of primary contact staff by qualification and experience						
With a formal qualification (e)	%	65.5	76.5	78.2	78.4	79.0
Without a formal qualification						
Three years or more relevant experience	%	9.7	6.8	10.9	5.6	8.1
Fewer than 3 years relevant experience	%	24.8	16.7	10.9	16.0	12.9
All staff without formal qualification	%	34.5	23.5	21.8	21.6	21.0
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	60	88	75	91	77
Proportion of primary contact staff	%	53.1	54.3	74.3	72.8	62.1
All paid staff in child care services	no.	121	175	117	140	139
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	838	691	1 144	3 873	7 353
Proportion of primary contact staff	%	73.9	55.0	80.5	82.4	83.3
All paid staff in preschool services	no.	1 235	1 405	1 715	5 285	9 907

- (a) Historical data needs to be used with caution. Refer to previous reports.
- (b) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (c) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'. Data for 2008-09 relate to State funded occasional care services only, as data for vacation care and other services were not available
- (d) Data exclude staff in Child Care Hubs.
- (e) Formal qualifications defined as Certificate III or higher. Excludes staff with a relevant qualification in a field other than early childhood.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.78

Table 3A.78 **Approved and/or licensed service providers, by management type, Queensland (a), (b), (c), (d)**

	2008-09 (c)		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care (e)										
Community managed	198	13.5	174	13.5	238	19.8	492	34.5	452	33.2
Privately managed	1 248	85.0	1 091	84.6	904	75.2	869	60.9	853	62.6
Non-government schools	..	..	4	na	44	na	47	na	35	2.6
Government managed	23	1.6	21	1.6	16	1.3	20	1.4	22	1.6
Total	1 469	100.0	1 290	100.0	1 202	100.0	1 428	100.0	1 362	100.0
Family day care										
Community managed	77	87.5	70	88.6	67	83.8	68	71.6	66	70.2
Privately managed	5	5.7	4	5.1	8	10.0	17	17.9	21	22.3
Non-government schools	..	..	..	..	..	..	1	na	–	–
Government managed	6	6.8	5	6.3	5	6.3	9	9.5	7	7.4
Total	88	100.0	79	100.0	80	100.0	95	100.0	94	100.0
Vacation care										
Community managed	..	..	..	..	..	..	..	..	..	..
Privately managed	..	..	..	..	..	..	..	..	..	..
Non-government schools	..	..	..	..	..	..	..	..	..	..
Government managed	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..
Outside school hours care										
Community managed	442	75.6	390	79.8	180.0	45.3	256	47.0	461	74.4
Privately managed	120	20.5	65	13.3	64.0	16.1	54	9.9	85	13.7
Non-government schools	..	..	12	na	115.0	na	89	–	50	8.1
Government managed	23	3.9	22	4.5	38.0	9.6	146	26.8	24	3.9
Total	585	100.0	489	100.0	397.0	100.0	545	100.0	620	100.0
Occasional care										
Community managed	40	80.0	44	84.6	28	75.7	27	73.0	23	71.9
Privately managed	1	2.0	na	na	2	5.4	..	..	..	..
Non-government schools	..	..	..	..	1	na	1	na	1	3.1
Government managed	9	18.0	8	15.4	6	16.2	9	24.3	8	25.0
Total	50	100.0	52	100.0	37	100.0	37	100.0	32	100.0
Other care (f)										
Community managed	6	100.0	..	..	..	..	..	..	..	..
Privately managed	–	–	..	..	..	..	..	..	–	..
Non-government schools	..	..	..	..	..	..	na	na	..	..
Government managed	–	–	..	..	..	..	..	..	..	..
Total	6	100.0	..	..	..	..	..	..	..	..
All child care services										

TABLE 3A.78

Table 3A.78 **Approved and/or licensed service providers, by management type, Queensland (a), (b), (c), (d)**

	2008-09 (c)		2009-10		2010-11		2011-12		2012-13	
Community managed	763	34.7	678	35.5	513	29.9	843	40.0	1 002	47.5
Privately managed	1 374	62.5	1 160	60.7	978	57.0	940	44.7	959	45.5
Non-government schools	–	na	16	na	160	na	138	na	86	4.1
Government managed	61	2.8	56	2.9	65	3.8	184	8.7	61	2.9
Total	2 198	100.0	1 910	100.0	1 716	100.0	2 105	100.0	2 108	100.0
Preschool service providers										
Community managed	357	90.4	339	90.2	300	85.7	334	85.4	415	86.5
Privately managed	10	2.5	2	0.5	5	1.4	1	0.3	13	2.7
Non-government schools	..	..	5	na	18	na	22	na	21	4.4
Government managed	28	7.1	30	8.0	27	7.7	34	8.7	31	6.5
Total	395	100.0	376	100.0	350	100.0	391	100.0	480	100.0

- (a) Historical data needs to be used with caution. Refer to previous reports.
- (b) Child care data are based on an annual voluntary census, so overall and individual question response rates are variable by service type and over time.
- (c) Counts of services do not include services for which management type was not available.
- (d) Number of services as at 30 June.
- (e) The number of centre-based long day care services has reduced due to a number of co-located services merging on transition to the NQF.
- (f) Other care includes services funded under the Remote Area Aboriginal and Torres Strait Islander Child Care program. Only licensed funded services are included.

na Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.79

Table 3A.79 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Queensland (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Number of services						
Child care services						
Centre-based long day care	no.	1 469	1 290	1 202	1 428	1 362
Family day care	no.	88	79	80	95	94
Vacation care	no.	..	..	..	..	..
Outside school hours care	no.	585	489	397	545	620
Occasional care	no.	50	52	37	37	32
Other care	no.	6	..	..	..	..
Preschool services						
All preschool services	no.	395	376	350	391	480
All services	no.	2 593	2 286	2 066	2 496	2 588
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	na	na	na	na	na
Family day care	%	na	na	na	na	na
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

TABLE 3A.79

Table 3A.79 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Queensland (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	na	na	na	na	na

(a) It is departmental policy to respond to all complaints received relating to licensing standards of early childhood education and care services. The nature of the response depends on the seriousness of the complaint. Data on substantiated breaches arising from complaints cannot be disaggregated from all complaints data.

na Not available. .. Not applicable.

Source: Queensland Department of Education, Training and Employment (unpublished).

Single jurisdiction data – WA

TABLE 3A.80

Table 3A.80 **State Government real expenditure on child care and preschool services, Western Australia (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10	2010-11 (c)	2011-12	2012-13
Government expenditure on child care services (d), (e), (f), (g), (h)					
Total recurrent expenditure	9 401	8 954	9 565	13 634	15 133
Net capital expenditure on child care services (i)	1 139	–	3 996	7 805	7 961
Total expenditure on child care services	10 540	8 954	13 562	21 439	23 094
Government expenditure on preschool services (j), (k), (l)					
Total recurrent expenditure	121 203	151 602	198 333	240 538	258 668
Net capital expenditure on preschool services	1 480	41 440	38 457	24 985	23 044
Total expenditure on preschool services (l)	122 683	193 041	236 791	265 523	281 712
Government expenditure on child care and preschool services					
Total recurrent expenditure (k), (l)	130 604	160 555	207 899	254 172	273 801
Net capital expenditure	2 619	41 440	42 454	32 790	31 005
Total expenditure	133 223	201 995	250 352	286 962	304 806

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Net capital expenditure and total expenditure for 2011-12 have been revised for this report.

(c) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(d) Administrative expenditure includes total costs — including superannuation, depreciation and leave accruals (all amounts are calculated on an accrual basis). Costs that have been attributed to these outputs through the financial system allocations module are shown as overheads. Overheads have been apportioned to salaries and non salaries based on direct cost percentages.

(e) The allocation of overheads are determined by *Labour Time Allocation Surveys*.

(f) Service provision costs are calculated by subtracting Australian Government funded occasional care from direct funding of services obtained from the financial systems.

(g) Expenditure for 2008-09 increased due to filling job vacancies and an increase in depreciation costs arising from a revaluation of assets. Expenditure in 2009-10 reduced due to the completion of the childcare regulation project in 2008-09.

(h) An increase in other service provision (within recurrent expenditure) 2009-10 reflects a greater level of state government funding following a decrease in Commonwealth funding for occasional care programs.

(i) In 2008-09, the WA government completed upgrades to the Collie child care centre and the Child Care Licensing and Standards Unit completed the development of their computer system to manage childcare licensing. In 2009-10 there were no projects completed. The increase in the 2011-12 Net capital expenditure on child care services is due to the WA Department of Education has currently under construction three Early Learning and Care Centres (ELCC) funded by the Commonwealth. Additionally five Children and Family Centres (CFCs) funded through Element 1 of the National Partnership on Indigenous Early Childhood Development. Approximately 60 per cent of the CFCs relate to childcare for children birth to age 5.

(j) Data from independent preschools and non-government schools are included for the first time in 2008-09.

(k) 2009-10 preschool data have been revised from data reported in 2011 Report. In 2010-11 there was an increase in teachers, aides and salaries.

(l) A change in DET's 2008-09 Annual Report model has highlighted that Preschool Services have been under allocated in the past.

TABLE 3A.80

Table 3A.80 State Government real expenditure on child care and preschool services, Western Australia (2012-13 dollars) (\$'000) (a), (b)

2008-09 2009-10 2010-11 (c) 2011-12 2012-13

– Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.81

Table 3A.81 **Characteristics of child care and preschool services, Western Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care (c)	no.	176	150	150	150	na
Other child care	no.	na	na	na	na	na
All child care places (d)	no.	176	150	150	150	na
Preschool services (e)						
Year before full time school (f)	no.	27 898	28 676	30 872	31 897	32 275
Younger children (g)	no.	1 528	1 997	2 341	2 924	2 969
All preschool places	no.	29 426	30 673	33 213	34 821	35 244
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) The figure for occasional care places represents maximum funded capacity at a point in time. More than one child may occupy an occasional care place over a period. The 2011-12 figure is an approximation due to a change in data collection arising from changes in funding policy.

(d) Data on child care places are no longer available from 2012-13.

(e) Includes the non-government sector.

(f) From 2008-09, data include 4 year olds and older who are not full time.

(g) For 2008-09, data include 3 year olds and younger children who are not full time. 2009-10 data relate to 3 year olds.

na Not available.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.82

Table 3A.82 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Western Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	na	na	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	30 271	30 746	30 673	31 847	33 626
1 to less than 2 years (1 year olds)	no.	30 258	30 668	31 069	31 815	33 087
2 to less than 3 years (2 year olds)	no.	29 491	30 607	30 995	31 742	32 897
3 to less than 4 years (3 year olds)	no.	28 464	30 049	30 997	31 708	32 776
4 to less than 5 years (4 year olds)	no.	27 841	29 154	30 640	31 718	32 708
5 to less than 6 years (5 year olds)	no.	27 631	28 509	29 864	31 395	32 667
6 to 12 years old (6–12 year olds)	no.	199 125	201 047	203 837	208 663	214 759
All children aged 0–12 years	no.	373 081	380 780	388 075	398 888	412 520
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

(a) Data were collected in the first week in August.

na Not available.

Source: WA Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.83

Table 3A.83 **Staff employed by State Government funded and/or managed child care and preschool service providers, Western Australia (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (b)						
Full time equivalent staff						
Primary contact staff (c)	FTE	1 306	1 390	1 760	1 858	1 842
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	1 306	1 390	1 760	1 858	1 842
Total paid staff (full time and part time)						
Primary contact staff (c)	no.	1 672	1 764	2 240	2 368	2 352
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	1 672	1 764	2 240	2 368	2 352

FTE = Full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Data represent the total staffing for kindergarten students in preschools in both the government and non-government sectors and is done by apportionment of the total precompulsory staff input. It is assumed that there is a 1:1 correspondence of teaching staff (who must be qualified) and aides (no details collected of qualifications, assumed to be zero).
- (c) Public sector staffing ratios are apportioned to estimate primary contact staff in private sector preschools.

na Not available.

Source: WA Department of Education (unpublished).

TABLE 3A.84

Table 3A.84 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Western Australia (a), (b)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services	no.	1 672	1 764	2 240	2 368	2 352

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Staff are counted in the first week in August.

na Not available.

Source: WA Department of Education (unpublished).

TABLE 3A.85

Table 3A.85 **Approved and/or licensed service providers, by management type, Western Australia**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care (a)										
Community managed	150	28.2	161	29.3	155	28.8	153	27.3	231	39.6
Privately managed	367	69.0	377	68.7	372	69.1	394	70.2	335	57.5
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	15	2.8	11	2.0	11	2.0	14	2.5	17	2.9
Total	532	100.0	549	100.0	538	100.0	561	100.0	583	100.0
Family day care (b)										
Community managed	na	na	na	na	na	na	na	na	8	21.6
Privately managed	733	100.0	753	100.0	782	100.0	847	100.0	25	67.6
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	4	10.8
Total	733	100.0	753	100.0	782	100.0	847	100.0	37	100.0
Vacation care (c)										
Community managed	10	35.7	10	35.7	9	37.5	9	37.5	103	29.3
Privately managed	3	10.7	5	17.9	3	12.5	3	12.5	217	61.6
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	15	53.6	13	46.4	12	50.0	12	50.0	32	9.1
Total	28	100.0	28	100.0	24	100.0	24	100.0	352	100.0
Outside school hours care (c)										
Community managed	110	53.1	109	51.4	109	45.0	106	34.4	96	30.1
Privately managed	78	37.7	88	41.5	116	47.9	174	56.5	210	65.8
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	19	9.2	15	7.1	17	7.0	28	9.1	13	4.1
Total	207	100.0	212	100.0	242	100.0	308	100.0	319	100.0
Occasional care										
Community managed	26	96.3	25	96.2	25	100.0	25	100.0	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	1	3.7	1	3.8	na	na	na	na	na	na
Total	27	100.0	26	100.0	25	100.0	25	100.0	na	na
Other care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	13	100.0
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	13	100.0
All child care services										
Community managed	296	19.4	305	19.5	298	18.5	293	16.6	438	33.6
Privately managed	1 181	77.3	1 223	78.0	1 273	79.0	1 418	80.3	800	61.3

TABLE 3A.85

Table 3A.85 **Approved and/or licensed service providers, by management type, Western Australia**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	–	–	–	–	–	–	–	–
Government managed	50	3.3	40	2.6	40	2.5	54	3.1	66	5.1
Total	1 527	100.0	1 568	100.0	1 611	100.0	1 765	100.0	1 304	100.0
Preschool service providers										
Community managed (d)	na	na	na	na	na	na	na	na	22	2.5
Privately managed	na	na	na	na	na	na	na	na	–	–
Non-government schools	..	..	na	na	na	na	na	na	241	27.0
Government managed	861	100.0	849	100.0	875	100.0	884	100.0	629	70.5
Total	861	100.0	849	100.0	875	100.0	884	100.0	892	100.0

- (a) The move to the NQF has affected how data is recorded and may result in sizeable movements from previous data.
- (b) Individual family day care service records are no longer available from 2012-13. Data are provider level only.
- (c) From 2012-13 vacation care and outside school hours care are not mutually exclusive under the new framework. One service may perform both roles.
- (d) While daily operations of community managed kindergartens are their responsibility of parent committees, their programs are funded and their staff employed by government.

na Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.86

Table 3A.86 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Western Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	140	316	304	140	90
Family day care	no.	8	51	36	na	3
Vacation care	no.	2	44	37	na	27
Outside school hours care	no.	6	27	23	34	26
Occasional care	no.	–	4	3	na	na
Other care	no.	na	na	na	25	na
Preschool services						
All preschool services (c)	no.	na	na	na	na	na
All services	no.	156	442	403	199	146
Number of services						
Child care services						
Centre-based long day care	no.	532	549	538	561	583
Family day care	no.	733	753	782	847	37
Vacation care	no.	28	28	24	24	352
Outside school hours care	no.	207	212	242	308	319
Occasional care	no.	27	26	25	25	na
Other care	no.	na	na	na	na	13
Preschool services						
All preschool services	no.	861	849	875	884	892
All services	no.	2 388	2 417	2 486	2 649	2 196
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.3	0.6	0.6	0.2	0.2
Family day care	no.	–	0.1	–	na	0.1
Vacation care	no.	0.1	1.6	1.5	na	0.1
Outside school hours care	no.	–	0.1	0.1	0.1	0.1
Occasional care	no.	–	0.2	0.1	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	0.1	0.2	0.2	0.1	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	100.0	100.0	100.0	na	100.0
Vacation care	%	100.0	100.0	100.0	na	100.0
Outside school hours care	%	100.0	100.0	100.0	100.0	100.0

TABLE 3A.86

Table 3A.86 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Western Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Occasional care	%	na	100.0	100.0	na	na
Other care	%	na	na	na	100.0	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

- (a) The increase in the number of substantiated breaches in 2008-09 is due to a change in the methodology used to report non-compliance which allows for more accurate reporting of multiple breaches of a single regulation.
- (b) The increase in breaches in 2009-10 is due to improved staff training to identify breaches, and a more experienced staff reporting against the methodology introduced in 2008-09 to report non-compliance which allows for more accurate reporting of multiple breaches of a single regulation.
- (c) Complaints are not classified at the student level and are not available.

na Not available. – Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished); WA Child Care Licensing Unit (unpublished).

Single jurisdiction data – SA

TABLE 3A.87

Table 3A.87 **State Government real expenditure on child care and preschool services, South Australia (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10 (c)	2010-11	2011-12	2012-13
Government expenditure on child care services (d)					
Total recurrent expenditure	5 348	5 442	5 616	5 954	6 440
Net capital expenditure on child care services	4 968	13 536	4 733	4 198	16 679
Total expenditure on child care services	10 316	18 978	10 349	10 152	23 119
Government expenditure on preschool services (e), (f)					
Total recurrent expenditure	108 226	115 272	120 346	130 172	136 682
Net capital expenditure on preschool services	209	17	3	315	3 535
Total expenditure on preschool services	108 436	115 289	120 349	130 487	140 217
Government expenditure on child care and preschool services					
Total recurrent expenditure (f)	113 574	120 715	125 962	136 126	143 122
Net capital expenditure	5 177	13 553	4 736	4 513	20 214
Total expenditure	118 751	134 268	130 698	140 639	163 336

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) 2009-10 expenditure includes some salaries reported as non-administrative under the recurrent expenditure classification.

(d) The increase in expenditure in 2009-10 is due to the construction of ten new children's centres.

(e) Data include salaries for both preschool and child care services and reflects integrated corporate wide service support.

(f) Expenditure for 2009-10 includes \$1 million of preschool repairs and maintenance.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.88

Table 3A.88 **Characteristics of child care and preschool services, South Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care (c)	no.	80	90	90	100	90
Family day care	no.	na	na	na	na	na
Vacation care	no.	80	80	80	80	80
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	3 350	3 620	3 500	3 470	3 490
Other child care	no.	na	na	na	na	na
All child care places	no.	3 510	3 790	3 670	3 650	3 660
Preschool services						
Year before full time school (d)	no.	15 640	16 670	16 950	17 920	17 050
Younger children	no.	5 100	5 030	5 060	3 000	1 140
All preschool places (e)	no.	20 740	21 700	22 010	20 920	18 190
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	3.0	3.0	3.0	3.0	3.0
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Centre-based long day care are Rural Care Centres in SA.

(d) Includes only children aged 4 years enrolled in state funded preschool services, but excludes any children over 4 years of age.

(e) Includes children enrolled aged 4 years or less in preschools and play centres and excludes children aged 5 years.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.89

Table 3A.89 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, South Australia**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	220	270	250	310	290
2 to less than 4 years (2–3 year olds)	no.	1 930	2 120	2 060	2 520	2 320
4 to less than 5 years (4 year olds)	no.	70	80	80	90	140
5 to less than 6 years (5 year olds)	no.	50	50	50	60	70
6 to 12 years old (6–12 year olds)	no.	40	40	40	40	40
All children aged 0–12 years	no.	2 310	2 560	2 480	3 020	2 860
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	19 674	19 653	19 374	19 632	20 220
1 to less than 2 years (1 year olds)	no.	19 264	19 612	19 642	19 458	19 930
2 to less than 3 years (2 year olds)	no.	18 803	19 337	19 635	19 679	19 635
3 to less than 4 years (3 year olds)	no.	18 435	19 066	19 423	19 735	19 854
4 to less than 5 years (4 year olds)	no.	18 335	18 810	19 275	19 584	19 879
5 to less than 6 years (5 year olds)	no.	18 318	18 636	19 067	19 476	19 752
6 to 12 years old (6–12 year olds)	no.	134 440	134 004	133 974	134 307	134 995
All children aged 0–12 years	no.	247 269	249 118	250 390	251 871	254 265
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	2.0	2.2	2.1	2.5	2.4
6 to 12 years	%	–	–	–	–	–
All children aged 0–12 years	%	0.9	1.0	1.0	1.2	1.1

– Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished); ABS (unpublished), *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.90

Table 3A.90 **Staff employed by State Government funded and/or managed child care and preschool service providers, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services						
Full time equivalent staff						
Primary contact staff	FTE	1 000	990	1 050	1 060	1 190
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	1 000	990	1 050	1 060	1 190
Total paid staff (full time and part time)						
Primary contact staff	no.	1 570	1 590	1 670	1 690	1 840
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	1 570	1 590	1 670	1 690	1 840

FTE = full time equivalent.

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.91

Table 3A.91 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services	no.	1 570	1 590	1 670	1 690	1 840

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.92

Table 3A.92 **Approved and/or licensed service providers, by management type, South Australia (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (b)	146	43.2	147	43.0	190	54.6	188	53.7	na	na
Privately managed (b)	181	53.6	182	53.2	145	41.7	148	42.3	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	11	3.3	13	3.8	13	3.7	14	4.0	na	na
Total (b)	338	100.0	342	100.0	348	100.0	350	100.0	na	na
Family day care (c)										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	13	100.0	13	100.0	12	100.0	12	100.0	na	na
Total	13	100.0	13	100.0	12	100.0	12	100.0	na	na
Vacation care										
Community managed	1	100.0	1	100.0	1	100.0	1	100.0	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	1	100.0	1	100.0	1	100.0	1	100.0	na	na
Outside school hours care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	..	na	..	na	..	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Occasional care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	76	100.0	86	100.0	86	100.0	87	100.0	na	na
Total	76	100.0	86	100.0	86	100.0	87	100.0	na	na
Other care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	-	na	..	na	-	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
All child care services										
Community managed	147	34.3	148	33.5	191	42.7	189	42.0	na	na
Privately managed	181	42.3	182	41.2	145	32.4	148	32.9	na	na

TABLE 3A.92

Table 3A.92 **Approved and/or licensed service providers, by management type, South Australia (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	–	–	–	–	–	–	na	na
Government managed	100	23.4	112	25.3	111	24.8	113	25.1	na	na
Total	428	100.0	442	100.0	447	100.0	450	100.0	na	na
Preschool service providers										
Community managed	20	4.5	20	4.5	20	4.5	19	4.3	19	4.3
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	425	95.5	425	95.5	428	95.5	422	95.7	423	95.7
Total	445	100.0	445	100.0	448	100.0	441	100.0	442	100.0

(a) Child care service provider data for 2012-13 were not available at the time of reporting

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.93

Table 3A.93 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Number of services						
Child care services						
Centre-based long day care	no.	338	342	348	350	na
Family day care	no.	13	13	12	12	na
Vacation care	no.	1	1	1	1	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	76	86	86	87	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	445	445	448	441	442
All services (b)	no.	873	887	895	891	na
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	na	na	na	na	na
Family day care	%	na	na	na	na	na
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

TABLE 3A.93

Table 3A.93 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	na	na	na	na	na

(a) Data on complaints cannot be disaggregated by service type.

(b) 2012-13 data were not available at the time of reporting.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

Single jurisdiction data – Tas

TABLE 3A.94

Table 3A.94 **State Government real expenditure on child care and preschool services, Tasmania (2012-13 dollars) (\$'000) (a), (b)**

	2008-09 (c)	2009-10	2010-11	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	2 501	2 193	2 174	2 294	3 061
Net capital expenditure on child care services (d)	225	184	237	773	146
Total expenditure on child care services	2 726	2 377	2 411	3 067	3 207
Government expenditure on preschool services (e)					
Total recurrent expenditure (f)	28 334	28 893	32 051	37 284	39 749
Net capital expenditure on preschool services	na	na	na	na	na
Total expenditure on preschool services	28 334	28 893	32 051	37 284	39 749
Government expenditure on child care and preschool services					
Total recurrent expenditure	30 835	31 086	34 225	39 628	42 810
Net capital expenditure	225	184	237	773	146
Total expenditure	31 060	31 270	34 462	40 351	42 956

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Data for 2008-09 include \$121 000 from the 2009-10 budget.

(d) 2011-12 capital expenditure included funding for a new service, and is therefore higher than in other years.

(e) Data for 2008-09 include \$978 000 relating to Universal Access Funding from the Australian Government. Data for 2009-10 have been revised for the 2012 Report as some salaries were incorrectly categorised as payroll tax.

(f) Includes teacher salaries as all government preschools have teachers employed by the State Government. Includes funding for non-government preschools.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.95

Table 3A.95 **Characteristics of child care and preschool services, Tasmania (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care (c)	no.	50	45	50	50	50
Outside school hours care	no.	na	na	na	na	na
Occasional care (d)	no.	424	417	412	335	339
Other child care	no.	na	na	na	na	na
All child care places	no.	474	462	462	385	389
Preschool services						
Year before full time school	no.	5 830	5 860	6 244	6 536	6 646
Younger children	no.	na	na	na	na	na
All preschool places	no.	5 830	5 860	6 244	6 536	6 646
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	13.0	15.0	12.0	21.0	16.0
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	5.6	5.6	5.8	5.0	5.6
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Data for two of the four State funded vacation care services are not included, as they are not open during the data collection period. These two services are only open during the Christmas vacation period. In 2008-09, 30 of the 50 provided places were funded. In 2009-10, 30 of the 45 places are funded. In 2010-11, 2011-12 and 2012-13, 30 of the 50 places were funded.

(d) In 2008-09, 332 of the 424 provided places were funded. In 2009-10, 329 of the 417 places are funded. In 2010-11 298 of the 412 places were funded. In 2011-12, 245 of the 335 were funded. In 2012-13, 233 of the 339 places were funded.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.96

Table 3A.96 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Tasmania (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	27	27	22	1	1
2 to less than 4 years (2–3 year olds)	no.	293	299	252	208	198
4 to less than 5 years (4 year olds)	no.	268	282	284	238	157
5 to less than 6 years (5 year olds)	no.	23	36	42	29	7
6 to 12 years old (6–12 year olds)	no.	58	54	86	63	22
All children aged 0–12 years	no.	669	698	686	539	389
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	6 711	6 608	6 219	6 279	6 173
1 to less than 2 years (1 year olds)	no.	6 621	6 590	6 444	6 222	6 259
2 to less than 3 years (2 year olds)	no.	6 523	6 549	6 543	6 383	6 210
3 to less than 4 years (3 year olds)	no.	6 303	6 477	6 496	6 495	6 355
4 to less than 5 years (4 year olds)	no.	6 058	6 320	6 443	6 448	6 472
5 to less than 6 years (5 year olds)	no.	5 963	6 097	6 336	6 411	6 434
6 to 12 years old (6–12 year olds)	no.	45 075	44 623	44 420	44 148	43 855
All children aged 0–12 years	no.	83 254	83 264	82 901	82 386	81 758
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	1.6	1.7	1.6	1.2	1.0
6 to 12 years	%	0.1	0.1	0.2	0.1	0.1
All children aged 0–12 years	%	0.8	0.8	0.8	0.7	0.5

(a) Data include information from specific survey months on children in vacation care. Some vacation care services were closed in the survey periods. Therefore the figures for 6–12 year olds would be higher if the statistics were taken at a different holiday period.

Source: Tasmanian Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.97

Table 3A.97 **Staff employed by State Government funded and/or managed child care and preschool service providers, Tasmania (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	24	25	29	12	12
Administrative staff	FTE	2	1	2	1	1
Other staff	FTE	1	1	1	1	–
All FTE staff	FTE	27	27	32	14	13
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	67	71	68	48	45
Administrative staff	no.	8	10	8	7	7
Other staff	no.	6	4	5	3	3
All paid staff	no.	81	85	81	58	55
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (b)						
Full time equivalent staff						
Primary contact staff	FTE	188	200	226	247	437
Administrative staff	FTE	21	21	22	13	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	209	221	248	260	437
Total paid staff (full time and part time)						
Primary contact staff	no.	na	na	na	na	921
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	921

FTE = full time equivalent.

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Prior to 2012-13, data include government staff only for preschool services.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.98

Table 3A.98 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Tasmania (a)**

		Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services							
Primary contact staff by qualification and experience							
With a formal qualification	no.		33	38	35	38	30
Without a formal qualification							
Three years or more relevant experience	no.		23	24	22	12	14
Fewer than 3 years relevant experience	no.		11	9	11	4	1
All staff without formal qualification	no.		34	33	33	16	15
All primary contact staff	no.		67	71	68	54	45
Proportion of primary contact staff by qualification and experience							
With a formal qualification	%		49.3	53.5	51.5	70.4	66.7
Without a formal qualification							
Three years or more relevant experience	%		34.3	33.8	32.4	22.2	31.1
Fewer than 3 years relevant experience	%		16.4	12.7	16.2	7.4	2.2
All staff without formal qualification	%		50.7	46.5	48.5	29.6	33.3
All primary contact staff	%		100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.		51	50	60	40	39
Proportion of primary contact staff	%		76.1	70.4	88.2	74.1	86.7
All paid staff in child care services	no.		81	85	81	58	55
Primary contact staff in preschool services							
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.		na	na	na	na	na
Proportion of primary contact staff	%		na	na	na	na	na
All paid staff in preschool services	no.		na	na	na	na	921

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.99

Table 3A.99 **Approved and/or licensed service providers, by management type, Tasmania (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed	55	46.6	49	42.2	56	44.4	53	47.3	59	51.8
Privately managed	44	37.3	43	37.1	45	35.7	35	31.3	34	29.8
Non-government schools	..	..	6	5.2	6	4.8	6	5.4	6	5.3
Government managed	19	16.1	18	15.5	19	15.1	18	16.1	15	13.2
Total	118	100.0	116	100.0	126	100.0	112	100.0	114	100.0
Family day care										
Community managed	4	36.4	4	36.4	4	36.4	5	38.5	5	38.5
Privately managed	2	18.2	2	18.2	2	18.2	3	23.1	3	23.1
Non-government schools	..	..	–	–	–	–	na	na	–	–
Government managed	5	45.5	5	45.5	5	45.5	5	38.5	5	38.5
Total	11	100.0	11	100.0	11	100.0	13	100.0	13	100.0
Vacation care										
Community managed	51	47.7	45	42.1	50	47.6	na	na	na	na
Privately managed	43	40.2	38	35.5	35	33.3	na	na	na	na
Non-government schools	..	..	9	8.4	6	5.7	na	na	na	na
Government managed	13	12.1	15	14.0	14	13.3	na	na	na	na
Total	107	100.0	107	100.0	105	100.0	na	na	na	na
Outside school hours care										
Community managed	66	46.8	58	41.4	65	47.4	59	60.2	56	58.3
Privately managed	51	36.2	49	35.0	44	32.1	17	17.3	18	18.8
Non-government schools	..	..	9	6.4	8	5.8	3	3.1	3	3.1
Government managed	24	17.0	24	17.1	20	14.6	19	19.4	19	19.8
Total	141	100.0	140	100.0	137	100.0	98	100.0	96	100.0
Occasional care										
Community managed	35	85.4	32	80.0	25	83.3	27	77.1	28	82.4
Privately managed	5	12.2	4	10.0	1	3.3	2	5.7	2	5.9
Non-government schools	..	..	2	5.0	3	10.0	1	2.9	1	2.9
Government managed	1	2.4	2	5.0	1	3.3	5	14.3	3	8.8
Total	41	100.0	40	100.0	30	100.0	35	100.0	34	100.0
Other care										
Community managed	na	na	2	100.0	–	na	4	100.0	3	100.0
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	2	100.0	–	na	4	100.0	3	100.0
All child care services										
Community managed	211	50.5	190	45.7	200	48.9	148	56.5	151	58.1
Privately managed	145	34.7	136	32.7	127	31.1	57	21.8	57	21.9

TABLE 3A.99

Table 3A.99 **Approved and/or licensed service providers, by management type, Tasmania (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	26	6.3	23	5.6	10	3.8	10	3.8
Government managed	62	14.8	64	15.4	59	14.4	47	17.9	42	16.2
Total	418	100.0	416	100.0	409	100.0	262	100.0	260	100.0
Preschool service providers										
Community managed	na	na	–	–	–	–	na	na	na	na
Privately managed	58	25.8	–	–	–	–	na	na	na	na
Non-government schools	..	..	62	27.4	60	27.0	61	28.0	60	27.3
Government managed	167	74.2	164	72.6	162	73.0	157	72.0	160	72.7
Total	225	100.0	226	100.0	222	100.0	218	100.0	220	100.0

(a) Since 2011-12 a distinction cannot be made between outside school hours care and vacation care. Data are reported as outside of school hours care.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.100

Table 3A.100 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Tasmania**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care (a)	no.	2	2	14	11	5
Family day care	no.	1	1	1	2	–
Vacation care	no.	1	4	na	na	–
Outside school hours care	no.	2	1	4	na	–
Occasional care	no.	–	1	na	na	–
Other care	no.	na	–	–	na	–
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	6	9	19	13	5
Number of services						
Child care services						
Centre-based long day care	no.	118	116	126	112	114
Family day care	no.	11	11	11	13	13
Vacation care	no.	107	107	105	na	na
Outside school hours care	no.	141	140	137	98	96
Occasional care	no.	41	40	30	35	34
Other care	no.	na	2	–	4	3
Preschool services						
All preschool services	no.	225	226	222	218	220
All services	no.	643	642	631	480	480
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	–	–	0.1	0.1	–
Family day care	no.	0.1	0.1	0.1	0.2	–
Vacation care	no.	–	–	na	na	–
Outside school hours care	no.	–	–	–	na	–
Occasional care	no.	–	–	na	na	–
Other care	no.	na	–	–	na	–
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	–	–	–	–	–
Proportion of substantiated breaches against which action was taken (b)						
Child care services						
Centre-based long day care	%	100.0	100.0	57.1	90.9	100.0
Family day care	%	–	100.0	100.0	100.0	na
Vacation care	%	100.0	na	na	na	na
Outside school hours care	%	100.0	–	50.0	na	na
Occasional care	%	na	100.0	na	na	na

TABLE 3A.100

Table 3A.100 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Tasmania**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	83.3	44.4	68.4	92.3	100.0

- (a) Due to the transition to NQF and the associated IT system, there may be some minor undercounting of data.
- (b) Further action was not taken against the remaining services as the issue had been resolved prior to the investigation.

na Not available. – Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished).

Single jurisdiction data – ACT

TABLE 3A.101

Table 3A.101 **Territory Government real expenditure on child care and preschool services, Australian Capital Territory (2012-13 dollars) (\$'000) (a)**

	2008-09	2009-10	2010-11 (b)	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	4 470	4 649	4 944	5 350	5 193
Net capital expenditure on child care services	565	699	248	213	3 041
Total expenditure on child care services	5 035	5 348	5 193	5 563	8 234
Government expenditure on preschool services					
Total recurrent expenditure	23 232	23 522	23 536	26 157	27 841
Net capital expenditure on preschool services (c)	10 895	1 100	713	10 311	20 743
Total expenditure on preschool services	34 126	24 622	24 249	36 467	48 584
Government expenditure on child care and preschool services					
Total recurrent expenditure	27 702	28 171	28 480	31 506	33 034
Net capital expenditure	11 460	1 799	962	10 524	23 784
Total expenditure	39 162	29 970	29 442	42 030	56 818

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Capital expenditure increased in 2008-09 due to increased expenditure to upgrade older preschools, the Transportable Classrooms program, and increased expenditure relating to the School Infrastructure Refurbishment program.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.102

Table 3A.102 **Characteristics of child care and preschool services, Australian Capital Territory (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	..	na	na
Family day care	no.	na	na	..	na	na
Vacation care	no.	na	na	..	na	na
Outside school hours care	no.	na	na	..	na	na
Occasional care	no.	na	na	..	na	na
Other child care	no.	na	na	..	na	na
All child care places	no.	na	na	..	na	na
Preschool services						
Year before full time school	no.	4 185	4 283	na	na	na
Younger children (c)	no.	130	130	na	na	na
All preschool places	no.	4 315	4 413	na	na	na
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	..	na	na
Family day care	hrs	na	na	..	na	na
Vacation care	hrs	na	na	..	na	na
Outside school hours care	hrs	na	na	..	na	na
Occasional care	hrs	na	na	..	na	na
Other child care	hrs	na	na	..	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Includes 3 year old programs at Narrabundah, Charnwood and the Koori preschool program.

na Not available. .. Not applicable.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.103

Table 3A.103 **Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Australian Capital Territory**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	..	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	..	na	na
4 to less than 5 years (4 year olds)	no.	na	na	..	na	na
5 to less than 6 years (5 year olds)	no.	na	na	..	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	..	na	na
All children aged 0–12 years	no.	na	na	..	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	4 747	4 955	4 934	4 912	5 343
1 to less than 2 years (1 year olds)	no.	4 552	4 712	4 957	5 056	5 136
2 to less than 3 years (2 year olds)	no.	4 575	4 588	4 733	5 016	5 141
3 to less than 4 years (3 year olds)	no.	4 469	4 626	4 619	4 802	5 099
4 to less than 5 years (4 year olds)	no.	4 310	4 525	4 643	4 646	4 896
5 to less than 6 years (5 year olds)	no.	4 212	4 362	4 554	4 679	4 718
6 to 12 years old (6–12 year olds)	no.	29 042	29 226	29 453	30 091	30 850
All children aged 0–12 years	no.	55 907	56 994	57 893	59 202	61 183
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

na Not available. .. Not applicable.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.104

Table 3A.104 Staff employed by Territory Government funded and/or managed child care and preschool service providers, Australian Capital Territory (a), (b)

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (c)						
Full time equivalent staff						
Primary contact staff	FTE	128	na	na	na	na
Administrative staff (c)	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	128	na	na	na	na
Total paid staff (full time and part time)						
Primary contact staff	no.	219	na	na	na	na
Administrative staff (c)	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	219	na	na	na	na

FTE = Full time equivalent: 38 hours per week for child care services and 36.45 hours per week for preschool services.

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Staff data are not available since 2009-10.

(c) Administrative staff are employed through ACT Government primary schools.

na Not available.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.105

Table 3A.105 **Paid staff employed by Territory Government funded and/or managed child care and preschool service providers, by qualification and experience, Australian Capital Territory (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	219	123	na	na	na
Proportion of primary contact staff	%	100.0	na	na	na	na
All paid staff in preschool services	no.	219	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.106

Table 3A.106 **Approved and/or licensed service providers, by management type, Australian Capital Territory**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care (a)										
Community managed (b)	72	62.6	79	65.3	83	66.4	74	58.3	79	69.9
Privately managed	43	37.4	38	31.4	35	28.0	42	33.1	32	28.3
Non-government schools	..	..	4	3.3	7	5.6	11	8.7	1	0.9
Government managed	na	na	na	na	na	na	na	na	1	0.9
Total	115	100.0	121	100.0	125	100.0	127	100.0	113	100.0
Family day care										
Community managed (b)	5	100.0	5	100.0	5	100.0	4	100.0	4	50.0
Privately managed	–	–	na	na	na	na	na	na	4	50.0
Non-government schools	..	..	na	na	na	na	na	na	–	–
Government managed	na	na	na	na	na	na	na	na	–	–
Total	5	100.0	5	100.0	5	100.0	4	100.0	8	100.0
Vacation care (c)										
Community managed (b)	43	86.0	24	61.5	24	61.5	41	78.8	6	50.0
Privately managed	7	14.0	6	15.4	6	15.4	6	11.5	5	41.7
Non-government schools	..	..	9	23.1	9	23.1	5	9.6	na	na
Government managed	na	na	na	na	na	na	na	na	1	8.3
Total	50	100.0	39	100.0	39	100.0	52	100.0	12	100.0
Outside school hours care (c)										
Community managed (b)	82	94.3	70	83.3	76	80.0	90	88.2	68	75.6
Privately managed	5	5.7	5	6.0	10	10.5	7	6.9	11	12.2
Non-government schools	..	..	9	10.7	9	9.5	5	4.9	11	12.2
Government managed	na	na	na	na	na	na	na	na	–	–
Total	87	100.0	84	100.0	95	100.0	102	100.0	90	100.0
Occasional care (a), (d)										
Community managed (b)	–	na	na	–	na	–	2	100.0	2	100.0
Privately managed	–	na	na	–	na	–	na	na	–	–
Non-government schools	..	..	na	–	na	–	na	na	na	na
Government managed	na	na	na	–	na	na	na	na	–	–
Total	–	na	na	–	na	–	2	na	2	100.0
Other care										
Community managed (b)	18	90.0	17	89.5	16	88.9	16	88.9	13	86.7
Privately managed	2	10.0	2	10.5	2	11.1	2	11.1	2	13.3
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	–	–
Total	20	100.0	19	100.0	18	100.0	18	100.0	15	100.0
All child care services										
Community managed	220	79.4	195	72.8	204	72.3	227	74.4	172	71.7
Privately managed	57	20.6	51	19.0	53	18.8	57	18.7	54	22.5

TABLE 3A.106

Table 3A.106 **Approved and/or licensed service providers, by management type, Australian Capital Territory**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	22	8.2	25	8.9	21	6.9	12	5.0
Government managed	–	–	–	–	–	–	–	–	2	0.8
Total	277	100.0	268	100.0	282	100.0	305	100.0	240	100.0
Preschool service providers										
Community managed (b)	9	13.0	na	na	na	na	na	na	–	–
Privately managed	na	na	na	na	na	na	na	na	–	–
Non-government schools	..	..	9	13.0	9	13.0	15	19.2	17	18.1
Government managed (c)	60	87.0	60	87.0	61	88.4	63	80.8	77	81.9
Total	69	100.0	69	100.0	69	100.0	78	100.0	94	100.0

- (a) Includes not-for-profit services provided by parents.
- (b) The ACT licenses school age care services that may provide one, two or three components of care including vacation care, before school hours care, and after school hours care.
- (c) Data are the number of ACT government primary schools that offer a preschool program. Several schools offer more than one program.
- (d) In the ACT occasional care places exist with centre-based long day care.
- na** Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.107

Table 3A.107 Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Australian Capital Territory

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	15	16	17	12	14
Family day care	no.	1	–	1	1	–
Vacation care	no.	–	–	..	–	–
Outside school hours care	no.	–	4	3	1	1
Occasional care	no.	–	–	..	na	–
Other care	no.	–	–	1	na	–
Preschool services						
All preschool services	no.	–	–	..	na	–
All services	no.	16	20	22	14	15
Number of services						
Child care services						
Centre-based long day care	no.	115	121	125	127	113
Family day care	no.	5	5	5	4	8
Vacation care	no.	50	39	39	52	12
Outside school hours care	no.	87	84	95	102	90
Occasional care	no.	–	na	na	2	2
Other care	no.	20	19	18	18	15
Preschool services (a)						
All preschool services	no.	69	69	69	78	94
All services	no.	346	337	351	383	334
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.1	0.1	0.1	0.1	0.1
Family day care	no.	0.2	–	0.2	0.3	–
Vacation care	no.	–	–	na	–	–
Outside school hours care	no.	–	–	–	–	–
Occasional care	no.	–	–	na	na	–
Other care	no.	–	–	0.1	na	–
Preschool services						
All preschool services	no.	–	–	na	na	–
All services	no.	–	0.1	0.1	–	–
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	100.0	na	100.0	100.0	na
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	100.0	100.0	100.0	100.0

TABLE 3A.107

Table 3A.107 **Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Australian Capital Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Occasional care	%	na	na	na	na	na
Other care	%	na	na	100.0	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

(a) Data are the number of ACT government primary schools that offer a preschool program. Several schools offer more than one program.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

Single jurisdiction data – NT

TABLE 3A.108

Table 3A.108 **Territory Government real expenditure on child care and preschool services, Northern Territory (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10	2010-11	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure (c)	4 781	5 157	12 959	16 059	16 287
Net capital expenditure on child care services	153	5 012	1 811	468	1 988
Total expenditure on child care services	4 934	10 168	14 770	16 527	18 276
Government expenditure on preschool services					
Total recurrent expenditure (d)	28 363	32 186	33 093	34 466	38 172
Net capital expenditure on preschool services	na	na	na	na	na
Total expenditure on preschool services	28 363	32 186	33 093	34 466	38 172
Government expenditure on child care and preschool services					
Total recurrent expenditure	33 144	37 342	46 052	50 525	54 459
Net capital expenditure	153	5 012	1 811	468	1 988
Total expenditure	33 297	42 354	47 862	50 994	56 447

- (a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.
- (b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.
- (c) Includes expenditure on legislation development. Corporate costs can be apportioned using the Department's pre-determined formula, and non-salary administrative expenditure has not been included in the figures.
- (d) The increase in 2009-10 is due to an increase in Commonwealth and NTG funding.
na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.109

Table 3A.109 **Characteristics of child care and preschool services, Northern Territory (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other child care (c)	no.	116	109	52	52	52
All child care places	no.	116	109	52	52	52
Preschool services (d)						
Year before full time school	no.	na	na	na	na	na
Younger children	no.	na	na	na	na	na
All preschool places	no.	na	na	na	na	na
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care (c)	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Other care services includes services provided by 3 year old kindergarten.

(d) NT does not have a set number of preschool places. Enrolments will not be turned away, and staffing and funding are adjusted for increased demand. Data include remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.110

Table 3A.110 **Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Northern Territory (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	na	na	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	3 749	3 791	3 658	3 670	3 922
1 to less than 2 years (1 year olds)	no.	3 785	3 804	3 783	3 711	3 789
2 to less than 3 years (2 year olds)	no.	3 704	3 732	3 734	3 737	3 679
3 to less than 4 years (3 year olds)	no.	3 596	3 683	3 668	3 688	3 695
4 to less than 5 years (4 year olds)	no.	3 481	3 616	3 646	3 646	3 664
5 to less than 6 years (5 year olds)	no.	3 516	3 498	3 615	3 631	3 619
6 to 12 years old (6–12 year olds)	no.	23 863	24 008	23 921	24 135	24 402
All children aged 0–12 years	no.	45 694	46 132	46 025	46 218	46 770
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

(a) Data are collected during the first week in August through the Age Grade Census.

na Not available.

Source: NT Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.111

Table 3A.111 **Staff employed by Territory Government funded and/or managed child care and preschool service providers, Northern Territory (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (b)						
Full time equivalent staff						
Primary contact staff (c)	FTE	201	213	223	240	275
Administrative staff (d)	FTE	12	12	12	12	13
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	213	225	235	252	288
Total paid staff (full time and part time)						
Primary contact staff (c)	no.	246	255	264	294	339
Administrative staff (d)	no.	116	121	120	121	127
Other staff	no.	na	na	na	na	na
All paid staff	no.	362	376	384	415	466

FTE = full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Data include remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.
- (c) Includes preschool teachers, preschool teacher aides and preschool assistant teachers.
- (d) Includes preschool principals. Data are based on the number of schools delivering preschool services multiplied by FTE 0.1 (remainder are included in Primary and Secondary schooling).

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.112

Table 3A.112 **Paid staff employed by Territory Government funded and/or managed child care and preschool service providers, by qualification and experience, Northern Territory (a), (b)**

		Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services							
Primary contact staff by qualification and experience							
With a formal qualification	no.	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	no.	na	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na	na
Proportion of primary contact staff by qualification and experience							
With a formal qualification	%	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	%	na	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na	na
Primary contact staff in preschool services							
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in preschool services	no.	362	376	384	415	466	

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) The NT is not able to disaggregate data by qualifications.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.113

Table 3A.113 **Approved and/or licensed service providers, by management type, Northern Territory (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (b)	49	66.2	55	67.9	51	65.4	44	60.3	46	63.9
Privately managed	25	33.8	16	19.8	16	20.5	17	23.3	15	20.8
Non-government schools	..	..	10	12.3	11	14.1	12	16.4	10	13.9
Government managed	na	na	na	na	na	na	na	na	1	1.4
Total	74	100.0	81	100.0	78	100.0	73	100.0	72	100.0
Family day care										
Community managed (b)	na	na	na	na	na	na	na	na	1	50.0
Privately managed	na	na	na	na	na	na	na	na	1	50.0
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	2	100.0
Vacation care (c)										
Community managed (b)	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Outside school hours care (d)										
Community managed (b)	na	na	na	na	na	na	na	na	25	59.5
Privately managed	na	na	na	na	na	na	na	na	9	21.4
Non-government schools	..	..	na	na	na	na	na	na	8	19.0
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	42	100.0
Occasional care										
Community managed (b)	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Other care (e)										
Community managed (b)	5	100.0	4	100.0	2	100.0	2	100.0	2	100.0
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	5	100.0	4	100.0	2	100.0	2	100.0	2	100.0
All child care services										
Community managed	54	68.4	59	69.4	53	66.3	46	61.3	74	62.7
Privately managed	25	31.6	16	18.8	16	20.0	17	22.7	25	21.2

TABLE 3A.113

Table 3A.113 **Approved and/or licensed service providers, by management type, Northern Territory (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	10	11.8	11	13.8	12	16.0	18	15.3
Government managed	–	–	–	–	–	–	–	–	1	0.8
Total	79	100.0	85	100.0	80	100.0	75	100.0	118	100.0
Preschool service providers (f)										
Community managed (b)	na	na	na	na	na	na	na	na	na	na
Privately managed	4	3.4	na	na	na	na	na	na	na	na
Non-government schools (g)	..	..	4	3.3	4	3.3	4	3.3	4	3.1
Government managed (h) (i)	112	96.6	117	96.7	116	96.7	117	96.7	123	96.9
Total	116	100.0	121	100.0	120	100.0	121	100.0	127	100.0

- (a) Child care services are counted over the financial year, and preschool services are counted in the first week of August.
- (b) The decrease in 2011-12 in the number of centre based long day care services is due to the exclusion of budget based funded services that were deemed out-of-scope from January 2012.
- (c) Vacation care data is included in outside school hours care.
- (d) Outside school hours care includes before school, after school and vacation care.
- (e) Other care includes three year old kindergarten.
- (f) Preschool education is directly provided by the NT Department of Education but a number of management functions are devolved to school councils and preschool parent management committees.
- (g) Includes remote Catholic preschools funded by the NT government.
- (h) In 2009-10, Catholic Remote schools were reclassified from privately managed to non-government schools.
- (i) Satellite preschool and mobile preschools (where they operate from a hub school) are counted as part of the hub school.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: NT Department of Education (unpublished).

TABLE 3A.114

Table 3A.114 **Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Northern Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints (a)						
Child care services						
Centre-based long day care	no.	55	23	3	13	15
Family day care	no.	na	na	na	na	1
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	–
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	na	na	–
All services	no.	55	23	3	13	16
Number of services						
Child care services						
Centre-based long day care	no.	74	81	78	73	72
Family day care	no.	na	na	na	na	2
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	42
Occasional care	no.	na	na	na	na	na
Other care	no.	5	4	2	2	2
Preschool services						
All preschool services	no.	116	121	120	121	127
All services	no.	195	206	200	196	245
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.7	0.3	–	0.2	0.2
Family day care	no.	na	na	na	na	0.5
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	–
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	na	na	–
All services	no.	0.3	0.1	–	0.1	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	na	na	na	na	100.0
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

TABLE 3A.114

Table 3A.114 **Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Northern Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

(a) Complaints during the financial year. The number of breaches does not necessarily represent the number of services involved.

na Not available. – Nil or rounded to zero.

Source: NT Department of Education (unpublished).

Data quality information —Early childhood education and care, chapter 3

Data quality information

Data quality information (DQI) provides information against the seven ABS data quality framework dimensions, for a selection of performance indicators in the Early childhood education and care chapter. DQI for additional indicators will be progressively introduced in future reports.

Where Report on Government Services indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance indicators:

Participation rates for special needs groups in preschool – Proportion of children aged 3–5 years enrolled in preschool – Non-English speaking background; Disability	3
Participation rates for special needs groups in preschool – Proportion of children aged 3–5 years enrolled in preschool – Indigenous; Regional areas; Remote areas	7
Participation rates for special needs groups in preschool – Proportion of children enrolled in a preschool program who are disadvantaged	10
Children using child care	13
Children enrolled in preschool – Proportion of children who are enrolled in a preschool program in the year before full time schooling	17
Children enrolled in preschool – Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling (national data only)	20
Children attending preschool – Proportion of children who are attending a preschool program in the year before full time schooling	23

Children attending preschool – Proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling (national data only)	26
Non-standard hours of care in child care services	29
Child care service costs	31
Preschool service costs	32
Staff quality in early childhood education and care – Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified	35
Achievement of the <i>National Quality Standard</i>	38
Total government recurrent expenditure on early childhood education and care per child in the community	40
Australian Government recurrent expenditure per child attending approved child care	42
Family work-related needs	44
Demand for formal care	46
Out-of-pocket costs of child care	48

Participation rates for special needs groups in preschool – Proportion of children aged 3–5 years enrolled in preschool – Non-English speaking background; Disability

Data quality information for this indicator has been drafted by the Secretariat in consultation with the State and Territory governments, with additional Steering Committee comments.

Indicator definition and description

Element	Equity
Indicator	Participation rates for special needs groups in preschool
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 3–5 years enrolled in preschool – Non-English speaking background; Disability</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in preschool – from Non-English speaking backgrounds; with Disability</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program.</p>
Data source/s	<p><u>Numerator/Denominator:</u></p> <p>State and Territory governments (unpublished)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:</p> <ul style="list-style-type: none">• NSW – In NSW preschool data are collected by the Department of Education and Communities (DEC) as part of its role in providing and monitoring funding for the community preschool sector. Government funded preschool services are required to participate in the ECEC preschool census each year as part of their funding agreement. NSW DEC also collects data on children who are enrolled in 100 DEC preschools as part of the NSW annual government school census. Data are not collected from the long day care sector. Data on children with disabilities attending Early Intervention classes at NSW schools were collected for the first time in 2012.• Victoria – Data were collected by Department of Education and Early Childhood Development (DEECD) during the Confirmed Kindergarten Funding Data Collection reported as at 30 June 2012. Completion of this data collection was compulsory for all funded service providers. In 2012, DEECD collected data from 1708 funded service providers which offered a kindergarten program at 1965 kindergarten services. Funded kindergarten services in Victoria include sessional kindergarten services and long day care services which offer an integrated kindergarten program.• Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed early childhood education and care services. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory.
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- Western Australia – The organisation responsible is the Western Australia Department of Education (DoE).
- South Australia – Data collected by the Department of Education and Child Development (DECD) as part of the termly preschool staffing collection (Term 2) from sites offering preschool.
- Tasmania – Data collected by the Tasmanian Department of Education from 220 pre-school providers, using National Minimum Dataset specifications.
- Northern Territory – Data are collected by the Department of Education.

Relevance

Information on the relevance of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – The community preschool census and government school census collect a range of data relevant to the funded or government operated segments of the preschool sector such as service operating characteristics, staff employed, gender, disability, language background, low income status, Indigenous status, attendance/enrolment patterns and staff qualifications.
- Victoria – Information is collected on service providers, management models, staff employed, children enrolled, gender, birthdates, disability, language background, indigenous status, attendance patterns and fees paid. All DEECD funded service providers are required to undertake the data collection, therefore full coverage of 4 year old preschool programs delivered through these service providers was achieved.
- Queensland – Data collected from the Census enable Queensland Department of Education, Training and Employment (DETE) to report on a variety of matters, such as the performance of the early childhood education and care sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood initiatives.
- Western Australia – The data collected through the School Census by the DoE are used to meet national reporting requirements, including meeting the reporting requirements of the national ECEC collection. Full coverage is achieved for all government schools and community kindergartens with a pre-school program.
- South Australia – collection is mandatory and there is full coverage for DECD funded or provided preschool services.
- Tasmania – data collected for pre-school providers in a registered kindergarten.
- Northern Territory – enrolments are from registered preschool programs and four government funded remote Catholic schools, collected at unit record level and available by remoteness area.

Timeliness

Information on the timeliness of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – The ECEC preschool census is conducted annually over a representative fortnight. In 2012 the collection period was 30 July to 10 August. The Government School Mid-Year Census is conducted annually in August.
- Victoria – The Confirmed Kindergarten Funding Data Collection was undertaken between 2 April and 4 May 2012, with updates included until 30 June 2012.
- Queensland – The Census is an annual collection, with the most current year data census commencing in the week beginning 30 July 2012.
- Western Australia – The collection was undertaken at 3 August 2012 with a reference period of 30 July to 3 August.
- South Australia – Data collected in late July to early August 2012.
- Tasmania – Data are collected annually, for a two week reference period in late July to early August 2012.

Accuracy

- Northern Territory – Data are collected as part of an annual census collection run on the 1st Friday of August each year across all NT Schools.

Due to different methods of data collection, not all jurisdictions are able to identify duplicate records of children. Double counting of children may occur due to:

- Children moving interstate during a preschool year
- Children attending multiple providers to access an appropriate amount of care
- Children attending multiple service types
- Children attending preschool for greater than one year.

These factors can lead to an overestimation of children enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent).

There are differences in collection dates, reference periods and age reference dates.

Additional information on the accuracy of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – For the ECEC preschool census, data are collected from government funded community preschools through a web based portal. The web based portal has data validation software to reduce data entry errors. The Department also carries out data verification checks by comparing enrolment and service characteristic variations across years. For the government school mid-year census, the results on children attending Government preschools or children with disabilities attending Early Intervention classes at NSW schools are validated by a process in which data are extracted from the school enrolment system and presented back to schools for signoff. There is no current requirement for unfunded preschools to supply data to the Department of Education and Communities. Preschool programs are provided in preschools and long day care centres in NSW. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount.
- Victoria – It is compulsory for all service providers in receipt of kindergarten funding to complete the data collection. Information on service provider characteristics and staff details is also required to be confirmed. DEECD carried out data validation in response to missing fields of data as well as cross-checking data for accuracy. DEECD regional staff also performed verification checks on all funded organisation submissions, ensuring that no blanks occurred in data records and comparing enrolments across years. There is no current requirement for unfunded organisations to supply data to DEECD.
- Queensland – Data has been adjusted for partial non-responses at the service and preschool program levels through an imputation process, and incorrect responses corrected via validation and error checking processes. No adjustments for undercounts have been applied and no standard errors are applied to this data item.
- South Australia – Data are collected through the mandatory Term 2 preschool collection and validated by all preschools. Double counting of children in government preschools is analysed centrally.
- Tasmania – All kindergartens reported enrolment data for the reference period in 2012. Duplicate students attending more than one kindergarten are identified and allocated the same statistical linkage key.
- Northern Territory – Data collected through the annual census and validated by all schools. NT is able to report the number of children attending preschool programs within the Government sector and attending preschool in the year before full time school.

Coherence

Data for Australia for children from non-English speaking backgrounds and children with disability are the total of the sum of states and territories for which

data are available, and should not be interpreted as national data.

Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.

Children enrolled in preschool can be counted in more than one special needs group.

Accessibility Information on the accessibility of State and Territory preschool data collected by individual State and Territory departments is outlined below. Preschool data for all jurisdictions are published by the ABS in Preschool Education, Australia (cat. no. 4240.0). Data on children from non-English speaking backgrounds and children with disability are not available in the ABS publication.

- NSW – Limited data are collected for national and state reporting requirements.
- Victoria – Limited data are collected for funding purposes and State and National Reporting requirements. Aggregated data items are presented in the Victoria attachment tables section of the RoGS.
- Queensland – Fact sheets on the sector are available on the Early Childhood Education and Care website. This information includes attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state.
- South Australia – Limited data are collected for national and state reporting requirements. Summary data are published annually on the department website. Unpublished data can be requested.

Interpretability Limited supporting documentation is available.

- Victoria – The scope of the collection included children enrolled and attending funded kindergarten programs in the year before school.
- Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. The explanatory notes, together with printable copies of ECECSC collection forms, are available from the Queensland DETE website:
<data.qld.gov.au/earlychildhood/office/services-census.html>

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

- gaps/ issues**
- Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool.
 - Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.
 - In NSW, preschool programs are provided in preschools and long day care centres. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount. There is no current requirement for unfunded preschools in NSW to supply data to the Department of Education and Communities.

Participation rates for special needs groups in preschool – Proportion of children aged 3–5 years enrolled in preschool – Indigenous; Regional areas; Remote areas

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity
Indicator	Participation rates for special needs groups in preschool
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 3–5 years enrolled in preschool – Indigenous; Regional areas; Remote areas</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in preschool – Indigenous; in inner/outer regional Australia; in remote/very remote Australia</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program.</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National Early Childhood Education and Care (ECEC) Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).₂</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.₂</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it</p>

is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Regional and remote areas are based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011. The ASGS replaced the Australian Standard Geographical Classification (ASGC) 2006. The ASGS is based on the 2011 Census of Population and Housing and represents a more comprehensive, flexible and consistent way of defining Australia's statistical geography than the previous classification.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Care needs to be taken interpreting data relating to Indigenous and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous and Torres Strait Islander status.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care

	Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0) may not be directly comparable across all jurisdictions. Children enrolled in preschool can be counted in more than one special needs group. Earlier reports classified regional and remote areas according to the ASGC. This Report used the ASGS 2011. The changes from ASGC to ASGS represent a break in series between reports.
Accessibility	The ABS publication <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	<i>National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012</i> (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
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Participation rates for special needs groups in preschool – Proportion of children enrolled in a preschool program who are disadvantaged

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity
Indicator	Participation rates for special needs groups in preschool
Measure (computation)	<u>Definition</u> Proportion of children enrolled in a preschool program who are disadvantaged. <u>Numerator:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who reside in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1. <u>Denominator:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling. <u>Computation:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who are disadvantaged divided by the number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling.
Data source/s	<u>Numerator/denominator:</u> ABS <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0).

Data Quality Framework Dimensions

Institutional environment	Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.
Relevance	In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia. The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time

schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Children who are disadvantaged are defined as residing in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1 (based on the 2011 Census of Population and Housing). The SEIFA IRSD summarises a range of information about the economic and social resources of people and households within an area. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

Timeliness

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy

Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of

	Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.
Accessibility	The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
gaps/ issues	<ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW • Use of SEIFA IRSD to define children who are most disadvantaged needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

Children using child care

Data quality information for this indicator has been drafted by the Secretariat in consultation with the Australian Government Department of Education and the State and Territory governments, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children using child care
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care.</p> <p><u>Numerator:</u></p> <p>Number of children attending Australian Government approved and State and Territory government funded and/or provided child care (age groups 0–5; 6–12; 0–12 years).</p> <p><u>Denominator:</u></p> <p>Estimated resident population as at 31 December (age groups 0–5; 6–12; 0–12 years).</p> <p><u>Computation:</u></p> <p>The number of children attending Australian Government approved and State and Territory government funded and/or provided child care divided by the total estimated resident population. Calculated separately for each age group (0–5; 6–12; 0–12 years)</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>Department of Education (unpublished); State and Territory governments (unpublished)</p> <p><u>Denominator/s:</u></p> <p>ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Australian government approved child care services data are collected through the Child Care Management System (CCMS) by the Department of Social Services (DSS) under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Australian Government Department of Education.</p> <p>State and Territory child care data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:</p> <ul style="list-style-type: none">• NSW – Only collects data on government funded community preschools and DEC operated preschools. NSW does not collect data on long day care services.• Victoria – Provides funding to approximately 100 organisations offering child care to parents enrolled in Adult and Community Further Education (ACFE) courses. These are mainly neighbourhood model occasional care services. No data were collected on funded places or staff characteristics for these services in 2012.• Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed early childhood education and care services. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory.• South Australia – Data are collected by the DECD as part of the annual
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children's services census from sites offering rural care, state funded vacation care or occasional care. The census is mandatory for rural and occasional care services but not vacation care services.

- Tasmania – Data are compiled by the Department of Education for funded child care services. Through their funding agreement, these services are required to provide data in August of each year.
- Northern Territory – Information on approved education and care services is collected by the Department of Education through the NQA ITS from January 2012.

Estimated resident population data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.

Relevance

Australian government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.

The relevance of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Data are only collected on government funded community preschools and DEC operated preschools. NSW does not collect data on long day care services.
- Queensland – Data collected from the Census enable Queensland DETE to report on a variety of matters, such as the performance of the early childhood education and care sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood.
- South Australia – As the census is mandatory there is full coverage for rural and occasional care services.
- Tasmania – Data provided for each child care service funded by the State Department of Education. Services provide the data for each of the children attending in the data week.
- Northern Territory – Utilisation information is provided by approved Centre based long day care and kindergarten services through funding agreements.

Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.

Timeliness

Australian government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.

State and Territory child care data are collected by individual State and Territory departments through various independent data collections. Data are collected in the first half of the financial year reported in RoGS and therefore are collected approximately 18 months prior to publication. Additional information is outlined below.

- NSW – Annual data collection from funded services undertaken each August for a representative fortnight. The census of Government preschools is undertaken for a representative week in August of each year.
- Queensland – The census is an annual collection, with the most current year data census commencing Monday 30 August 2012. Data relating to vacation care was collected during a separate period.
- South Australia – Data collected annually with reference period usually July/August of financial year.
- Tasmania – Data collected annually in August of the financial year.

Accuracy

- Northern Territory – Approved services that are eligible to receive funds, are required to provide data quarterly to the Department of Education by the month following the end of each quarter.

ABS population estimates used for the denominator of population rates are available each year.

Australian government approved child care services data are collected through an electronic administrative system and all approved services are represented.

Additional information on the accuracy State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Only counts children using care or early childhood education in NSW Government funded services, which excludes for-profit long day care centres but does not necessarily include all not-for-profit services. Funded services which do not respond to the annual collection are not included in the overall counts. Hence there is a potential undercount of child care attendance. Children may attend child care with more than one service provider, resulting in over-counting.
- Queensland – Data have been adjusted for partial non-responses at the service level through imputation, and incorrect responses corrected through a validation and error checking process. No adjustments for undercounts have been applied and no standard errors are applied to this data item. It is possible that due to the aggregate nature of the collection, there may be an issue of duplicate records (that is children being counted in multiple child care services either multiple providers or multiple service types) within the reference week which could lead to an overestimation of children using child care.
- South Australia – Data collected in a paper based survey from Rural Care and Vacation Care, and submitted electronically by Occasional Care services. Duplicate records or undercounts are not identifiable as the information is de-identified and cannot be matched across sites
- Northern Territory – All eligible education and care services submit data electronically, that is linked to the ongoing eligibility of funding. Data quality is well managed through the NQA ITS's application submission processes.
- Tasmania – Data completed by staff in each funded service to the Department of Education and includes all child care services funded by the State. Services report on actual age of each child attending during the data week. Services provide attendance records with data collection sheets and these are used for validation. However as dates of birth of the children are not provided age validations cannot be made.

In addition, across each data collection, the proportion of children attending child care in the population is based on Estimated Resident Population denominator at 31 December, and therefore a variation between the jurisdiction data collection period for the numerator and the denominator vary.

Coherence

Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.

Additional information on the coherence of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Did not collect data from child care services in 2012. The presented data items for 2012-13 are estimates using Commonwealth data to proportion the number of children using child care services by age category.
- Queensland – Age range scope of the data for the numerator and denominator are comparable.
- South Australia – Is only provided by DECD for state funded/provided services
- Tasmania – Data collection in place for over 10 years and data appear to be consistent, taking into account changes in number of services each year

(significant given the small number of services).

- Northern Territory – Utilisation data had been collected from approved services through CSIS until it was replaced in January 2012 by the NQA ITS. Data exclude previously funded services that were deemed out-of-scope from January 2012.

Rates of the population may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population by the ABS. These differences are likely to be very small.

Accessibility

The Australian government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.

Additional information on the accessibility of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – There are limited data collected for national and state reporting requirements and all aggregated data items are presented in NSW attachment tables section of the RoGS.
- Queensland – Fact sheets on the sector are produced each year available on the Early Childhood Education and Care website containing information on attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state.
- South Australia – Unpublished data can be requested. There are some published data available online.
- Tasmania – Data provided through internal process within the Department of Education as part of its funding agreement with these services. There are no other processes to collect this data.
- Northern Territory – Some of the required data are available as public information published in the Department of Education's Annual Report following the end of each financial year.

Interpretability Limited supporting documentation is available.

- Queensland – Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. The explanatory notes, together with printable copies of ECECSC collection forms, are available from the Queensland DETE website:

deta.qld.gov.au/earlychildhood/office/services-census.html

Data Gaps/Issues Analysis

Key data

The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- This indicator does not provide information on the parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Children enrolled in preschool – Proportion of children who are enrolled in a preschool program in the year before full time schooling

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children enrolled in preschool
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children enrolled in a preschool program in the year before full time schooling. Data are also reported for the proportion of children aged 3 years enrolled in a preschool program.</p> <p><u>Numerator:</u></p> <p>Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling.</p> <p><u>Denominator:</u></p> <p>Estimated number of children aged 4 years, as at 30 June.</p> <p><u>Computation:</u></p> <p>The number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling divided by the estimated number of children aged 4 years.</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p> <p><u>Denominator/s:</u></p> <p>ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a</p>

structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. The year before full time schooling is a term used to describe the 'preschool' cohort, due to the varying delivery models of early childhood education in the different jurisdictions. This definition of a preschool program is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

ABS population estimates used for the denominator of population rates are available each year.

Accuracy Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care

	Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).
Accessibility	The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
gaps/ issues	<ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

Children enrolled in preschool – Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling (national data only)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Indigenous Reform Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children enrolled in preschool
Measure (computation)	<p><u>Definition</u> This measure is defined as the number of Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, divided by the number of Indigenous children aged 4 years</p> <p><u>Numerator:</u> Number of Indigenous children aged 4 and 5 years as at 1 July, who are enrolled in a preschool program in the year before full time schooling</p> <p><u>Denominator:</u> Projected number of Indigenous children aged 4 years</p> <p><u>Computation:</u> Numerator divided by denominator (by remoteness areas, on a national basis only).</p>
Data source/s	<p><u>Numerator/s:</u> ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p> <p><u>Denominator/s:</u> ABS (unpublished) <i>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2006 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP</p>

ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. *Preschool Education, Australia, 2012* (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the *National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012* (cat. no. 4240.0.55.001).

Remoteness areas are based upon the ABS' Australian Standard Geographical Classification (ASGC) 2006. The ASGC is based on the 2006 Census of Population and Housing.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the national standards outlined in the *Early Childhood Education and Care National Minimum Data Set (ECEC NMDS)* in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012 and care should be taken when comparison of estimates across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Care needs to be taken interpreting data relating to Indigenous and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous and Torres Strait Islander status.

Where information on the child's usual place of residence is not available – that is, where insufficient information on the child's address was collected, where no address details have been provided, or no unit record level information exists - remoteness in 2012 is to be assigned using the address of the service at which the child is enrolled.

For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in *Preschool Education, Australia, 2012* (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The data differences in the collection scope and counting rules for the National ECEC Collection mean that the data presented in the publication are not strictly comparable to data published in other national or state/territory publications.

All data providers have been engaged in data development activities to improve both collection coverage and data quality. As a consequence, some data items may not be comparable across years. See the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) for more information

Accessibility The ABS publication *Preschool Education, Australia, 2012* (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues These data are provided on a national basis by remoteness areas 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'. Data for the numbers of Indigenous children enrolled in preschool are from the national ECEC Collection. The data cover government and non-government preschool programs and reflect enrolment during the reference period. The number of Indigenous children is derived from ABS population data.

Data for this measure are not provided on a jurisdiction basis.

Children attending preschool – Proportion of children who are attending a preschool program in the year before full time schooling

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children attending preschool
Measure (computation)	<u>Definition</u> Proportion of children attending a preschool program <u>Numerator:</u> Number of children aged 4 and 5 years attending a preschool program in the year before full time schooling. <u>Denominator:</u> Estimated number of children aged 4 years, as at 30 June. <u>Computation:</u> The number of children attending a preschool program in the year before full time schooling divided by the estimated number of children aged 4 years.
Data source/s	<u>Numerator/s:</u> ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0). <u>Denominator/s:</u> ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. The year before full time schooling is a term used to describe the</p>

'preschool' cohort, due to the varying delivery models of early childhood education in the different jurisdictions. This definition of a preschool program is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

The first Friday in August will be the collection date for future collections, with jurisdictions determining their reference periods ensuring that they include the collection date. A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.

Timeliness

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

ABS population estimates used for the denominator of population rates are available each year.

Accuracy

Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each

	state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. Data for the proportion of children attending a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can attend a preschool program. This can result in an overestimation of the proportion of children attending preschool in the year before full time schooling.
Accessibility	The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
gaps/ issues	<ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

Children attending preschool – Proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling (national data only)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Indigenous Reform Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children attending preschool
Measure (computation)	<p><u>Definition</u> This measure is defined as the number of Indigenous children aged 4 and 5 years attending a preschool program in the year before full time schooling, divided by the number of Indigenous children aged 4 years</p> <p><u>Numerator:</u> Number of Indigenous children aged 4 and 5 years as at 1 July, who are attending a preschool program in the year before full time schooling</p> <p><u>Denominator:</u> Projected number of Indigenous children aged 4 years</p> <p><u>Computation:</u> Numerator divided by denominator (by remoteness areas, on a national basis only).</p>
Data source/s	<p><u>Numerator/s:</u> ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p> <p><u>Denominator/s:</u> ABS (unpublished) <i>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2006 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP</p>

ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. *Preschool Education, Australia, 2012* (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the *National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012* (cat. no. 4240.0.55.001).

Remoteness areas are based upon the ABS' Australian Standard Geographical Classification (ASGC) 2006. The ASGC is based on the 2006 Census of Population and Housing.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the national standards outlined in the *Early Childhood Education and Care National Minimum Data Set (ECEC NMDS)* in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012 and care should be taken when comparison of estimates across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Care needs to be taken interpreting data relating to Indigenous and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous and Torres Strait Islander status.

Where information on the child's usual place of residence is not available – that is, where insufficient information on the child's address was collected, where no address details have been provided, or no unit record level information exists - remoteness in 2012 is to be assigned using the address of the service at which the child is enrolled.

For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in *Preschool Education, Australia, 2012* (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The data differences in the collection scope and counting rules for the National ECEC Collection mean that the data presented in the publication are not strictly comparable to data published in other national or state/territory publications.

All data providers have been engaged in data development activities to improve both collection coverage and data quality. As a consequence, some data items may not be comparable across years. See the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) for more information.

Accessibility The ABS publication *Preschool Education, Australia, 2012* (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues These data are provided on a national basis by remoteness areas 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'. Data for the numbers of Indigenous children attending preschool are from the National ECEC Collection. The data cover government and non-government preschool programs and reflect attendance during the reference period. The number of Indigenous children is derived from ABS population data.

Data for this measure are not provided on a jurisdiction basis.

Non-standard hours of care in child care services

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Non-standard hours of care in child care services
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of approved child care services providing non-standard hours of care. The definition of non-standard hours is according to the current 10 hour basis (or equivalent by service type) as provided in section 3.6.</p> <p><u>Numerator:</u></p> <p>Number of approved child care services providing non-standard hours of care by service model (centre-based long day care, vacation care, occasional care, family day care, outside school hours care and other care).</p> <p><u>Denominator:</u></p> <p>Total number of approved child care services by service model (centre-based long day care, vacation care, occasional care, family day care, outside school hours care and other care).</p> <p><u>Computation:</u></p> <p>The number of approved child care services providing non-standard hours of care divided by the total number of approved service providers. Calculated separately for each service model (centre-based long day care, vacation care, occasional care, family day care, outside school hours care and other care).</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>National Early Childhood Education and Care Workforce Census (Department of Education unpublished) (for centre-based long day care, vacation care, occasional care and outside of school hours care, but not family day care or other care)</p> <p>CCMS (Department of Education unpublished) (for family day care and other care)</p> <p><u>Denominator/s:</u></p> <p>National Early Childhood Education and Care Workforce Census (Department of Education unpublished); CCMS (Department of Education unpublished)</p>

Data Quality Framework Dimensions

Institutional environment	<p>CCMS data are collected by the DSS under the Family Assistance (Administration) Act. The Department of Education engaged the Social Research Centre to conduct the National Early Childhood Education and Care Workforce Census.</p> <p>Data from CCMS and the National Early Childhood Education and Care Workforce Census are compiled by the Department of Education.</p>
Relevance	Approved child care service data, collected at a service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Data are collected weekly, available since services transitioned to CCMS between 2008 and June 2009. Data are reported on a quarterly basis. The National Early Childhood Education and Care Workforce Census is conducted every three years and therefore service types reported from the National Early Childhood Education and Care Workforce Census will be reported only every three years.
Accuracy	Data sourced from CCMS are collected via an electronic administrative system.

	Data sourced from the National Early Childhood Education and Care Workforce Census are collected via a compulsory survey of child care services.
Coherence	From 2013 some data items are sourced differently to others. For those affected service types this introduces a break in time-series. Data sourced from the CCMS are based on the number of services that have received non-standard hours of Child Care Benefit (CCB) during the reference period. Alternatively, data sourced from the National Early Childhood Education and Care Workforce Census are based on opening hours. Those services will therefore be counted based on the availability of care, not just the actual delivery of care.
Accessibility	Data at the service level is protected under the Family Assistance (Administration) Act. To date data have only been released for purposes of RoGS reporting.
Interpretability	A high or increasing proportion of services providing non-standard hour of care can suggest a greater flexibility of services to meet the needs of families. Care should be taken when interpreting results because information is not provided on the demand for non-standard hours of care or whether available non-standard hours services meet the needs of users.

Data Gaps/Issues Analysis

Key data gaps/ issues	The Steering Committee notes the following key data gaps/issues: <ul style="list-style-type: none"> • This indicator does not provide information on the demand for non-standard hours of care. • This indicator does not provide information on how non-standard hours services meet the needs of users.
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Child care service costs

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Child care service costs
Measure (computation)	<u>Definition</u> The median weekly cost of Australian Government approved child care services for 50 hours of care by service model (centre based long day care and family day care).
Data source/s	Department of Education (unpublished)

Data Quality Framework Dimensions

Institutional environment	Australian government approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Department of Education.
Relevance	Australian government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Median costs are based on 50 hours of care in the reference week.
Coherence	Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.
Interpretability	Median costs represent the middle value of the range of costs. Provided the service quality is held constant, lower service costs are desirable. Cost data need to be interpreted with care because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

Data Gaps/Issues Analysis

Key data gaps/ issues	The Steering Committee notes the following key data gaps/issues: <ul style="list-style-type: none">• Provided the service quality is held constant, lower service costs are desirable.• Cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.
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Preschool service costs

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Preschool service costs
Measure (computation)	<u>Definition</u> The median per hour preschool cost per child (after subsidies).

Data source/s ABS (unpublished) *Preschool Education, Australia, 2012* (cat. no. 4240.0)

Data Quality Framework Dimensions

Institutional environment Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.

Relevance In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date for the National ECEC

Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

The first Friday in August will be the collection date for future collections, with jurisdictions determining their reference periods ensuring that they include the collection date. A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data

The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- Provided the service quality and quantity is held constant, lower hourly costs represent more affordable preschool.
- Various factors influence preschool costs and care needs to be exercised when interpreting results, as:
 - Preschool services are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools have no tuition fees
 - Fees can reflect higher land values and rental fees charged in major cities
 - Some jurisdictions provide targeted fee relief that lowers fees for some children
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland are not available and median costs are not published.
- Cost information is not collected for all preschool programs. Caution should therefore be used when interpreting median costs.

Staff quality in early childhood education and care – Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Staff quality in early childhood education and care
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified.</p> <p><u>Numerator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program with qualification of Graduate 4 years and above or Bachelor degree pass (3 years or equivalent).</p> <p><u>Denominator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program (i.e. irrespective of workers qualifications).</p> <p><u>Computation:</u></p> <p>The number of episodes of workers delivering a preschool program who are at least three year university trained and early childhood qualified divided by the total number of episodes of workers delivering a preschool program.</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a</p>

structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of worker information for the National ECEC Collection consists of all paid employees who were working at an in-scope service provider during the reference period are in-scope of the collection. This includes both contact and non-contact workers, and is irrespective of whether the worker delivered a preschool program during the reference week.

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

The first Friday in August will be the collection date for future collections, with jurisdictions determining their reference periods ensuring that they include the collection date. A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Timeliness

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy

Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- Incomplete and inconsistent reporting of workers and worker qualifications
- A small level of under-coverage of the preschool programs in some sectors
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Worker level data in the National ECEC Collection did not include a unique identifier and as a consequence they can only be reported as episodes of workers

delivering preschool programs. Use of episode data means that workers may be counted more than once if they work for multiple providers. In addition, no worker data are collected through the Child Care Management System to populate the National ECEC Collection for the long day care sector. This results in a significant undercount of the actual worker population. The undercount may not be equal for all states and territories and will depend on the relative size of the long day care sector in each state and territory.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- No worker information is available from the CCMS, the primary source data for long day care sector in many jurisdictions. As a result, the data represent an undercount of the actual worker population.

Achievement of the *National Quality Standard*

Data quality information for this indicator has been drafted by the Secretariat in consultation with the Australian Children's Education and Care Quality Authority (ACECQA).

Indicator definition and description

Element	Effectiveness
Indicator	Achievement of the <i>National Quality Standard</i>
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each of seven quality areas:</p> <ul style="list-style-type: none">Quality area 1 educational program and practiceQuality area 2 children's health and safetyQuality area 3 physical environmentQuality area 4 staffing arrangementsQuality area 5 relationships with childrenQuality area 6 partnerships with families and communitiesQuality area 7 leadership and service management. <p><u>Numerator:</u></p> <p>Number of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each quality area.</p> <p><u>Denominator:</u></p> <p>Number of approved services with a quality rating.</p> <p><u>Computation:</u></p> <p>The number of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each quality area divided by all approved services with a quality rating.</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>ACECQA NQF Snapshot Q2 2013.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Quality Framework (NQF) was introduced on 1 January 2012, with the assessments beginning in mid-2012. The NQF operates under an applied law system, comprising the Education and Care Services National Law and Education and Care Services National Regulations. The <i>National Quality Standard</i> (NQS) is located at schedule 1 of the National Regulations.</p> <p>The NQS is a key aspect of the NQF and sets a national benchmark for early childhood education and care, and outside school hours care services in Australia.</p> <p>ACECQA guides the implementation of the NQF nationally and ensures consistency in delivery.</p> <p>South Australia has set up a new independent regulatory authority to look after children's education and care services, while other regulatory authorities mainly operate within existing state and territory government departments.</p>
Relevance	<p>The NQF applies to most long day care, family day care, outside school hours care and preschools in Australia. NQF information is entered into the national database – the NQA ITS. The NQS promotes continuous quality improvement.</p> <p>The data covers services with a quality rating. At 30 June 2013, 19 per cent of services have a quality rating. Future reports will incorporate quality ratings data for an increased proportion of services.</p>

	<p>Western Australia has completed the smallest proportion of quality ratings. The assessment and rating process started later there because the law only came into effect in Western Australia in August 2012. South Australia also has a relatively lower proportion of quality rated services than other jurisdictions.</p>
Timeliness	<p>Quality ratings are collected on an ongoing basis. A quarterly report is published which provides analysis on children’s education and care services assessed and rated against the NQS in Australia at the end of each quarter.</p> <p>As the NQF progresses, every service in the country will be assessed to make sure it meets the new quality standard.</p> <p>Reporting is based on services rated up to the most recent point in time (30 June 2013). Any service that received a final quality rating within 14 days of the report cut-off data (30 June 2013) was excluded from the total reported population of approved and rated services.</p>
Coherence	<p>Every service receives a rating for seven quality areas and an overall rating. There are five rating levels within the national quality rating and assessment process.</p> <p>Some jurisdictions have rated only a small number of services and the services rated are not representative of all services.</p>
Accessibility	<p>A quarterly snapshot report is published by ACECQA which provides analysis on children’s education and care services assessed and rated against the NQS in Australia at the end of each quarter.</p> <p>Ratings for services against each quality area and an overall rating are published on the national register of services on the ACECQA website and on the MyChild website.</p>
Interpretability	<p>The ACECQA website contains detailed information on the NQS and assessment and ratings.</p>
<u>Data Gaps/Issues Analysis</u>	
Key data gaps/ issues	<p>Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.</p> <p>Reporting is based on services rated up to the most recent point in time (30 June 2013). As more services are assessed reporting will become increasingly comprehensive. It is currently based on the 19 per cent of services that have received a quality rating since the start of the assessment and ratings process in June 2012.</p>

Total government recurrent expenditure on early childhood education and care per child in the community

Data quality information for this indicator has been drafted by the Secretariat, in consultation with the Australian Government Department of Education and State and Territory governments.

Indicator definition and description

Element	Efficiency
Indicator	Total government recurrent expenditure on early childhood education and care per child in the community.
Measure (computation)	<p><u>Definition</u> Australian Government and State and Territory government recurrent expenditure on early childhood education and care per child aged 0–12 years in the community.</p> <p><u>Numerator:</u> Australian Government and State and Territory government recurrent expenditure on early childhood education and care.</p> <p><u>Denominator:</u> Number of children aged 0–12 years in the community.</p> <p><u>Computation:</u> Australian Government and State and Territory recurrent expenditure on early childhood education and care divided by the number of children aged 0–12 years in the community.</p>
Data source/s	<p><u>Numerator/s:</u> Department of Education and State and Territory governments (unpublished).</p> <p><u>Denominator/s:</u> ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Australian Government child care data area collected by the Department of Education.</p> <p>State and Territory child care and preschool data are collected by individual State and Territory departments.</p> <p>Estimated resident population data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>Government recurrent expenditure includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.</p> <p>Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.</p>
Timeliness	<p>Government recurrent expenditure is available annually on a financial year basis.</p> <p>ABS population estimates used for the denominator of population rates are available each year.</p>
Accuracy	<p>Australian Government data includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use.</p>
Coherence	<p>Australian Government recurrent expenditure covers child care services, whereas</p>

State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.

Accessibility To date government recurrent expenditure data are unpublished and released for purposes of RoGS reporting.

Interpretability All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

- gaps/ issues**
- All Australian Government recurrent expenditure reported for this indicator is provided for child care services.
 - All State and Territory government recurrent expenditure reported for this indicator is provided for both child care and preschool services.
 - Government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

Australian Government recurrent expenditure per child attending approved child care

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Australian Government recurrent expenditure per child attending approved child care.
Measure (computation)	<u>Definition</u> Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government approved child care services in Australia. <u>Numerator:</u> Australian Government recurrent expenditure on approved child care services. <u>Denominator:</u> Number of children aged 0–12 years attending Australian government approved child care services. <u>Computation:</u> Australian Government recurrent expenditure on approved child care services divided by the number of children aged 0–12 years attending Australian government approved child care services.
Data source/s	<u>Numerator/denominator:</u> Department of Education (unpublished).

Data Quality Framework Dimensions

Institutional environment	Australian Government approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Department of Education.
Relevance	Australian Government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian Government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use.
Coherence	Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian Government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.
Interpretability	All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government

expenditure.

Data Gaps/Issues Analysis

Key data

The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- All Australian Government recurrent expenditure reported for this indicator is provided for child care services.
- Government expenditure includes recurrent expenditure on child care. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

Family work-related needs

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Family work-related needs
Measure (computation)	<p><u>Definition:</u> The proportion of children aged 0–12 years, who currently required any or additional formal child care where the main reason was work-related.</p> <p><u>Numerator:</u> Number of children aged 0–12 years with the single parent, or both parents in a couple family, who currently required any or additional formal child care where the main reason for care was 'work-related'.</p> <p><u>Denominator:</u> All children aged 0–12 in families participating in the labour force.</p> <p><u>Computation:</u> The number of children aged 0–12 years in families participating in the labour force who required any or additional formal child care for mainly work-related reasons, divided by all children aged 0–12 in families participating in the labour force.</p>
Data source/s	<p><u>Numerator/denominator</u></p> <p>ABS (unpublished) <i>Childhood Education and Care, Australia, June 2011</i> (cat. no. 4402.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011 as a supplement to the ABS monthly Labour Force Survey (LFS). Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>The proportion of children aged 0–12 years in families participating in the labour force who required any or additional formal child care for mainly work related reasons are available by state/territory disaggregation. Data for Tasmania and the NT were not available for publication, but are included in the total for Australia.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes</p>
Timeliness	<p>The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys (CCS) and from 1993 the survey has been run every three years. The ABS plans to conduct this survey again in June 2014.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; SA: 641; WA: 768; Tasmania: 345; NT: 194 and the ACT: 237.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That</p>

is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.

Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. 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 2.5 of the 'Statistical context' for more information on confidence intervals and relative standard errors.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the NT where such persons account for around 23 per cent of the population.

Non-sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

Coherence The survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.

Accessibility Predominantly national level information are published in the CEaCS (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population.
- Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Demand for formal care

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.\

Indicator definition and description

Element	Outcome
Indicator	Demand for formal care
Measure (computation)	<p><u>Definition</u> The proportion of children aged 0–12 years who required any or additional formal child care or preschool services currently or in the next 12 months.</p> <p><u>Numerator:</u> All children aged 0–12 years who required any or additional formal child care or preschool services currently or in the next 12 months.</p> <p><u>Denominator:</u> All children aged 0–12 years.</p> <p><u>Computation:</u> The number of children aged 0–12 years who required any or additional formal child care or preschool currently or in the next 12 months divided by all children aged 0–12 years.</p>
Data source/s	<p><u>Numerator/denominator:</u> ABS (unpublished) <i>Childhood Education and Care, Australia, June 2011</i> (cat. no. 4402.0)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the CEaCS, conducted throughout Australia in June 2011 as a supplement to the ABS monthly LFS. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>The proportion of children aged 0–12 years who required any or additional formal care or preschool services currently or in the next 12 months are available by state/territory disaggregation.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes</p>
Timeliness	<p>The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 CCS and from 1993 the survey has been run every three years. The ABS plans to conduct this survey again in June 2014.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; SA: 641; WA768; Tasmania: 345; NT: 194 and the ACT: 237.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.</p> <p>Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than</p>

50 per cent are considered too unreliable for general use and are not published here. 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 2.5 of the 'Statistical context' for more information on confidence intervals and relative standard errors.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the NT where such persons account for around 23 per cent of the population.

Non-sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

Coherence In 2005, the Child Care Survey collected data based on additional care required in the previous 4 weeks. In 2008, the CEaCS collected this data item on the basis of currently required, while the 2011 data are for current requirements or in the next 12 months. Data are not directly comparable across time, and care should be taken in interpreting these data.

The survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.

Accessibility Predominantly national level information are published in the CEaCS (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

- gaps/ issues**
- Excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population.
 - Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Out-of-pocket costs of child care

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Out-of-pocket costs of child care
Measure (computation)	<p><u>Definition</u></p> <p>Out-of-pocket costs of child care is the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies (against gross annual income of \$35 000; \$55 000; \$75 000; \$95 000; \$115 000 and \$135 000).</p> <p><u>Numerator:</u></p> <p>Out-of-pocket cost</p> <p><u>Denominator:</u></p> <p>Disposable income</p> <p><u>Computation:</u></p> <p>The average cost of long day care for 1 child using 45 or more hours of care (pro-rated to 50 hours) is calculated. Applicable rates of CCB are deducted, then the 50% CCR deduction is applied. The remaining figure is the out of pocket cost. This is then expressed as a percentage of disposable income for families in the various income ranges (Income is assumed to be split between 2 people on a 60:40 basis).</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>Department of Education (unpublished).</p>

Data Quality Framework Dimensions

Institutional environment	Australian government approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Department of Education.
Relevance	Australian government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Coherence	Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.
Interpretability	Lower out of pocket costs for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome. Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs, localised living costs) can influence child care costs.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
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- gaps/ issues**
- Lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.
 - Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.

4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

- government primary and secondary schools
- non-government primary and secondary schools
- school education as a whole (government plus non-government primary and secondary schools).

Data in this chapter mostly relate to the 2012 calendar year and the 2011-12 financial year.

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

- attaining knowledge, skills and understanding in key learning areas
- developing their talents, capacities, self-confidence, self-esteem and respect for others
- developing their capacity to contribute to Australia's social, cultural and economic development.

Major improvements in reporting on school education this year include further developments in the 'learning outcomes' indicator:

- reporting outcomes of the year 6 Science literacy National Assessment Program (NAP) in 2012
- reporting outcomes of the 2012 Programme for International Student Assessment (PISA) for reading literacy, mathematical literacy and scientific literacy performance. In PISA 2012, mathematical literacy was the major assessment domain
- reporting outcomes of the year 4 2011 Progress in International Reading Literacy Study (PIRLS), for reading performance
- expansion of time series data from five to ten years for aggregate expenditure and expenditure per full time equivalent student in the attachment tables.

4.1 Profile of school education

Service overview

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is:

an establishment which satisfies all of the following criteria:

- its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation

-
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2013).

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socio-economic status and parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information about population and household characteristics in each State and Territory is provided in chapter 2 'Statistical context'.

Roles and responsibilities

Under constitutional arrangements, the State and Territory governments have responsibility to ensure the delivery of schooling to all children of school age. They determine curricula, regulate school activities and provide most of the funding. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment (SPP), which is associated with the National Education Agreement (NEA) under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. Both the NEA and the *Schools Assistance Act 2008* came into effect on 1 January 2009. The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the NEA. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling.

The Standing Council for School Education and Early Childhood (SCSEEC)¹ — comprising Australian, State and Territory, and New Zealand education ministers

¹ Following agreement by the Council of Australian Governments (COAG), the Standing Council for School Education and Early Childhood (SCSEEC) replaced the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in January 2012.

— is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$47.1 billion in 2011-12 (table 4.1). Expenditure on government schools was \$36.5 billion, or 77.6 per cent of total government recurrent expenditure on school education. Government schools account for most of the expenditure by State and Territory governments. These governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Nationally, State and Territory governments provided 87.5 per cent of total government recurrent expenditure on government schools in 2011-12, and the Australian Government provided 12.5 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (73.4 per cent), with State and Territory governments providing 26.6 per cent (table 4.1).

More information on funding and expenditure can be found in tables 4A.7–9.

Table 4.1 Government recurrent expenditure on school education, 2011-12 (\$ million)^{a, b, c, d}

	<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</i>
Government schools									
Australian Government	1 516	1 028	917	452	347	131	64	124	4 579
State and Territory governments	10 223	6 477	6 787	4 068	2 366	794	666	573	31 954
Total	11 739	7 504	7 704	4 520	2 713	925	731	697	36 533
Non-government schools									
Australian Government	2 384	1 997	1 568	787	626	159	146	85	7 751
State and Territory governments	899	580	600	418	165	54	48	51	2 814
Total	3 283	2 577	2 168	1 204	790	214	193	135	10 565
All schools									
Australian Government	3 900	3 024	2 485	1 239	972	291	210	209	12 330
State and Territory governments	11 123	7 057	7 387	4 486	2 531	848	714	624	34 768
Total	15 022	10 081	9 872	5 724	3 503	1 139	924	832	47 098

^a See notes to table 4A.7 for definitions and other data caveats. Data presented here include notional user cost of capital (UCC) and exclude capital grants. ^b Based on accrual accounting. ^c Totals may not add due to rounding. ^d Depreciation and user cost of capital expenses relating to government schools have been attributed to states/territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with states and territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

Source: SCSEEC (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

This chapter also reports on government funding of non-government schools. Caution should be taken when comparing data on the relative efficiency of government and non-government schools, because governments provide only part of the funding for non-government schools. Governments provided 57.3 per cent of non-government school funding in 2012, with the remaining 42.7 per cent sourced from private fees and fundraising (Australian Government Department of Education unpublished). Section 4.3 contains additional information on government expenditure per student. In 2011-12, State and Territory governments' capital expenditure in government schools was \$2.7 billion (SCSEEC unpublished). This includes funding from the Australian Government and State and Territory governments.

Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

Structure

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the State or Territory (figure 4.1). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2012, the age at which a child's attendance in school education became compulsory was 5 years of age in Tasmania and 6 years of age in all other states and territories (ABS 2013).

Children may commence school at an age younger than the statutory age at which they are required to attend school. Most children commence full time schooling in the year preceding Year 1 (pre-year 1) (figure 4.1). Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the pre-year 1 commencement year (ABS 2013).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement (NYPR) (which commenced on 1 January 2010). The NYPR includes:

- a mandatory requirement for all young people to participate in schooling (in school or an approved equivalent) until they complete Year 10
- a mandatory requirement for all young people who have completed Year 10 to participate full time in education, training or employment, or a combination of these activities, until 17 years of age (COAG 2009).

For the purpose of the NYPR, education or training will be considered full time if the provider considers the course to be full time or if it includes 25 hours per week of formal course requirements.

Some exemptions from the NYPR continue in line with existing State and Territory practice.

Figure 4.1 Structure of primary and secondary schooling, 2012^{a, b}

Level	NSW, Vic, Tas, ACT ^c , NT	Qld, WA, SA
Year 12	SECONDARY	SECONDARY
Year 11		
Year 10		
Year 9		
Year 8		
Year 7		
Year 6	PRIMARY	PRIMARY
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-year 1	Kindergarten (NSW, ACT) Preparatory (Vic, Tas) Transition (NT)	Preparatory (Qld) Pre- primary (WA) Reception (SA) ^d

^a Figure 4.1 refers to the structure utilised in *Schools Australia 2012* (ABS 2013), which is the source for a range of schools, students, participation and retention data in this chapter. ^b Figure 4.1 does not include pre-school programs, otherwise known as Pre-pre-year 1, or Year 1 minus 2, some of which are an integral part of school programs, and some of which are offered by a range of providers in some jurisdictions. Table 3.1 in the Early childhood education and care chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Child care, education and training sector overview describes the structure of education and training more generally. ^c Most ACT students transition to a senior college for years 11 and 12. ^d In SA, children generally start school at the beginning of the school term following their fifth birthday.

Source: Adapted from ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0.

Schools

At the beginning of August 2012, there were 9427 schools in Australia (6290 primary schools, 1392 secondary schools, 1321 combined schools and 424 special schools). The majority of schools were government owned and managed (71.0 per cent) (table 4.2). Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally, 62.5 per cent of all secondary schools enrolled over 600 students (table 4A.26). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.24–26 respectively.

Table 4.2 Summary of school characteristics, August 2012

	<i>Unit</i>	<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</i>
Government schools										
Primary	no.	1 623	1 136	921	513	393	128	53	60	4 827
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined ^a	no.	66	79	92	90	76	26	9	73	511
Special schools ^b	no.	110	76	46	66	18	5	4	5	330
Total	no.	2 169	1 535	1 239	765	555	197	84	153	6 697
Non-government schools (no.)										
Primary	no.	490	425	232	149	103	28	25	11	1 463
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined ^a	no.	237	156	154	132	70	31	13	17	810
Special schools ^b	no.	41	19	17	11	3	1	1	1	94
Total	no.	913	698	476	301	195	65	44	38	2 730
All schools (no.)										
Primary	no.	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary	no.	515	342	253	105	87	43	23	24	1 392
Combined ^a	no.	303	235	246	222	146	57	22	90	1 321
Special schools ^b	no.	151	95	63	77	21	6	5	6	424
Total	no.	3 082	2 233	1 715	1 066	750	262	128	191	9 427
Proportion of schools that are government schools (%)										
Primary	%	76.8	72.8	79.9	77.5	79.2	82.1	67.9	84.5	76.7
Secondary	%	71.8	71.3	71.1	91.4	78.2	88.4	78.3	62.5	73.9
Combined ^a	%	21.8	33.6	37.4	40.5	52.1	45.6	40.9	81.1	38.7
Special schools ^b	%	72.8	80.0	73.0	85.7	85.7	83.3	80.0	83.3	77.8
All schools	%	70.4	68.7	72.2	71.8	74.0	75.2	65.6	80.1	71.0
Proportion of schools that are primary schools (%)										
Government	%	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Non-government	%	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
All schools	%	68.6	69.9	67.2	62.1	66.1	59.5	60.9	37.2	66.7

^a Combined primary and secondary schools. ^b Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems. Students must exhibit one or more of the following characteristics before enrolment is allowed: mental or physical disability or impairment, slow learning ability, social or emotional problems, and in custody, on remand or in hospital.

Source: ABS (2013 and unpublished) *Schools Australia 2012*, Cat. no. 4221.0; tables 4A.1–3.

Student body

There were 3.6 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2012 (see section 4.6 for a definition of FTE student). Nationally, 48.9 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.1 per cent) than in secondary schools (41.9 per cent) (table 4.3). Differences in schooling

structures influence enrolment patterns. Primary school education in Queensland, WA and SA, for example, includes year 7, whereas all other jurisdictions include year 7 in secondary school (figure 4.1). The proportion of students enrolled in primary school education can be expected to be higher in jurisdictions that include year 7 in primary school (table 4.3).

Nationally, the proportion of FTE students enrolled in government schools was 65.1 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (68.9 per cent) than at secondary level (60.0 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2012^{a, b}

	<i>Unit</i>	<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</i>
Total FTE student enrolments at level of education										
Primary schools	('000)	635.2	478.0	463.5	243.1	158.6	43.4	33.1	24.1	2 079.0
Secondary schools	('000)	503.8	390.3	287.0	131.8	101.9	38.0	29.1	15.9	1 497.8
All schools	('000)	1 139.0	868.3	750.5	375.0	260.5	81.4	62.2	40.0	3 576.8
Proportion of FTE students who were enrolled in government schools										
Primary schools	%	69.4	67.4	70.0	69.7	66.2	73.4	60.4	78.1	68.9
Secondary schools	%	61.1	57.5	61.4	57.7	60.4	68.0	53.8	67.1	60.0
All schools	%	65.7	62.9	66.7	65.5	63.9	70.9	57.3	73.7	65.1
Proportion of FTE students who were female (all schools)										
Primary schools	%	48.5	48.7	48.4	48.8	48.7	48.4	48.8	49.1	48.6
Secondary schools	%	49.4	49.4	49.6	48.9	49.7	49.6	49.3	48.4	49.4
All schools	%	48.9	49.0	48.8	48.8	49.1	49.0	49.0	48.9	48.9
Proportion of FTE students who were enrolled in primary education, by sector										
Government schools	%	58.9	58.9	64.8	69.0	63.0	55.2	56.1	63.8	61.5
Non-government schools	%	49.8	48.5	55.7	56.9	57.1	48.7	49.4	50.2	51.9
All schools	%	55.8	55.1	61.8	64.8	60.9	53.3	53.2	60.2	58.1

^a Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures. ^b Results of calculations may vary from the table due to rounding differences.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable from 2008 to 2012, increasing by 1.0 per cent each year (table 4A.28). Full time school students represented 15.6 per cent of the Australian population in 2012 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2008 and 2012 in all states and territories. Full time non-government school enrolments increased by 1.6 per cent per year, while full time government school enrolments increased by an average of 0.6 per cent per year (table 4A.28).

The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 264 554 in 2008 to 2 321 217 in 2012. The number of full time students in non-government schools increased from 1 169 736 in 2008 to 1 245 848 in 2012 (table 4A.27).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions (table 4.4). Part time courses are available to secondary students, including mature age students attending colleges and those studying years 11 or 12 or short courses (lasting five to 22 weeks). The proportion of secondary school students who were enrolled part time in 2012 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, as well as different definitions of what constitutes part time study. The number of part time courses available also varied considerably across jurisdictions.

Table 4.4 Part time secondary school students in government schools

		<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</i>
Part time secondary school students in government schools ^a										
2008	no.	2 045	2 324	2 843	1 747	6 226	1 503	–	338	17 026
2009	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
2010	no.	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
2011	no.	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
2012	no.	2 288	2 382	3 901	1 871	2 804	2 344	47	207	15 844
Proportion of secondary school students in government schools who were part time students ^b										
2008	%	0.7	1.0	1.6	2.1	9.8	5.7	–	3.1	1.9
2009	%	0.6	1.2	1.7	1.2	9.7	7.4	–	2.0	1.9
2010	%	0.6	1.2	1.8	2.8	9.3	7.9	–	0.4	2.0
2011	%	0.6	1.0	1.9	2.6	6.3	9.1	0.3	2.1	1.8
2012	%	0.7	1.1	2.2	2.4	4.4	8.7	0.3	1.9	1.7

^a Number of part time secondary students. ^b Number of part time secondary students divided by number of full time and part time secondary students. – Nil or rounded to zero.

Source: ABS (2013 and unpublished) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.1.

Special needs groups

Some groups of students in school education have been identified as having special needs. These special needs groups include:

- Indigenous students
- students from language backgrounds other than English (LBOTE)
- students with disability

- geographically remote students
- students from families of low socio-economic status.

Government schools provide education for a high proportion of students from special needs groups. In 2012, 84.7 per cent of Indigenous students and 76.6 per cent of students with disability, attended government schools (tables 4A.29 and 4A.31). Further information on student body mix in government, non-government and all schools is in tables 4A.32–34.

Indigenous students

The number and proportion of full time students who are Indigenous varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Indigenous students was much higher in government schools than in non-government schools. Nationally, the proportion of full time students who were Indigenous was 6.4 per cent in government schools and 2.1 per cent in non-government schools in 2012 (table 4.5).

Table 4.5 Indigenous full time students, 2012

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous full time students ^a										
Government schools	('000)	47.0	9.7	43.2	20.0	9.0	4.7	1.2	13.1	147.9
Non-government schools	('000)	7.8	1.6	8.1	3.7	1.1	0.9	0.3	3.0	26.6
All schools^b	('000)	54.8	11.3	51.3	23.8	10.1	5.6	1.5	16.1	174.5
Indigenous full time students as a proportion of all full time students										
Government schools	%	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Non-government schools	%	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
All schools	%	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9

^a Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be under-represented in some jurisdictions. ^b Totals may not add as a result of rounding.

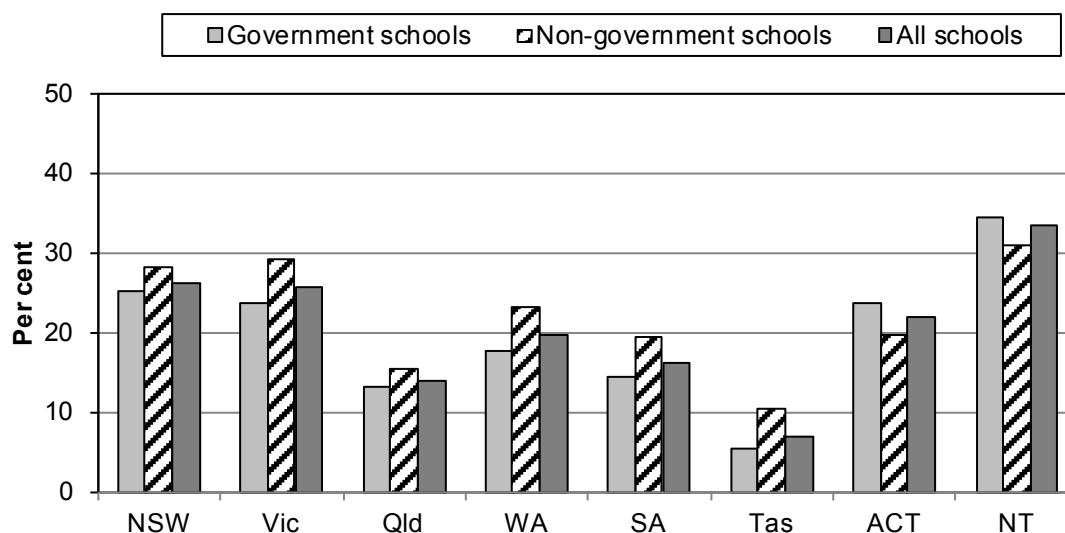
Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.29.

Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing (Australian Government Department of Education, unpublished). Students are counted as having a LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The proportion of students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (figure 4.2).

Figure 4.2 **Students from a language background other than English as a proportion of all students, 2011^{a, b}**



^a Numbers of LBOTE students are sourced from the 2011 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. ^b See table 4A.30 for details of LBOTE definitions.

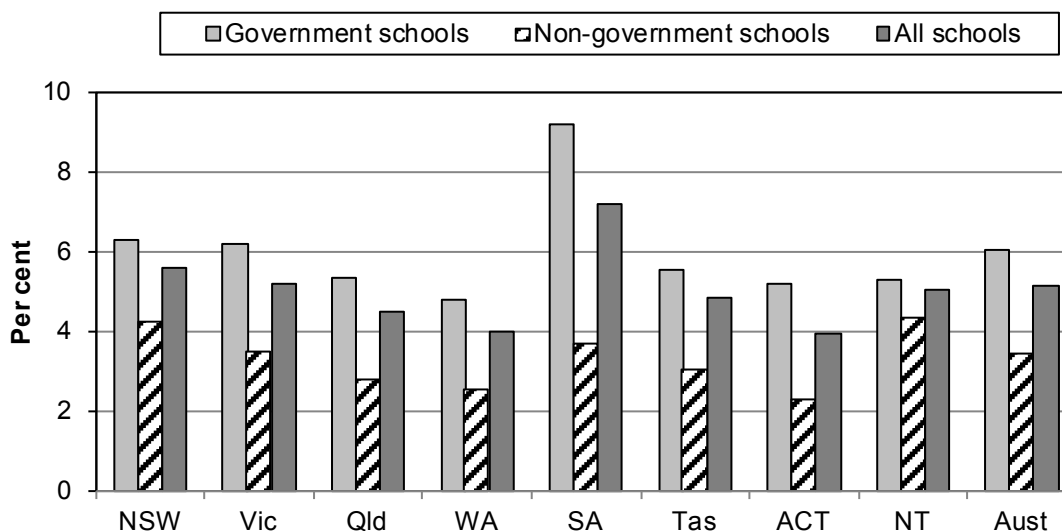
Source: Australian Government Department of Education (unpublished) based on the ABS 2011 Census of Population and Housing; ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.30.

Students with disability

Students with disability are educated in both mainstream and special schools. Students with disability are those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions.

Nationally in 2012, the proportion of students with disability for all schools was 5.1 per cent and almost twice as high in government schools (6.1 per cent), than in non-government schools (3.4 per cent) (figure 4.3). Information regarding attainment and participation for students with disability, based on the ABS 2009 Survey of Education and Training and the 2011 Census of Population and Housing, are included in the attachment to the Services for people with disability chapter of this Report (tables 14A.140–143).

Figure 4.3 **Funded students with disability as a proportion of all students, 2012^{a, b, c}**



^a The ABS total student data refer to the number of full time students (not FTE students). ^b To be an eligible student with disability, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions; for example, SA data include a large number of students in the communication and language impairment category. This sub-set of students is not counted by other states and territories under funded students with disability, as these jurisdictions fund these students with other specific programs. ^c Excludes Full Fee Paying Overseas students and students on Christmas and Cocos Islands from both the government and non-government sectors.

Source: Australian Government Department of Education (unpublished); ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.31.

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the former MCEETYA (now replaced by SCSEEC) agreed classification² (see section 4.6 for a definition of the geographic classification used). The proportion of students enrolled in schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally in 2012, the proportion of students enrolled in schools in remote areas was 1.4 per cent, and more than twice as high in government schools (1.7 per cent)

² To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this Report.

than in non-government schools (0.8 per cent). Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent, and over three times as high in government schools (1.0 per cent), than in non-government schools (0.3 per cent) (table 4.6).

Table 4A.35 includes data relating to students enrolled in primary and secondary schools located in metropolitan and provincial zones, as well as in remote and very remote areas.

Table 4.6 Students enrolled in schools in remote and very remote areas as a proportion of all students, 2012 (per cent)^{a, b}

	<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</i>
Remote areas									
Government schools	0.5	0.1	2.0	5.5	3.5	0.8	..	17.0	1.7
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	29.0	0.8
All schools	0.4	0.1	1.6	4.3	2.8	0.7	..	20.0	1.4
Very remote areas									
Government schools	0.1	..	1.5	3.0	1.2	0.4	..	29.1	1.0
Non-government schools	0.1	..	0.3	1.2	0.1	–	..	12.5	0.3
All schools	0.1	..	1.0	2.4	0.8	0.3	..	24.7	0.9

^a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). ^b Victoria has no very remote areas. The ACT has no remote or very remote areas. .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished); table 4A.35.

Students from families of low socio-economic status

A range of measures by socio-economic status, such as learning outcomes by parental occupation and parental education, are included in this Report. Approximately 1700 schools in Australia (over 17 per cent of all schools) have been identified to participate in the Smarter Schools National Partnership for Low Socio-economic Status School Communities. These disadvantaged schools were identified using the ABS Index of Relative Socio-economic Disadvantage (IRSD), based on student address or school location. Further measures of socio-economic status are being developed.

4.2 Framework of performance indicators

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia.

Governments own and operate government schools, and have a direct interest in the equity, efficiency and effectiveness of their operation. In addition, governments are committed to providing access to education for all students and contribute to the funding of non-government schools. However, this chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008).³

Box 4.1 National goals for schooling in the 21st century

In December 2008, the MCEETYA endorsed the following national goals for school education.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens.

Source: Adapted from MCEETYA (2008).

The performance of school education is reported against the indicator framework in figure 4.4. This framework reflects the objectives in box 4.1, and is aligned with the NEA and National Indigenous Reform Agreement (NIRA).

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 chapter 1 for more detail on reforms to federal financial relations).

³ The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations.

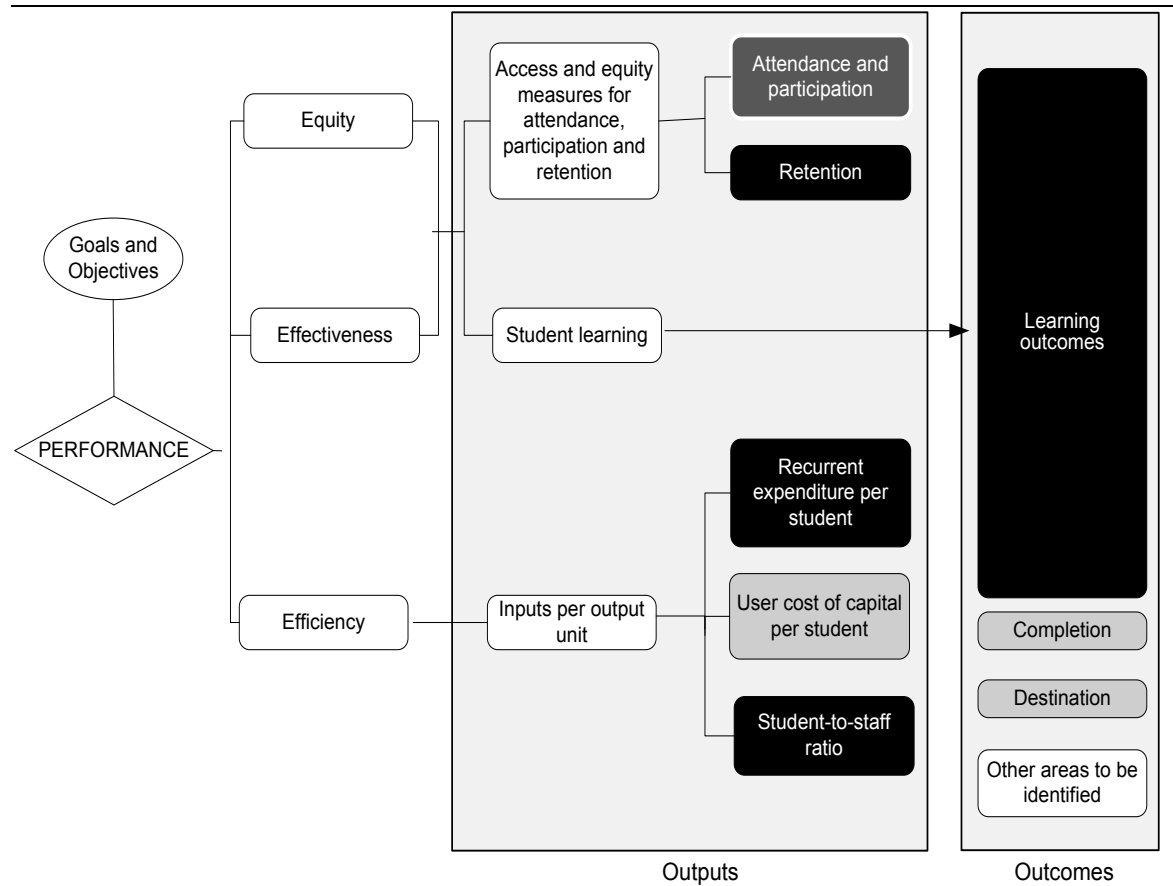
The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. Both agreements include sets of performance indicators, for which the Steering Committee collates performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with school education performance indicators in the NEA. The NEA was reviewed in 2011 and 2012, resulting in changes that have been reflected in this Report, as relevant.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education services (figure 4.4). The performance indicator framework shows which data are complete and comparable in the 2014 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Results are also affected by the broader education environment (for example, availability of employment and further educational alternatives and population movements).

The Report's Statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (chapter 2).

Figure 4.4 School education performance indicator framework



Key to indicators*

- Text** Most recent data for all measures are comparable and complete
- Text** Most recent data for at least one measure are comparable and complete
- Text** Most recent data for all measures are either not comparable and/or not complete
- Text** No data reported and/or no measures yet developed

* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

4.3 Key performance indicator results

The framework of performance indicators provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education. This approach is consistent with the Steering Committee’s general performance indicator framework and service process diagram outlined in chapter 1 (see figures 1.2 and 1.3).

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness

Attendance and participation

'Attendance and participation' is an indicator of governments' objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning, to complete school education to year 12 or its equivalent (box 4.2). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways.

In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education (box 4.2).

Box 4.2 Attendance and participation

'Attendance and participation' is defined by four measures.

Attendance

- The number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period. A high student attendance rate is desirable.

Data on student attendance are collected for each State and Territory by school sector (government, Catholic and independent), sex, year level (1–10) and Indigenous status (Indigenous and non-Indigenous students).

Data reported for this measure are:

- not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

It is intended to measure student attendance over a single consistent time period (the first semester) for all schools. However, current reporting against the measure is transitional, with most jurisdictions providing government school data for the first semester, and non-government schools providing data over a period including the last 20 days in May.

Participation

- The total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age.
- The number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.

A higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care, because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure.

(Continued next page)

Box 4.2 (continued)

Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction.

These measures do not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the Child care, education and training sector overview.

- The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at Australian Qualifications Framework (AQF) Certificate II or above.

Data reported for these three measures are

- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2011 and 2012 data are available for all jurisdictions providing the service.

Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

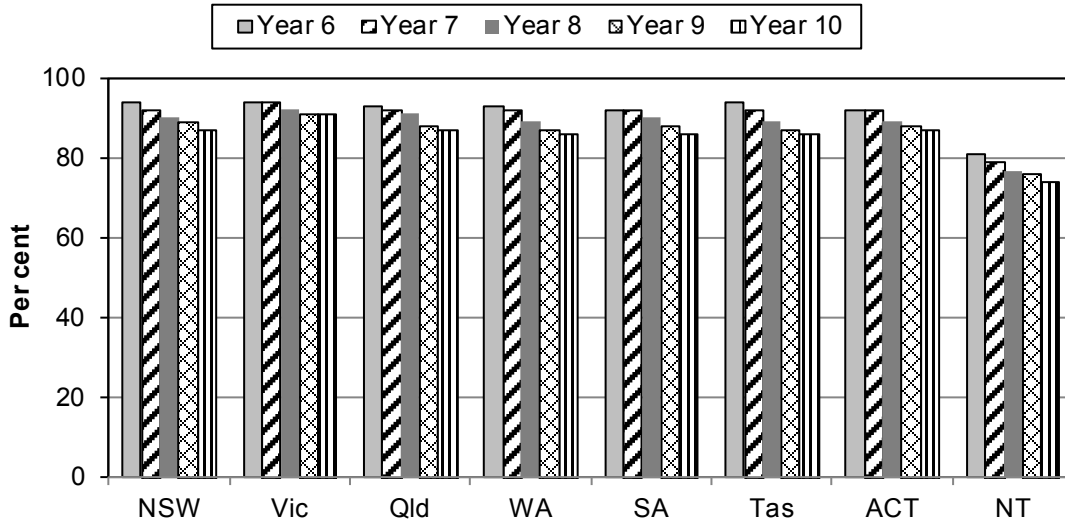
Attendance

School attendance is measured in a specific collection period during the school year (see box 4.2 for details), and results may not be representative of school attendance throughout the school year.

For all students in 2012, attendance was relatively stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.130–135).

For government schools, the total student attendance rate ranged from 74 per cent to 94 per cent across year levels and jurisdictions (figure 4.5 and table 4A.130).

Figure 4.5 **Student attendance rate, all students, government schools, 2012^a**



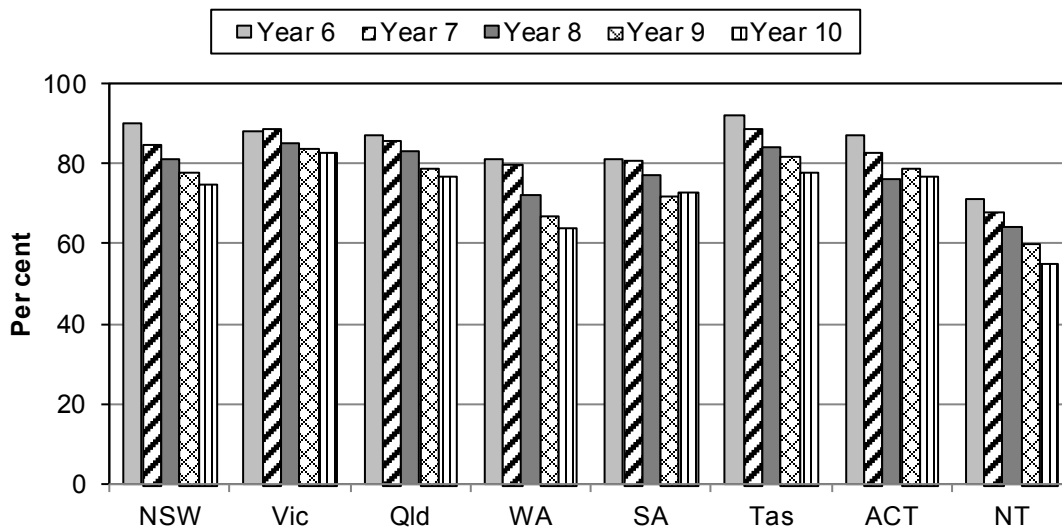
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.130.

Data on student attendance rates for all school sectors, disaggregated by sex, are available in tables 4A.130, 4A.132 and 4A.134.

Non-Indigenous students in government schools had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.6 and table 4A.131). The differences varied across states and territories. A similar pattern to the government schools was observed for non-government schools (independent and catholic schools) in most jurisdictions (tables 4A.133 and 4A.135).

Figure 4.6 Student attendance rate, Indigenous students, government schools, 2012^a



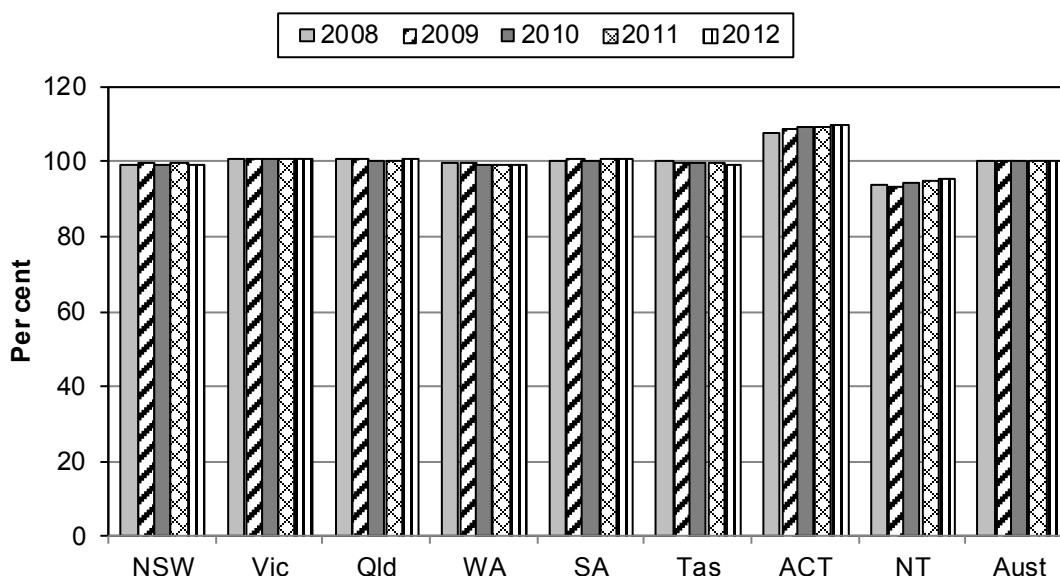
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: ACARA (unpublished); table 4A.131.

Participation — proportion of children aged 6–15 years enrolled in school

Nationally, 100.0 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2012 (figure 4.7). These proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the age group in the jurisdiction.

Figure 4.7 Proportion of children aged 6–15 years enrolled in school^{a, b, c}



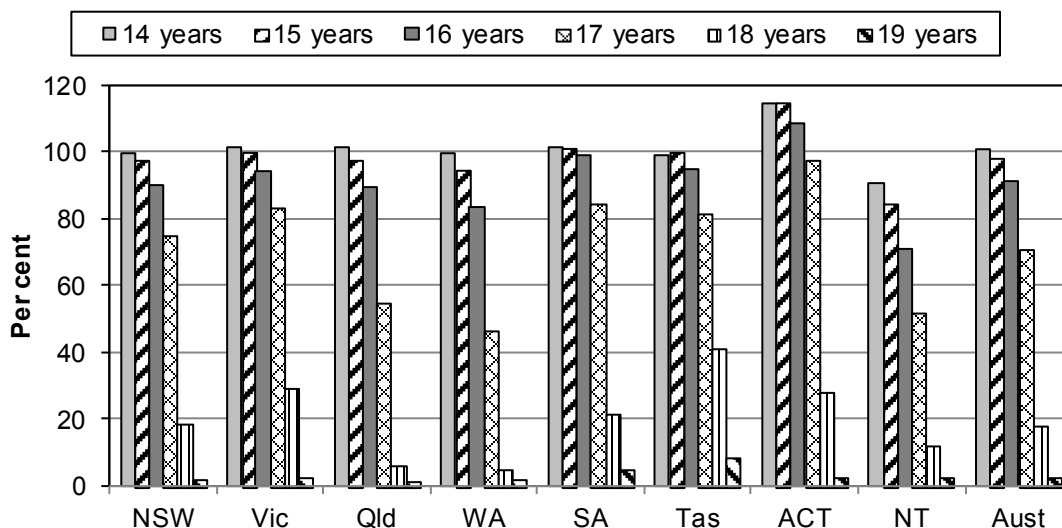
^a Data are based on estimated residential population derived from the 2011 Census of Population and Housing. Earlier reports used data based on the 2006 Census. See footnotes to table 4A.118 for further information on derivations of population figures. ^b Earlier reports also presented data for Indigenous and non-Indigenous students, for this measure. ^c Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. In particular, participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools. See table 4A.118 for further details.

ABS (2013) *Schools Australia, 2012*, Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2012*, Cat. no. 3101.0; table 4A.118.

Participation — 14–19 year olds enrolled in school

Nationally, 62.4 per cent of 14–19 year olds were enrolled in schools in 2012 (table 4A.119). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age (figure 4.8) and sex (table 4A.119). School participation rates for females (63.1 per cent) were 1.3 percentage points higher than those for males (61.8 per cent) (table 4A.119). Data for 14–19 year olds from 2008 to 2012 are included in table 4A.120.

Figure 4.8 School participation rate of people aged 14–19 years in school education, all schools, 2012^{a, b, c}



^a Proportion of the population who were enrolled as full time or part time students in August 2012.

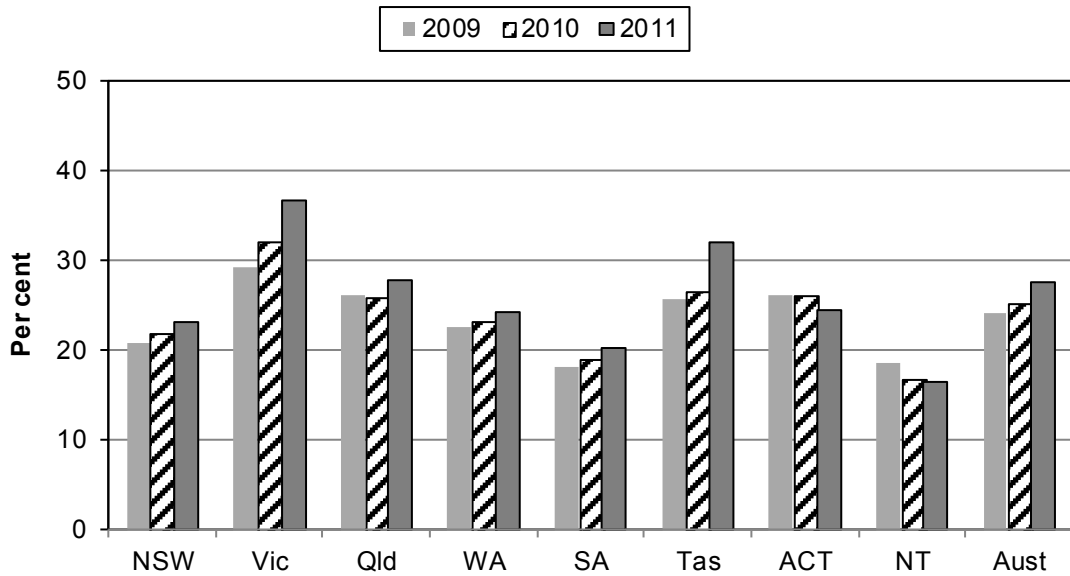
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. In particular, participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools. ^c Different school commencement ages across some states and territories may affect comparisons between jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.119.

Participation — achievement of VET competencies

The number of young people undertaking VET in Schools programs in 2011 was 236 400 (NCVER 2012). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 27.5 per cent nationally in 2011 (figure 4.9). This proportion includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of TAFE or other VET Registered Training Organisation (RTO).

Figure 4.9 Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above



Source: NCVER, *National VET Provider Collection* (various years); NCVER, *National VET in Schools Collection 2011*; ABS *Population by Age and Sex, Australian States and Territories*, (various years) (Cat. no. 3201.0); table 4A.129.

Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to complete education to year 12 or its equivalent (box 4.3).

Box 4.3 Retention

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8, or at year 10). Data are reported for:

- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10
- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12
- the proportion of year 10 students continuing to year 12.

Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

A higher or increasing apparent retention rate suggests that a larger proportion of students are continuing to participate in school education, which is likely to result in improved educational outcomes.

This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, not by tracking the retention of individual students. Care needs to be taken in interpretation because the apparent retention rate does not take account of factors such as:

- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

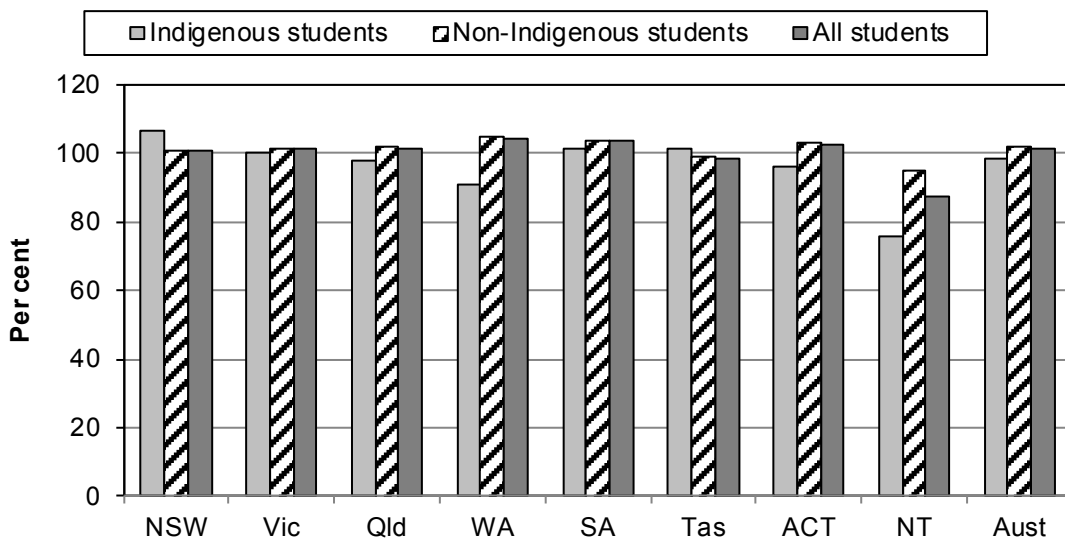
Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

In most jurisdictions, in 2012, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the starting years across jurisdictions) to year 10, were 98 per cent to 104 per cent, with a national rate of 101.3 per cent (figure 4.10). High rates are to be expected, because normal year

level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for non-Indigenous students and all students in most jurisdictions, with a national retention rate for Indigenous students of 98.4 per cent, 3.0 percentage points lower than that for non-Indigenous students and 2.9 percentage points lower than that for all students (figure 4.10).

Figure 4.10 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2012^{a, b, c, d, e}**

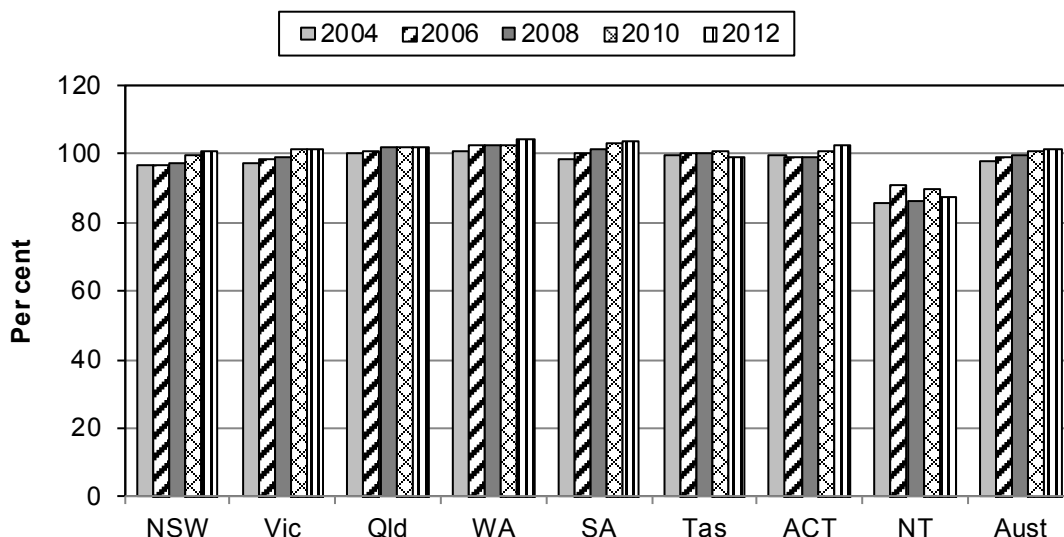


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see figure 4.11). ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions. Students for whom Indigenous status is not stated are included in the data for 'non-Indigenous students', and are included in the data for 'all students'.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.121.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.1 shows the differences across jurisdictions) to year 10 for all full time students was 98.1 per cent in 2004, rising to 99.4 per cent in 2008 and 101.3 per cent in 2012 (figure 4.11). Data for intervening years and by Indigenous status are in table 4A.123. Data for government schools and non-government schools are in tables 4A.124 and 4A.125.

Figure 4.11 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c, d}



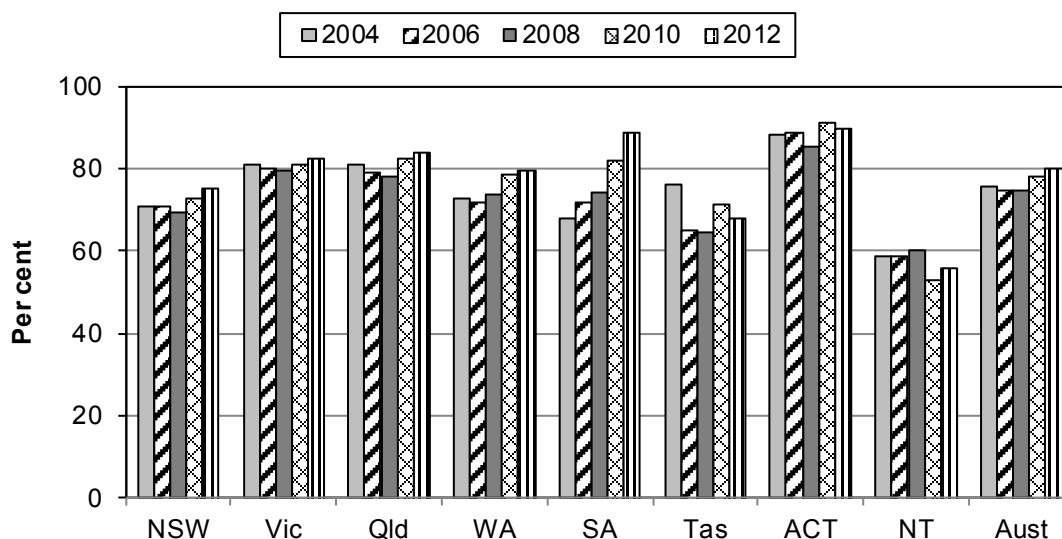
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data. ^d Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.123.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 12, for all full time students was 75.7 per cent in 2004, rising to 79.9 per cent in 2012 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.123. Data for government schools and non-government schools are in tables 4A.124 and 4A.125.

Retention rates from year 7/8 to year 12 for Indigenous students in all schools were lower than those for non-Indigenous students and all students in all jurisdictions in 2012, with a national retention rate for Indigenous students of 51.1 per cent, 30.2 percentage points lower than that for non-Indigenous students and 28.8 percentage points lower than that for all students (table 4A.123).

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^{a, b, c}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.123.

The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2012 as a proportion of the number of full time school students enrolled in year 10 in 2010.

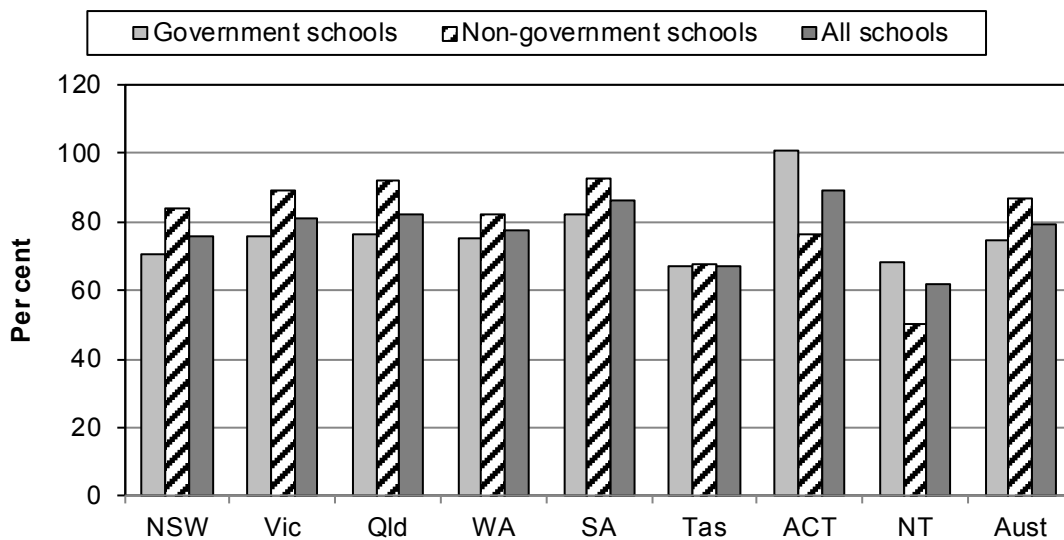
Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students for all schools are included in the 2012 year 12 total, then the apparent retention rate becomes 93.2 per cent, compared with 86.3 per cent for full time students only (table 4A.122)
- young people may choose to complete their post compulsory education in the TAFE system rather than continue at school, and may do so after periods of time spent away from the formal education system.

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 79.3 per cent in 2012. The rate for government schools was 74.8 per cent, and for non-government schools was 86.4 per cent. The apparent retention rates for both

government schools and non-government schools varied across jurisdictions (figure 4.13).

Figure 4.13 Apparent retention rate from year 10 to year 12, full time secondary students, 2012^{a, b, c, d}



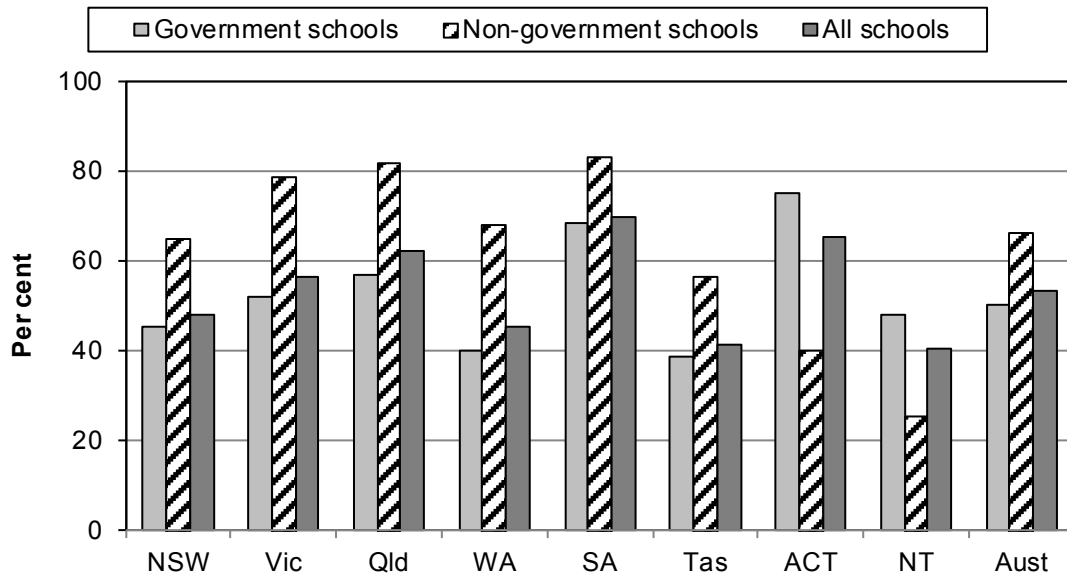
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (figure 4.15). ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and government and non-government schools after the base year. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.122.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2012 were consistently lower than rates for all students but varied across jurisdictions (figures 4.13 and 4.14). In interpreting Indigenous apparent retention rates, it should be noted that, nationally, 1.6 per cent of Indigenous students left school before year 10 (figure 4.10 and table 4A.121), and so are not included in the base year for retention from year 10 to year 12. Further, Indigenous students made up 6.4 per cent of all students in government schools compared with 2.1 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4.5).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2012 was 53.3 per cent (figure 4.14), compared with 80.4 per cent for non-Indigenous students (table 4A.123). However, Indigenous retention from year 10 to year 12 for all schools has risen from 46.0 per cent in 2004, with the gap between Indigenous students and non-Indigenous students decreasing from 32.1 percentage points in 2004 to 27.1 percentage points in 2012 (table 4A.123).

Figure 4.14 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2012^{a, b, c, d}

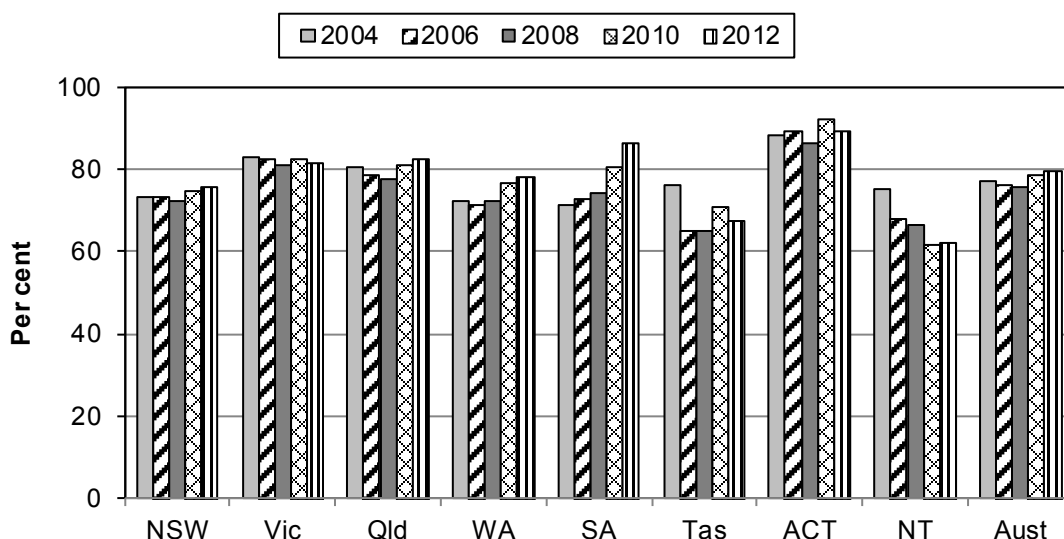


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.123–125). ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in these rates may be under-represented in some jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; tables 4A.123–125.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 rose slightly from 77.2 per cent in 2004 to 79.3 per cent in 2012 (figure 4.15). Data for intervening years and by Indigenous status are in table 4A.123. Data for government schools and non-government schools are in tables 4A.124 and 4A.125.

Figure 4.15 Apparent rates of retention from year 10 to year 12, full time secondary students, all schools^{a, b, c}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.123.

Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach. Table 4A.21 shows the treatment of assets by school education agencies. Table 4A.11 shows information on the comparability of the source expenditure data for government schools used for this chapter. Box 4.4 includes information on identification and allocation of funding for the Report.

Box 4.4 **School expenditure data reported in this chapter**

Efficiency indicators in this chapter (years 2007-08 to 2011-12) are based on financial year recurrent expenditure on government and non-government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as the National Schools Specific Purpose Payment (SPP) cannot be separated into capital and recurrent expenditure, the SPP is treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistical Collection, under the auspices of the SCSEEC:

- Each State and Territory government reports to the SCSEEC on its expenditure on government schools (see table 4A.10).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships (NP) payments (see table 4A.9).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (tables 4A.7 and 4A.8).

The SCSEEC provides unpublished data on the user cost of capital for government schools, imputed as 8 per cent of the written down value of assets (table 4A.19).

Sources of data — government recurrent expenditure on non-government schools.

Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and unpublished data sourced directly from State and Territory governments:

- Each State and Territory government provides unpublished data on its contributions to non-government schools (tables 4A.7 and 4A.8).
- The Australian Government reports its allocation to each State and Territory for non-government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships [NP] payments [see table 4A.9]).
- Together these comprise total government recurrent expenditure on non-government schools (tables 4A.7 and 4A.8).

Tables 4A.7–8 also include expenditure data from government sources for all schools.

Derivation of performance indicators

Expenditure in the various categories identified above is divided by the numbers of FTE students to derive measures of cost per FTE student (tables 4A.12–18 and figures 4.16–19). The numbers of FTE students (table 4A.6) are drawn from the ABS publication *Schools Australia 2012* (ABS 2013) and averaged over two calendar years to match the financial year expenditure data.

(Continued next page)

Box 4.4 (continued)

Legislative framework

In 2009 COAG agreed to a new framework for federal financial relations. The major element of Australian Government funding is provided through the National Schools SPP under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. States and territories fund school education under their own legislation.

Changes in recurrent expenditure between years — Australian Government

Average Government School Recurrent Costs (AGSRC) is the benchmark for Australian Government recurrent funding levels for both government and non-government schools.

The primary and secondary AGSRC amounts are the national averages based on total recurrent State and Territory expenditure per government student, for expenditure data submitted to SCSEEC. Capital-related costs such as user cost of capital and depreciation are excluded from AGSRC, and accrual expenses are also adjusted to a cash basis. These AGSRC amounts are changed annually to reflect movements in the data.

For government schools, annual changes in Australian Government recurrent payments reflect the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments are included in the National Schools SPP allocated to states and territories.

For non-government schools, Australian Government recurrent payments are also based on enrolments and a proportion of AGSRC calculated for each school (taking account of the school's socio-economic status based on student location and other funding arrangements). These payments are included in the National Schools SPP and are paid to non-government schools and systems through the states and territories.

For both government and non-government schools, Australian Government National Partnership allocations are also used to calculate expenditure in this Report.

Changes in recurrent expenditure between years — State and Territory governments

In general, state and territory government schools systems are funded based on a variety of formulas to determine a school's recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers, school size and location and staffing profiles.

Source: ACARA (2012a); Australian Government Department of Education (unpublished).

Recurrent expenditure per student

‘Recurrent expenditure per student’ is an indicator of governments’ objective to fund and/or provide education in an efficient manner (box 4.5).

Box 4.5 Recurrent expenditure per student

‘Recurrent expenditure per student’ is defined by two measures:

- government recurrent expenditure per FTE student, reported for government schools and disaggregated by in-school primary, in-school secondary, out-of-school services; and for non-government schools
- government recurrent staff expenditure per FTE student in government schools. Expenditure on staff is the major component of spending on schools.

Both of these measures include user cost of capital for government schools (box 4.6).

Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency.

Care should be taken in interpretation of efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socio-economic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the staff expenditure per student measure is partial in nature, as it does not reflect the full cost per student. The basis for allocation of numbers of staff between teaching and non-teaching roles and the allocation of staff expenditure may differ. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

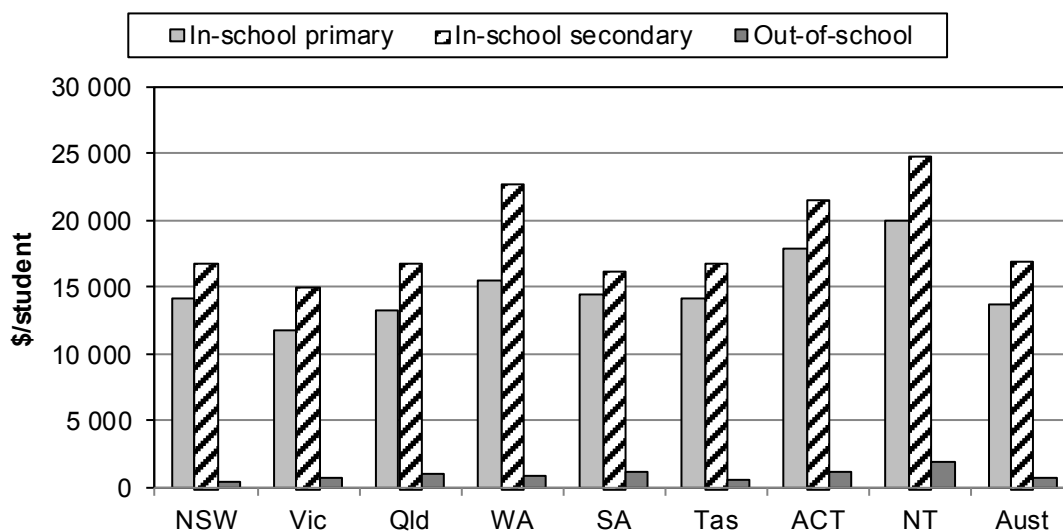
Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011-12 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, in 2011-12, in-school government expenditure per FTE student in government primary schools was \$13 734 and in government secondary schools was \$16 965. Out-of-school government expenditure per FTE student in all government schools was \$781 in 2011-12 (figure 4.16).

Figure 4.16 **Government recurrent expenditure per FTE student, government schools, 2011-12^{a, b}**

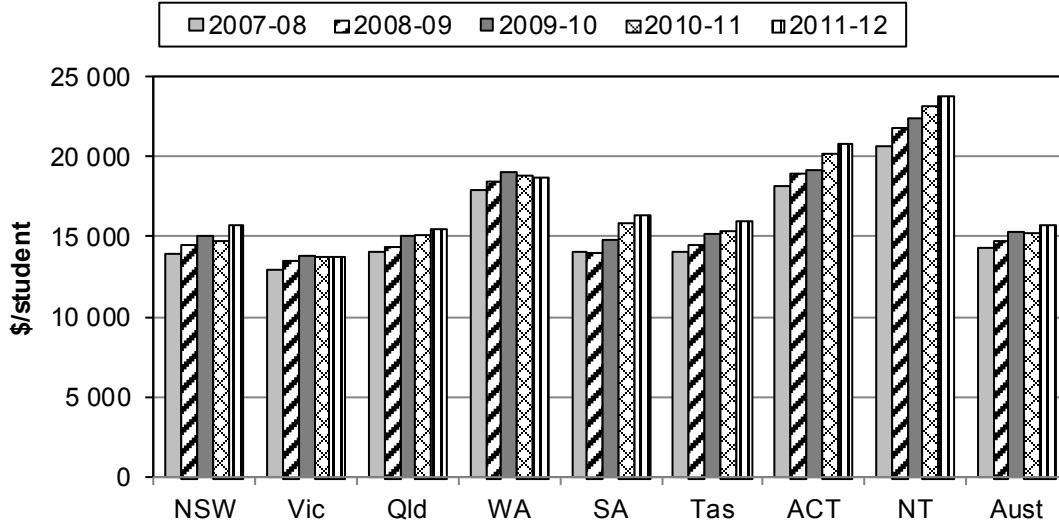


^a See notes to table 4A.14 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.14.

Nationally, in 2011-12, government expenditure per FTE student in all government schools was \$15 768. It increased in average annual real terms between 2007-08 and 2011-12 by 2.4 per cent per year (figure 4.17). Data for years 2002-03 to 2011-12 are included in tables 4A.12 (real values) and 4A.13 (nominal values).

Figure 4.17 **Government real recurrent expenditure per FTE student, government schools (2011-12 dollars)^{a, b, c}**

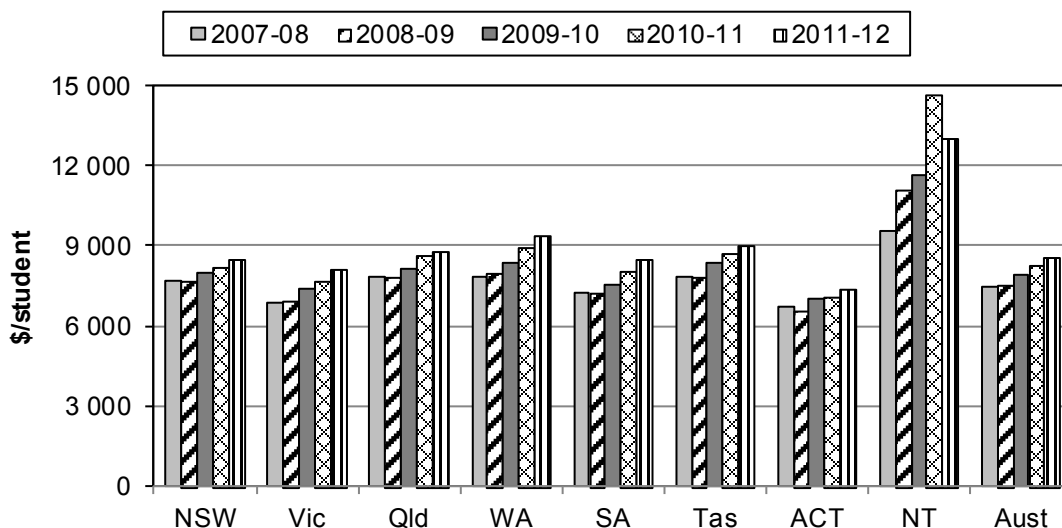


^a See notes to table 4A.12 for definitions and data caveats. ^b Data for 2007-08 to 2010-11 are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. ^c Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.12.

Nationally, in 2011-12, government expenditure per FTE student in all non-government schools was \$8546. It has increased in average annual real terms between 2007-08 and 2011-12 by 3.4 per cent per year (figure 4.18). Data for years 2002-03 to 2011-12 are included in table 4A.15 (real values) and 4A.16 (nominal values).

Figure 4.18 **Government real recurrent expenditure per FTE student, non-government schools (2011-12 dollars)^{a, b, c}**



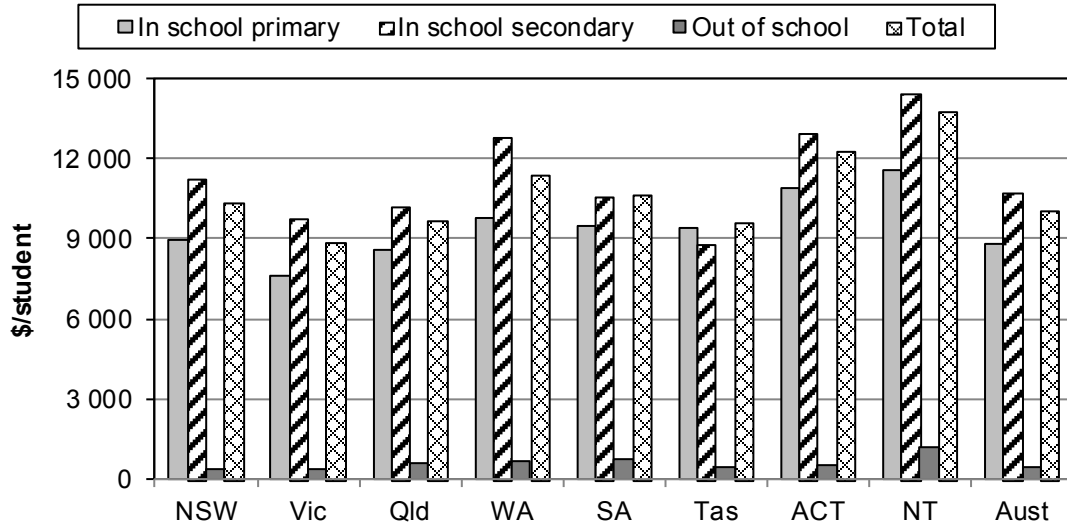
^a See notes to table 4A.15 for definitions and data caveats. ^b Data for 2007-08 to 2010-11 are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. ^c Data are the sum of Australian Government specific purpose payments for non-government schools, and State and Territory government payments to non-government schools. Data on State and Territory government payments to non-government schools are not fully comparable across jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; Australian Government Department of Education (unpublished); State and Territory governments (unpublished); table 4A.15.

Nationally, in 2011-12, government real recurrent expenditure per FTE student in all schools (government plus non-government) was \$13 255. It increased in average annual real terms between 2007-08 and 2011-12 by 2.5 per cent per year (table 4A.17). Data for years 2002-03 to 2011-12 are included in table 4A.17 (real values) and 4A.18 (nominal values).

Government recurrent expenditure on staff in government schools accounted for \$23.2 billion (63.6 per cent) of total recurrent expenditure in 2011-12 (table 4A.10). Nationally, expenditure on staff per FTE student was \$8776 for in-school primary, \$10 746 for in-school secondary and \$482 for out-of-school (figure 4.19).

Figure 4.19 **Government recurrent expenditure on staff in government schools, per FTE student, 2011-12^{a, b}**



^a See notes to table 4A.14 for definitions and data caveats. ^b Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.14.

User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ use of capital assets to provide education (box 4.6).

Box 4.6 User cost of capital per student

'UCC per student' is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services, per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance.

Fluctuations in asset values such as land market values, the varying proportions of the written down value of assets which relates to land and the interval between revaluations (which vary from annual to five yearly), may affect the outcomes across jurisdictions and within jurisdictions over time. Values also fluctuate across jurisdictions due to variations in accounting policies.

Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data reported for this indicator are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2011-12 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The notional UCC per FTE government school student in 2011-12 averaged \$2439 nationally (table 4A.20). Data from 2002-03 to 2011-12 showing the various

components of the written down value of assets are included in table 4A.19. Information on the treatment of assets for each State and Territory, including the most recent year of revaluation, is in table 4A.21.

Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.7).

Box 4.7 Student-to-staff ratio

The ‘student-to-staff ratio’ is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff. The student-to-staff ratio presents the number of students per teacher, where teachers are classified in a way that can be compared across jurisdictions. However, the ratio is not a measure of class size.

A low ratio means there are a small number of students per teacher. Holding other factors constant, a high or increasing student-to-teacher ratio represents better or improved efficiency. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes.

Care should be taken in interpretation of efficiency data:

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. The student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

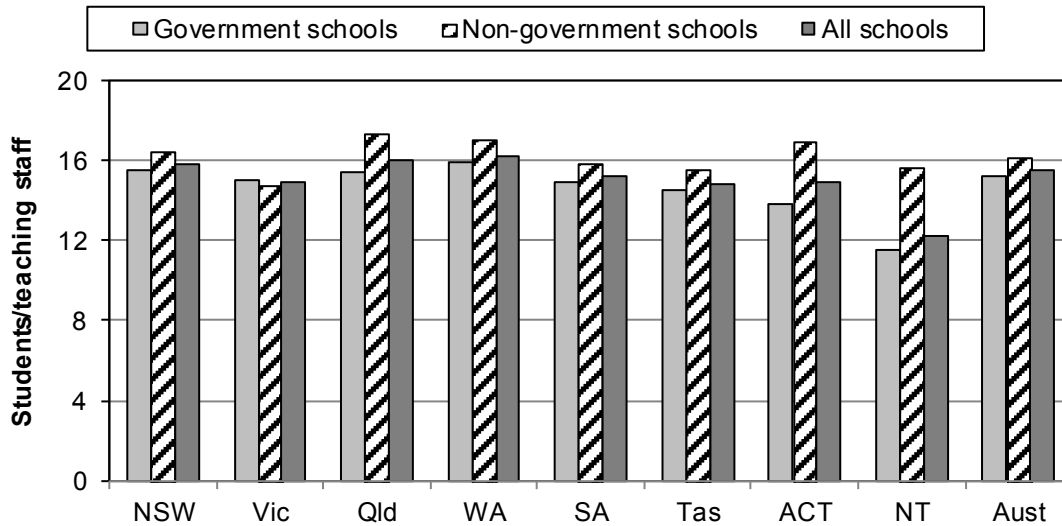
Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally in 2012, the student-to-teacher ratio for government primary schools was 15.2 and for non-government primary schools was 16.2. For all primary schools, the student-to-teacher ratio was 15.5 (figure 4.20).

Figure 4.20 **Ratio of FTE students to FTE teaching staff, primary schools, 2012^a**

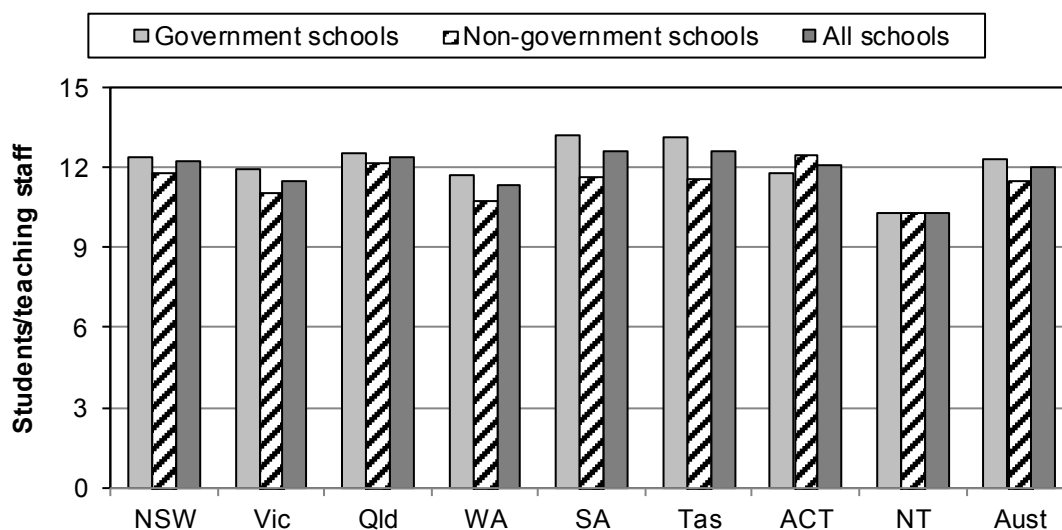


^a See notes to table 4A.22 for definitions and data caveats.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.22.

Nationally in 2012, the student-to-teacher ratio for government secondary schools was 12.3 and for non-government secondary schools, was 11.5. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.21).

Figure 4.21 **Ratio of FTE students to FTE teaching staff, secondary schools, 2012^a**



^a See notes to table 4A.22 for definitions and data caveats.

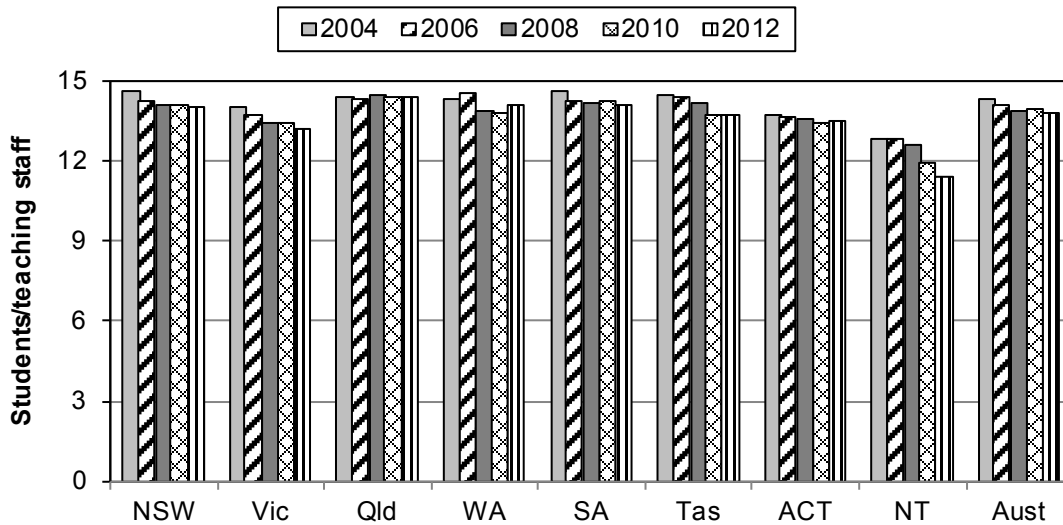
Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.22.

Nationally in 2012, the student-to-teacher ratio for all government schools was 13.9 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.8 (table 4A.22).

Table 4A.22 provides further detail on student-to-staff ratios in 2012, including those for non-teaching school staff and all staff, for all jurisdictions.

The student-to-teacher ratio for all schools (government and non-government primary and secondary combined) has decreased from 14.3 in 2004 to 13.8 in 2012 (figure 4.22). Data for intervening years and for government and non-government schools are in table 4A.23.

Figure 4.22 Ratio of FTE students to FTE teaching staff, all schools^{a, b}



^a Includes primary and secondary schools. ^b See notes to table 4A.23 for definitions and data caveats.

Source: ABS (2012) *Schools Australia 2011* Cat. no. 4221.0; table 4A.23.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5).

Nationally comparable learning outcomes

Learning outcomes measure students' attainment of a range of skills, in literacy and numeracy, and in areas such as science literacy, information and communication technology, and civics and citizenship.

The 'learning outcomes' indicator examines outcomes in these areas and draws on two main sources of information:

- the National Assessment Program – Literacy and Numeracy (NAPLAN), and NAP sample assessments. These are SCSEEC-endorsed tests developed to measure student performance in relation to the National Goals for Schooling
- Australia's participation in three international tests — the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); the Trends in International Mathematics and Science Study (TIMSS); and the Progress in International Reading Literacy Study (PIRLS).

National Assessment Program

This chapter reports proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard, and mean scale score learning outcomes, for reading, persuasive writing and numeracy performance in 2012, including by Indigenous status and geolocation. Data comparing a range of outcomes from 2008 to 2012 and 2011 to 2012 for reading and numeracy and from 2011 to 2012 for persuasive writing are also included in the chapter.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2012b). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2012.

Detailed NAPLAN data for 2012, including outcomes by socio-economic status, are included in the attachment tables (tables 4A.36–43 for reading performance, tables 4A.54–61 for persuasive writing performance and tables 4A.71–78 for numeracy performance). More detailed NAPLAN time series data for 2008–2011 and 2011–2012 are included in tables 4A.44–52 for reading performance and tables 4A.79–87 for numeracy performance. Time series data for 2011–2012 for persuasive writing are included in tables 4A.62–70. In 2011, NAPLAN writing testing changed from narrative to persuasive writing, leading to a break in the time series. Data for narrative writing (for 2008, 2009 and 2010) are included in the 2010–2012 Reports.

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports year 6 science literacy performance data for 2006, 2009 and 2012 (2012 data are available for the first time in this Report). The attachment tables include additional data on science literacy performance for 2006, 2009 and 2012 (tables 4A.89–91); year 6 and year 10 civics and citizenship literacy performance for 2004, 2007 and 2010 (tables 4A.92–94) and year 6 and year 10 information and communication technologies literacy performance for 2005, 2008 and 2011 (tables 4A.95–96).

International tests

This chapter reports outcomes of:

- triennial PISA assessments in reading literacy, mathematical literacy and scientific literacy for 15 year old students. Data from the 2012 assessments are

included for the first time in this Report, as well as data from 2000, 2003, 2006 and 2009 (tables 4A.97–109)

- the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8. The attachment tables include additional information on the 2011 test, as well as data from 2003 and 2007 (tables 4A.110–115)
- the five-yearly PIRLS test for year 4, conducted in 2011, on reading literacy performance (tables 4A.116–117)

Interpreting learning outcomes data

To assist with making comparisons between jurisdictions, where appropriate, 95 per cent confidence intervals are presented in charts and attachment tables. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 per cent with a confidence interval of ± 2.0 , for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 per cent and 82 per cent. Each learning outcomes proportion can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 per cent and another's from 77–81 per cent, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. A statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9. Assessed students include all students who attempt the test and exempt students. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were either absent or withdrawn. A higher or increasing proportion of students participating in NAPLAN testing suggests an improvement in that aspect of educational participation. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2012 are in tables 4A.43, 4A.61 and 4A.78 respectively. Participation in the 2012 NAPLAN tests, by Indigenous status, for reading, writing and numeracy

are included in tables 4A.42, 4A.60 and 4A.77 respectively. In all domains and year levels, a lower proportion of Indigenous students than non-Indigenous or all students participated in NAPLAN testing.

Learning outcomes

‘Learning outcomes’ is an indicator of governments’ objective that all students should attain a range of skills, including: English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy, information and communications technologies and civics and citizenship (box 4.8).

Box 4.8 Learning outcomes

'Learning outcomes' is defined by six measures:

- the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socio-economic status and MCEECDYA categories of geolocation (section 4.1 identifies the profile of equity groups in each State and Territory).
- the mean scale score (on the common national scale for Years 3, 5, 7 and 9, ranging from 0 to 1000) achieved by years 3, 5, 7 and 9 students in NAPLAN assessment for reading, persuasive writing and numeracy for a given year, reported by Indigenous status. This Report also includes a time series for student 'gain' for the cohort (for example, between year 3 in 2010 and year 5 in 2012) based on the mean scale score outcomes for reading and numeracy.
- the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship, information and communication technologies and science literacy (year 6 only). National data from the triennial National Assessment Program tests are reported by sex, Indigenous status, LBOTE status, MCEECDYA categories of geolocation and socio-economic status
- the proportion of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported by sex, Indigenous status, socio-economic status and geolocation.
- the proportion of sampled year 4 students achieving at or above the proficient standard on the 5 yearly PIRLS reading literacy test. National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation
- the proportion of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard, or a high or increasing mean scale score for learning outcomes is desirable.

Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

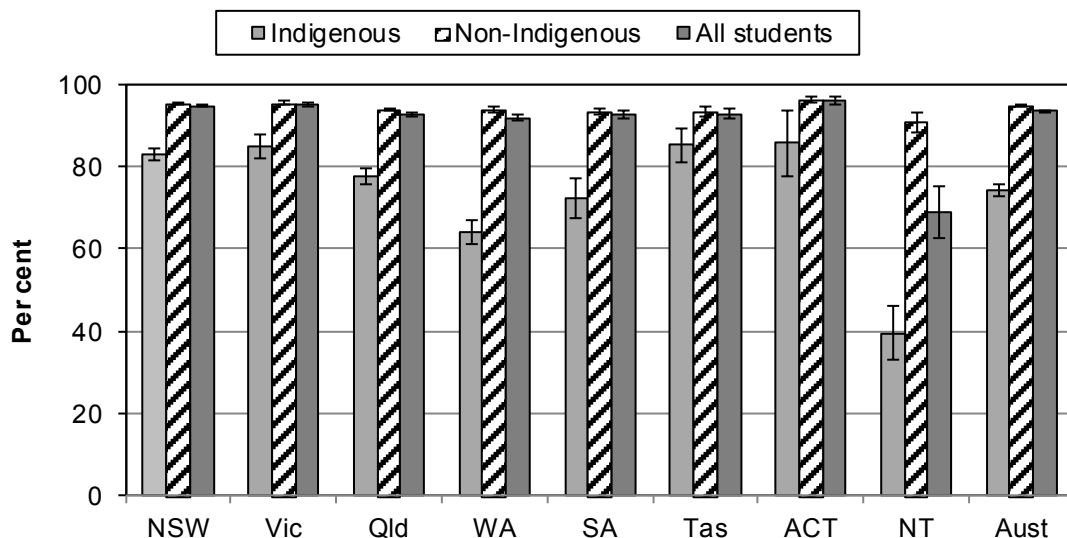
NAPLAN Reading

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–53.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2012 was 93.4–93.8 per cent nationally. The proportion for Indigenous students (72.6–75.8 per cent) was significantly lower than for non-Indigenous students (94.5–94.9 per cent) (figure 4.23). These proportions varied across jurisdictions.

Figure 4.23 Proportion of year 3 students achieving at or above the reading national minimum standard, 2012^{a, b}

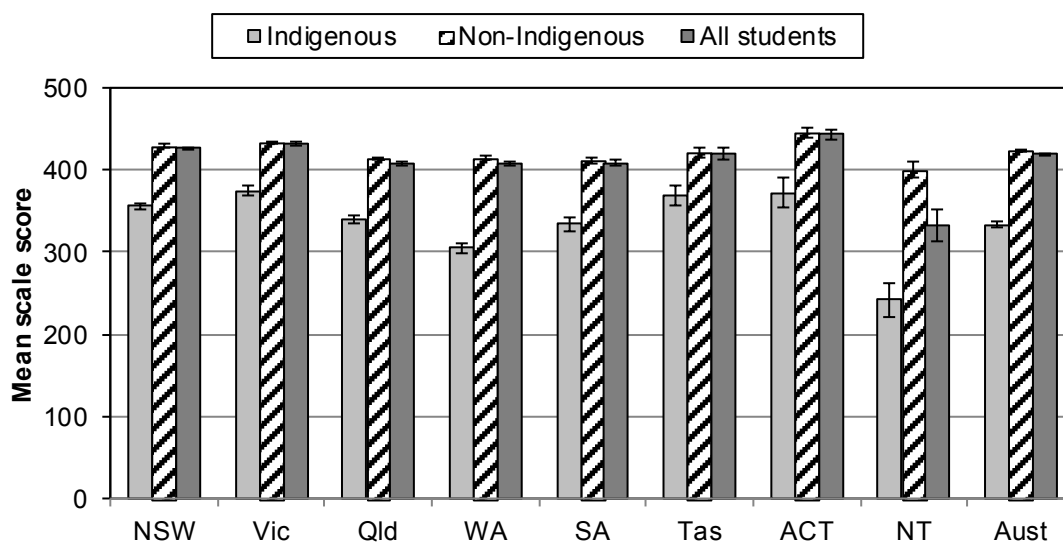


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 3 reading in 2012 for all students was 418.5–420.7 nationally. The mean scale score for Indigenous students (329.2–337.4) was significantly lower than for non-Indigenous students (423.2–425.2) (figure 4.24). Mean scale scores varied across jurisdictions.

Figure 4.24 Mean scale scores for year 3 students, reading, 2012^{a, b}

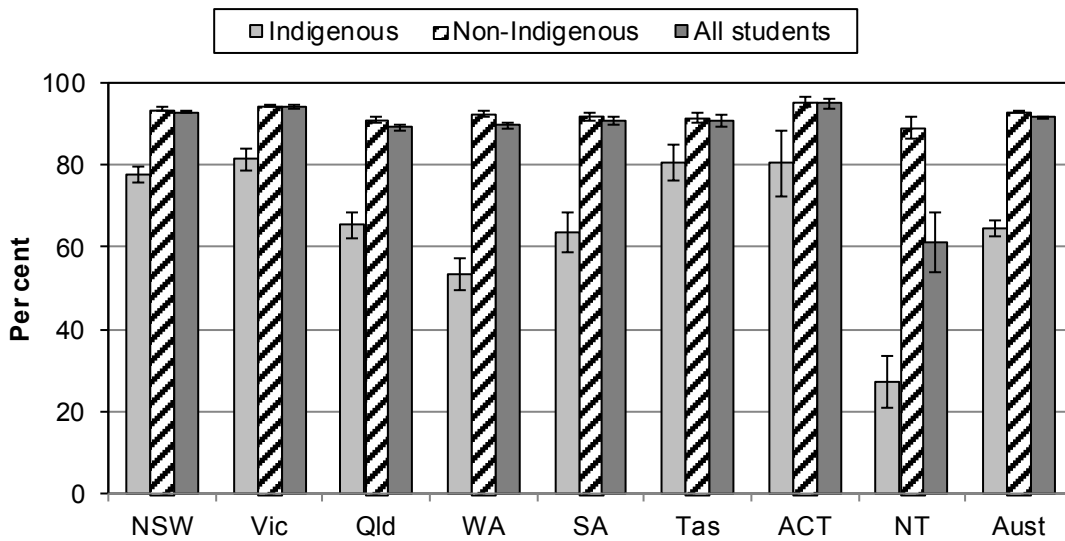


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2012 was 91.3–91.9 per cent nationally. The proportion for Indigenous students (62.8–66.6 per cent) was significantly lower than for non-Indigenous students (92.9–93.3 per cent) (figure 4.25). These proportions varied across jurisdictions.

Figure 4.25 **Proportion of year 5 students achieving at or above the reading national minimum standard, 2012^{a, b}**

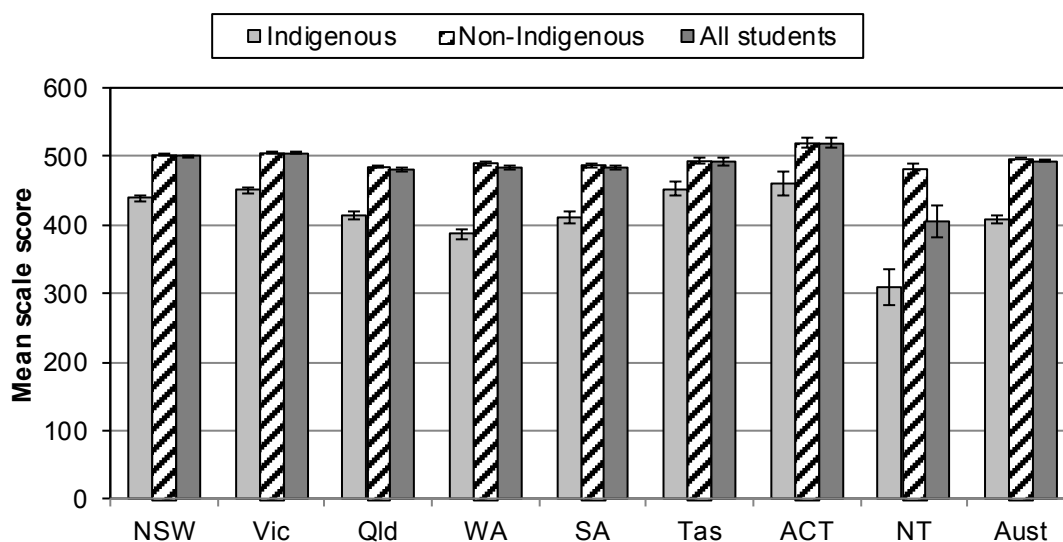


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 5 reading in 2012 for all students was 492.5–494.7 nationally. The mean scale score for Indigenous students (403.5–414.5) was significantly lower than for non-Indigenous students (497.0–499.0) (figure 4.26). Mean scale scores varied across jurisdictions.

Figure 4.26 Mean scale scores for year 5 students, reading, 2012^{a, b}

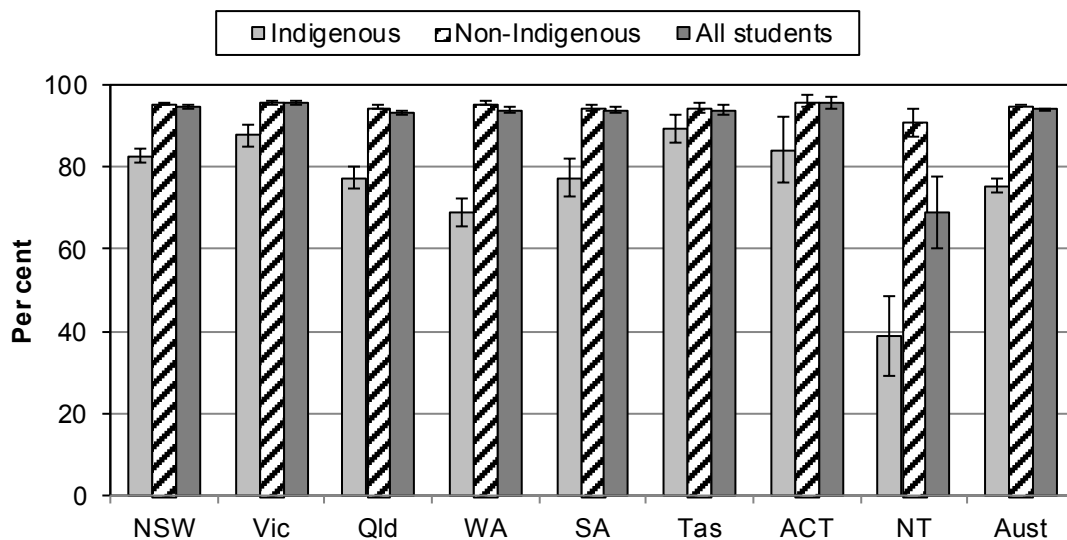


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2011 was 93.9–94.3 per cent nationally. The proportion for Indigenous students (73.8–77.0 per cent) was significantly lower than for non-Indigenous students (94.9–95.3 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 **Proportion of year 7 students achieving at or above the reading national minimum standard, 2012^{a, b}**

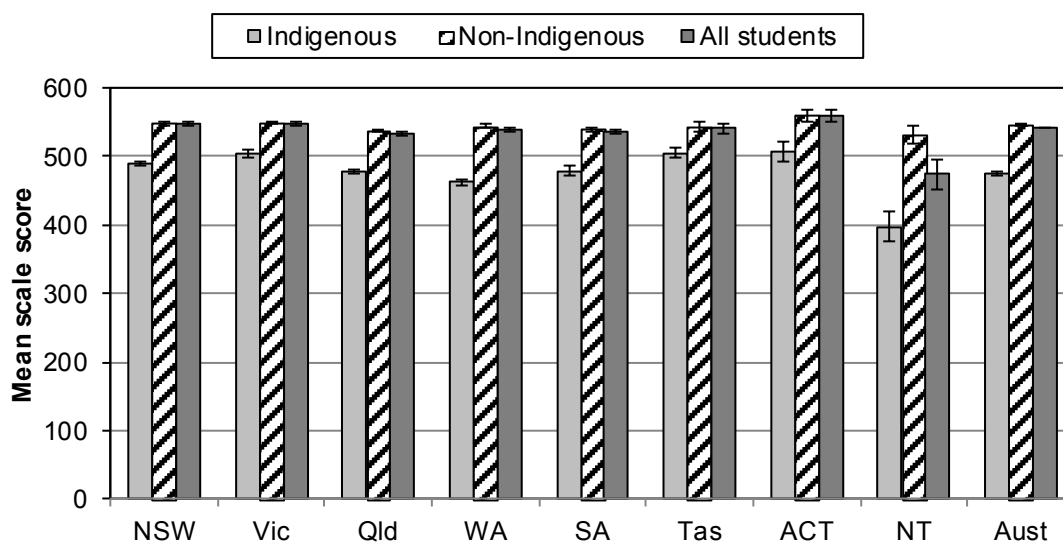


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 7 reading in 2012 for all students was 540.2–542.8 nationally. The mean scale score for Indigenous students (471.4–478.2) was significantly lower than for non-Indigenous students (543.7–546.3) (figure 4.28). Mean scale scores varied across jurisdictions.

Figure 4.28 Mean scale scores for year 7 students, reading, 2012^{a, b}

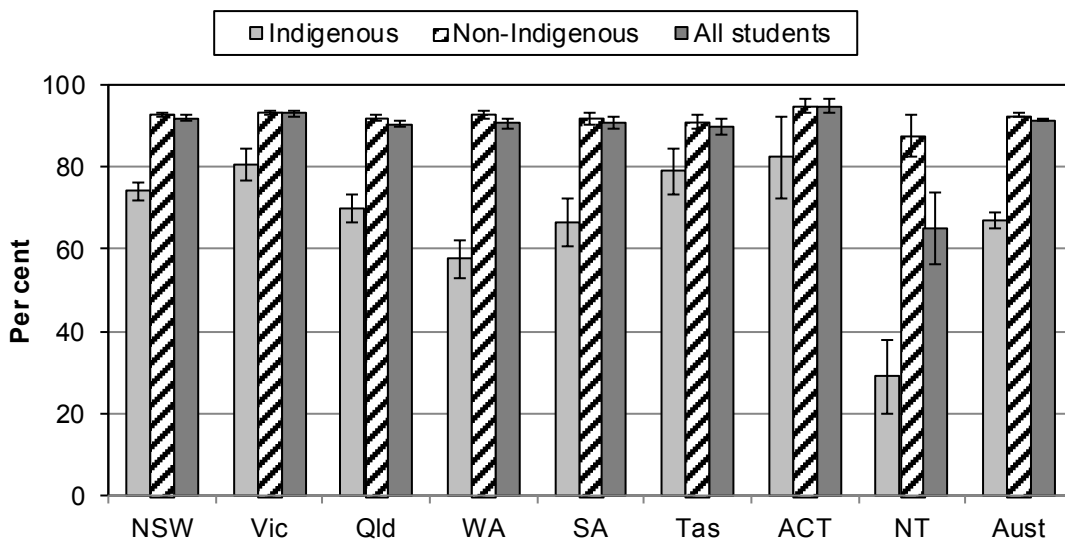


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2012 was 91.0–91.8 per cent nationally. The proportion for Indigenous students (65.3–69.1 per cent) was significantly lower than for non-Indigenous students (92.4–93.0 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 **Proportion of year 9 students achieving at or above the reading national minimum standard, 2012^{a, b}**

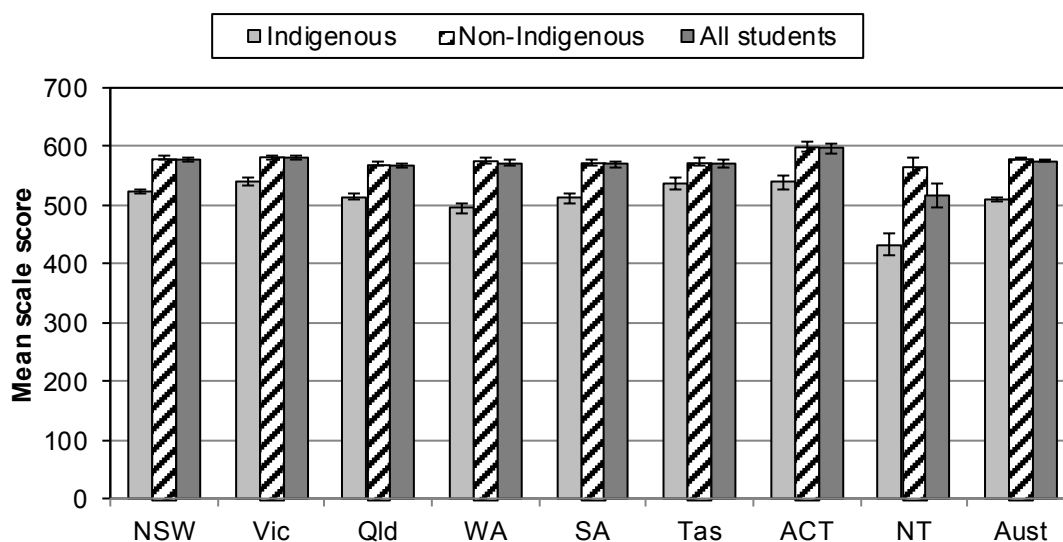


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 9 reading in 2012 for all students was 573.3–576.3 nationally. The mean scale score for Indigenous students (506.6–513.0) was significantly lower than for non-Indigenous students (576.5–579.5) (figure 4.30). Mean scale scores varied across jurisdictions.

Figure 4.30 Mean scale scores for year 9 students, reading, 2012^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

Geolocation

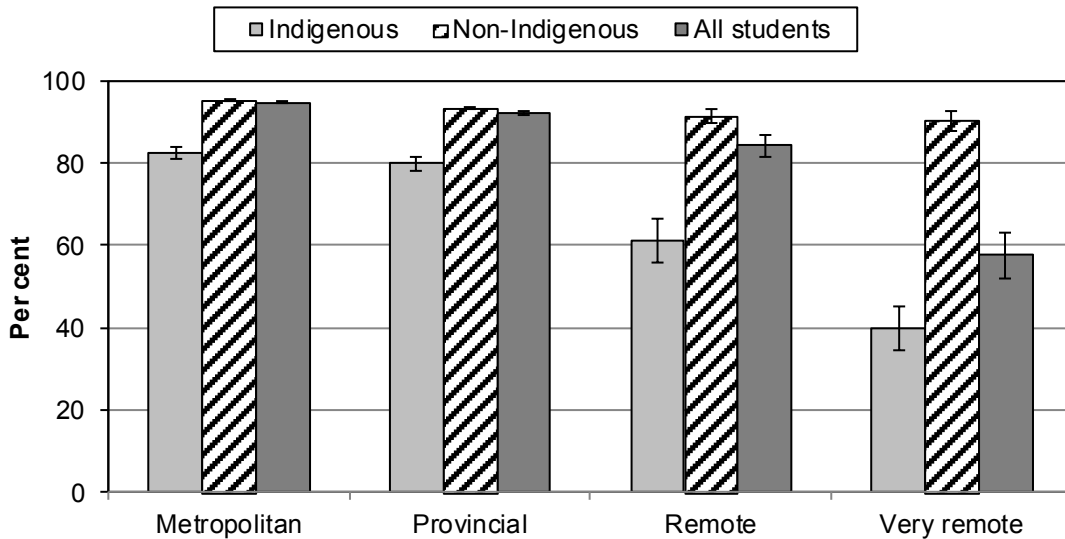
Nationally, in 2012, reading outcomes tended to decline with remoteness. In year 3, for example, 94.6–95.0 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, significantly higher than the proportions of provincial students (91.9–92.7 per cent), remote students (81.7–86.9 per cent) and very remote students (52.1–63.1 per cent) (figure 4.31).

For all geolocation categories across years 3, 5, 7 and 9, reading outcomes nationally for Indigenous students were lower than those for non-Indigenous students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.37. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals,

caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.40.

Figure 4.31 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2012^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.37.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.37.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2012 are included in tables 4A.38 and 4A.41. Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

Time series analysis of NAPLAN reading outcomes

The following time series outcomes are reported:

- The difference between two given years for a level (for example, year 5 reading from 2011 to 2012), for both the proportion at and above the national minimum standard and mean scale scores.
- The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 reading in 2010 to year 5 reading in 2012).

Statistical significance of differences between years

Table 4.7 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.44–51. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, there was no statistically significant difference in the proportions of all year 5 students achieving at or above the national minimum standard, for reading, from 2008 to 2012 or from 2011 to 2012. There was a statistically significant increase in the mean scale score for all year 5 students from 2008 to 2012 but no statistically significant difference from 2011 to 2012 (table 4.7).

There was no statistically significant difference in the proportions at and above national minimum standard, or in mean scale scores, for Indigenous students from 2008 to 2012 and 2011 to 2012. There was a statistically significant increase in the mean scale score for non-Indigenous students from 2008 to 2012, but no statistically significant difference from 2011 to 2012. There was no statistically significant difference in the proportions of year 5 non-Indigenous students achieving at or above the national minimum standard, from 2008 to 2012 or from 2011 to 2012 (table 4.7).

Data for years 3, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.44–52.

Table 4.7 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 reading, and statistical significance of differences, Australia^{a, b}

	<i>Statistical significance of difference in average achievement</i>				
	2008	2011	2012	2008 to 2012	2011 to 2012
Indigenous students					
Mean scale score	403.4 ± 4.1	409.8 ± 4.1	409.0 ± 5.5	•	•
At or above NMS	63.4 ± 1.8	66.4 ± 1.7	64.7 ± 1.9	•	•
Non-Indigenous students					
Mean scale score	488.7 ± 1.0	492.3 ± 1.0	498.0 ± 1.0	↑	•
At or above NMS	92.6 ± 0.2	92.9 ± 0.2	93.1 ± 0.2	•	•
All students					
Mean scale score	484.4 ± 1.1	488.1 ± 1.1	493.6 ± 1.1	↑	•
At or above NMS	91.0 ± 0.3	91.5 ± 0.3	91.6 ± 0.3	•	•

NMS = National Minimum Standard. ↑ = Average achievement significantly higher, statistically. • = No significant difference, statistically.

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the statistical context chapter for more information on confidence intervals. ^b For further information and caveats see table 4A.52.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney; table 4A.52.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010 and 2010 to 2012 enables comparisons of outcomes for the same cohort of students over time (box 4.9). This chapter reports on gains in reading and numeracy from year 3 in 2008 to year 5 in 2010 and year 7 in 2012. Student gain for other cohorts (year 5 in 2008 to year 7 in 2010 and year 9 in 2012; and year 3 in 2010 to year 5 in 2012) are included in attachment tables. Data for cohort gain from 2009 to 2011 were included in the 2013 Report.

Box 4.9 Achievement and gain

For national reporting purposes, gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2010 and 2012. The cohorts between the two years are not matched — that is, there will be differences between the exact composition of the student body in any given State or Territory.

A feature of gain in NAPLAN performance is that the size of the gain tends to be associated with the level of prior performance: the lower the prior performance, the more likely the possibility of greater gain. Further, for literacy and numeracy, student gain is greater in the early years. Few of the differences across states and territories in the gains made between 2008 and 2010 and between 2010 and 2012 are statistically significant. This report includes confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period.

Source: ACARA (2012b).

From year 3 in 2008 to year 5 in 2010, the gain in reading mean scale score (on the common national scale for Years 3, 5, 7 and 9, ranging from 0 to 1000) was between 79.0 and 94.8 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 47.0 and 61.2 points nationally.

For Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 85.9 and 105.9 points and from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 56.6 and 73.8 points nationally. For non-Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 78.5 and 94.3 points and from year 5 in 2010 to year 7 in 2012, the mean scale score was between 46.5 and 60.7 points nationally.

These mean scale score gains varied across jurisdictions (table 4.8). Data for other cohorts from 2008–2010 and 2010–2012 are in table 4A.53.

Table 4.8 **Gain in mean scale score for reading: year 3 (2008) to year 5 (2010) to year 7 (2012)^{a, b}**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
2008 Year 3	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
2010 Year 5	433.3 ± 3.4	454.4 ± 6.5	411.3 ± 4.7	387.3 ± 6.1	408.8 ± 7.5	451.9 ± 8.8	430.6 ± 14.7	326.7 ± 18.8	409.6 ± 3.8
2012 Year 7	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Gain 2008-2010	85.8 ± 9.2	85.5 ± 11.9	101.8 ± 11.8	94.6 ± 12.2	79.1 ± 13.9	75.3 ± 15.0	71.1 ± 24.1	118.6 ± 28.2	95.9 ± 10.0
Gain 2010-2012	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
Non-Indigenous students									
2008 Year 3	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
2010 Year 5	498.7 ± 1.9	502.7 ± 1.7	473.4 ± 1.9	484.5 ± 2.6	479.1 ± 2.9	488.0 ± 5.3	510.4 ± 5.4	475.4 ± 6.1	491.4 ± 1.0
2012 Year 7	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
Gain 2008-2010	83.8 ± 8.2	82.1 ± 8.1	97.5 ± 8.4	90.0 ± 8.6	75.2 ± 8.9	84.6 ± 10.7	87.6 ± 11.0	92.9 ± 12.8	86.4 ± 7.9
Gain 2010-2012	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
All students									
2008 Year 3	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
2010 Year 5	496.2 ± 1.9	502.2 ± 1.7	468.7 ± 2.1	477.5 ± 2.8	476.5 ± 3.0	484.6 ± 5.5	508.6 ± 5.5	412.1 ± 18.1	487.4 ± 1.1
2012 Year 7	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Gain 2008-2010	83.9 ± 8.2	82.3 ± 8.1	97.6 ± 8.4	90.8 ± 8.8	76.0 ± 9.0	83.4 ± 10.7	87.6 ± 11.1	105.5 ± 27.7	86.9 ± 7.9
Gain 2010-2012	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1

^a The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.53.

NAPLAN Numeracy

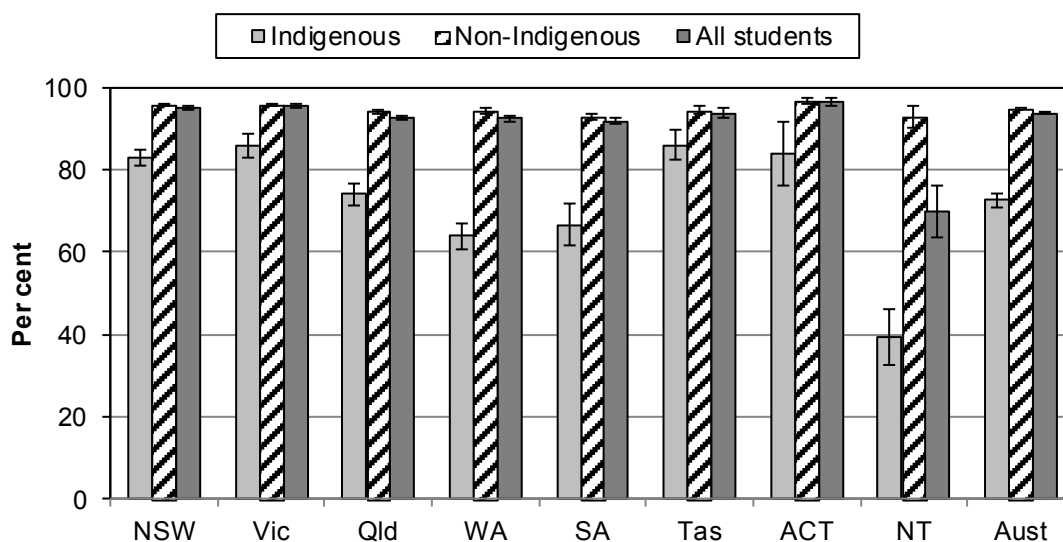
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups,

including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.71–88.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2012 was 93.7–94.1 per cent nationally. The proportion for Indigenous students (71.1–74.3 per cent) was significantly lower than for non-Indigenous students (94.9–95.3 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2012^{a, b}

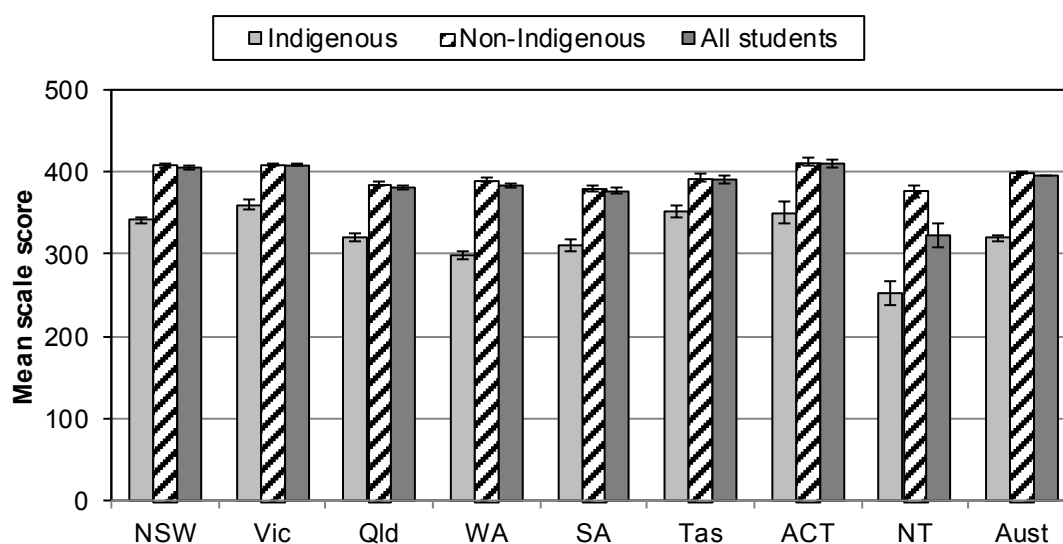


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 3 numeracy for all students was 394.5–396.5. The mean scale score for Indigenous students (316.9–323.3) was significantly lower than for non-Indigenous students (398.6–400.4). Mean scale scores varied across jurisdictions (figure 4.33).

Figure 4.33 Mean scale scores for year 3 students, numeracy, 2012^{a, b}

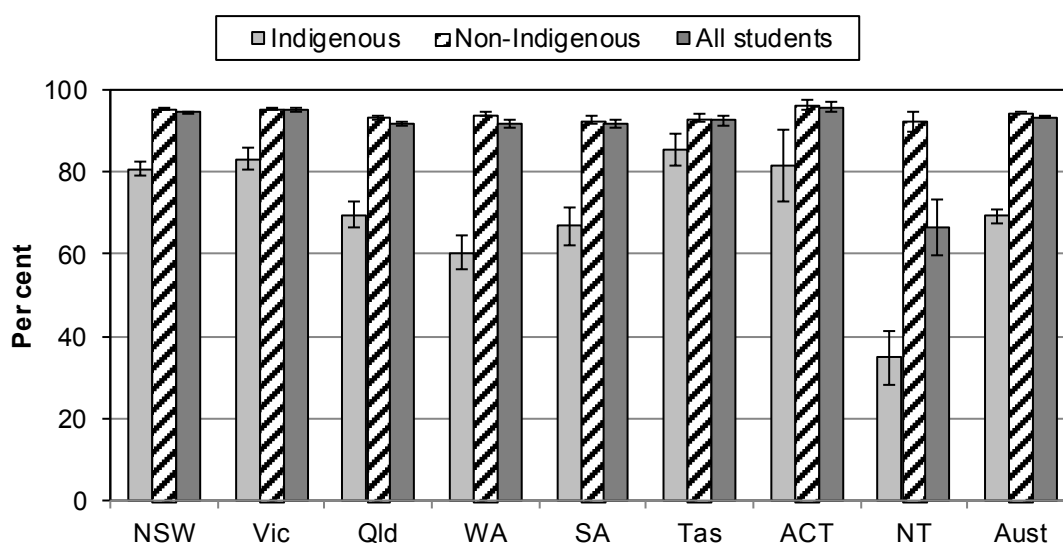


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.74.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2012 was 93.1–93.5 per cent nationally. The proportion for Indigenous students (67.3–71.1 per cent) was significantly lower than for non-Indigenous students (94.4–94.8 per cent) (figure 4.34). These proportions varied across jurisdictions.

Figure 4.34 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2012^{a, b}**

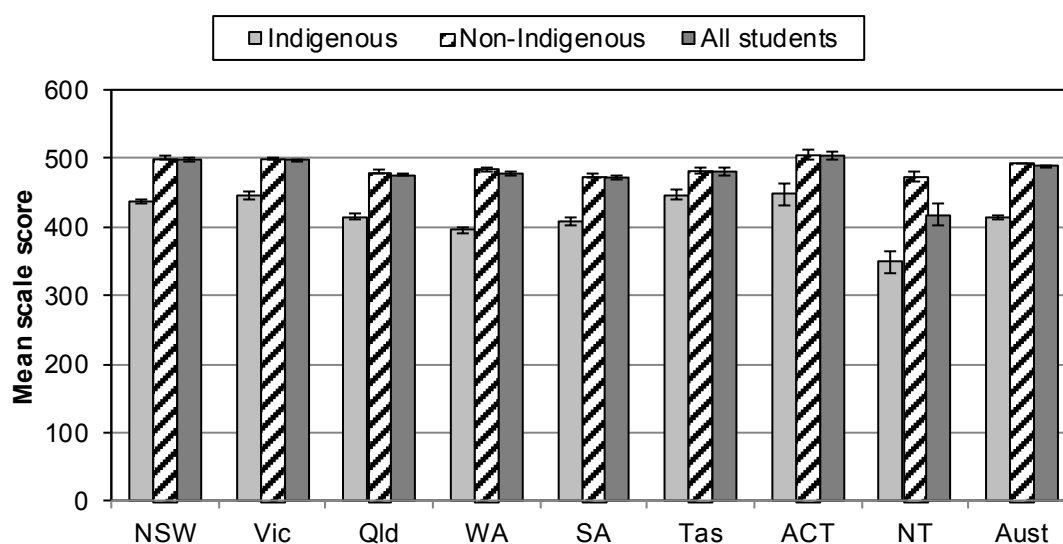


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 5 numeracy for all students was 487.7–489.7. The mean scale score for Indigenous students (410.3–417.7) was significantly lower than for non-Indigenous students (491.6–493.6) (figure 4.35). Mean scale scores varied across jurisdictions.

Figure 4.35 Mean scale scores for year 5 students, numeracy, 2012^{a, b}

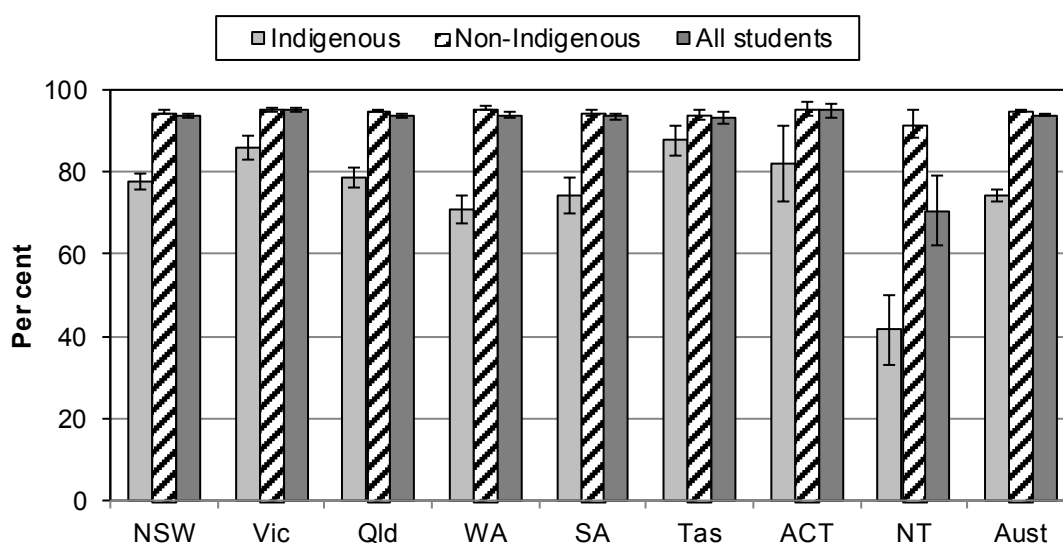


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.74.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2012 was 93.5–94.1 per cent nationally. The proportion of Indigenous students (72.9–75.9 per cent) was significantly lower than for non-Indigenous students (94.7–95.1 per cent) (figure 4.36). These proportions varied across jurisdictions.

Figure 4.36 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2012^{a, b}**

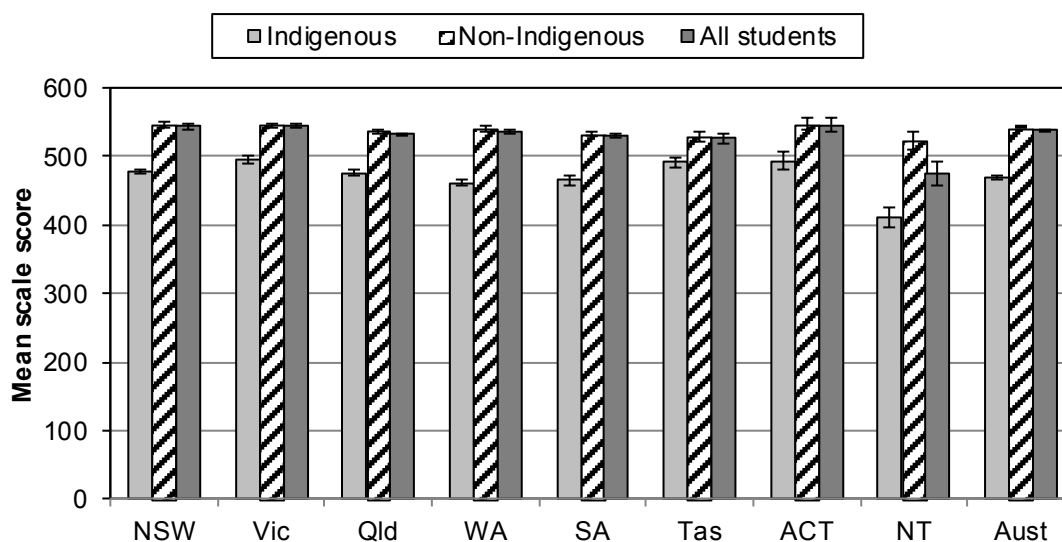


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 7 numeracy for all students was 536.5–539.7. The mean scale score Indigenous students (466.8–472.0) was significantly lower than for non-Indigenous students (540.2–543.4) (figure 4.37). Mean scale scores varied across jurisdictions.

Figure 4.37 Mean scale scores for year 7 students, numeracy, 2012^{a, b}

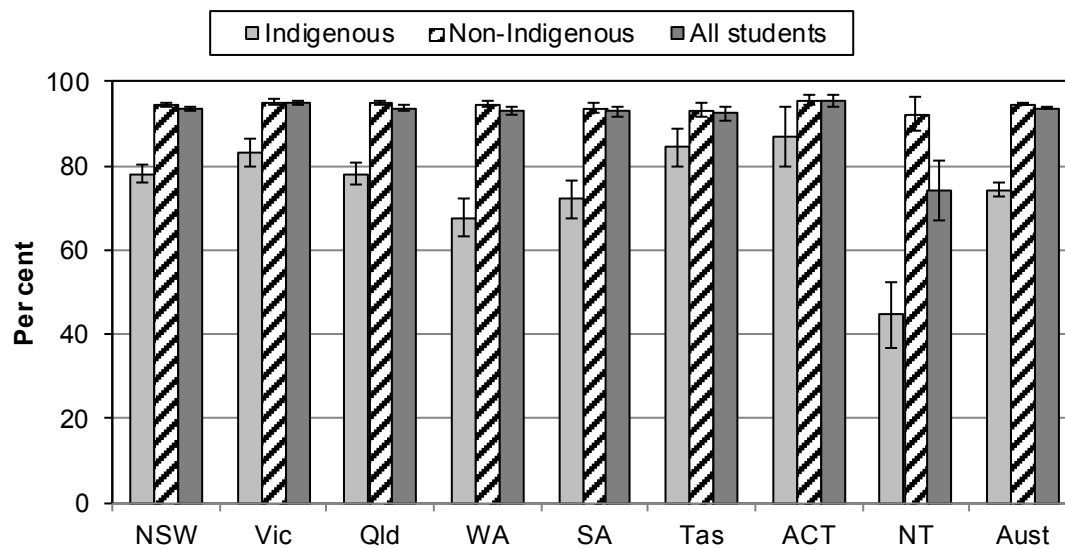


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.74.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2012 was 93.4–94.0 per cent nationally. The proportion of Indigenous students (72.6–75.8 per cent) was significantly lower than for non-Indigenous students (94.4–95.0 per cent) (figure 4.38). These proportions varied across jurisdictions.

Figure 4.38 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2012^{a, b}

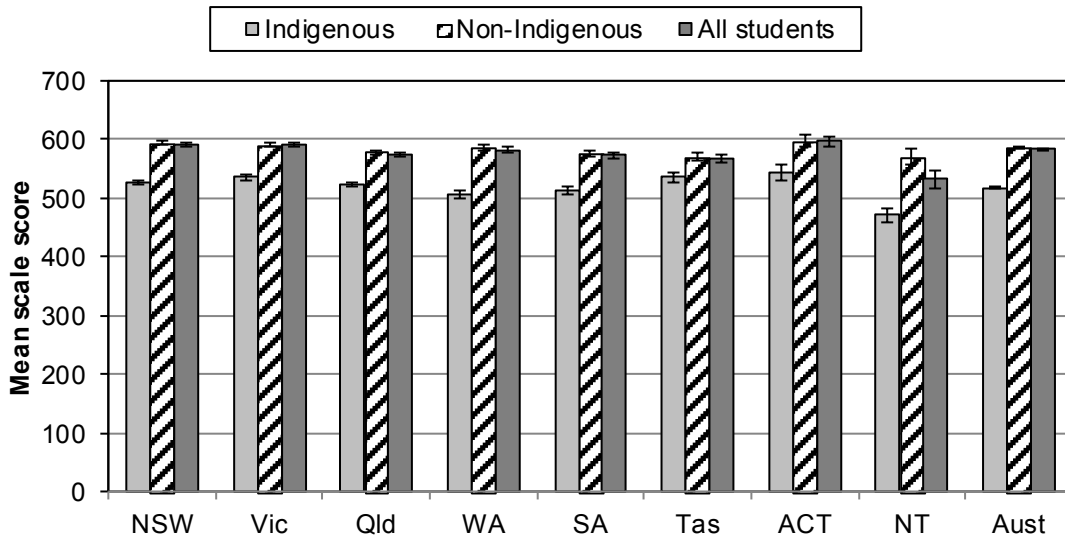


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 9 numeracy for all students was 582.3–586.1. The mean scale score for Indigenous students (515.8–520.6) was significantly lower than for non-Indigenous students (585.6–589.4) (figure 4.39). Mean scale scores varied across jurisdictions.

Figure 4.39 Mean scale scores for year 9 students, numeracy, 2012^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.74.

Geolocation

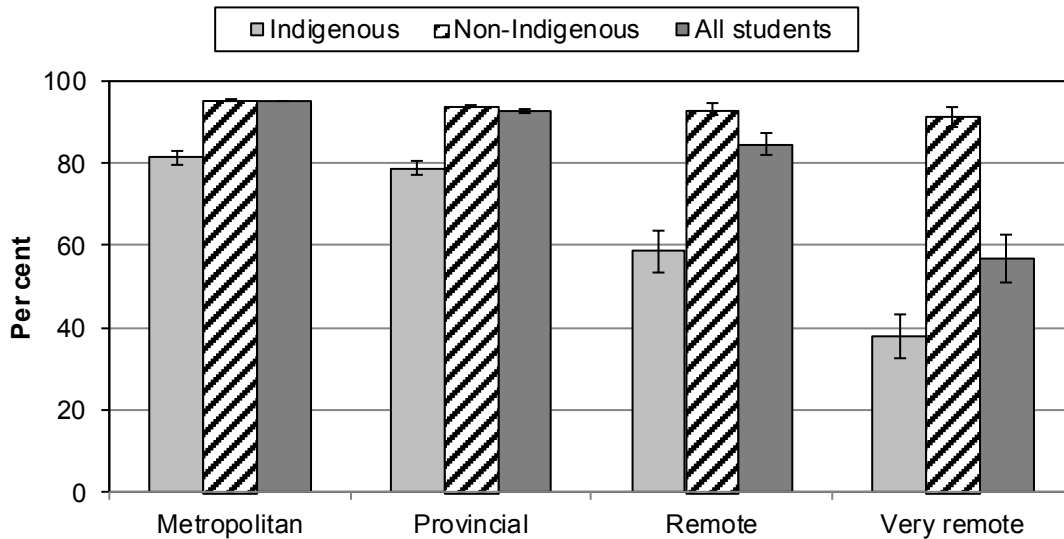
Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 94.9–95.3 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (92.2–93.0 per cent), remote students (82.0–87.2 per cent) and very remote students (50.9–62.5 per cent) (figure 4.40).

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Indigenous students were lower than those for non-Indigenous students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.72. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals,

caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.75.

Figure 4.40 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2012^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.72.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.72.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2012 are included in tables 4A.73 and 4A.76. Data for 2011 and 2012 were included in the 2012 Report and the 2013 Report.

Time series analysis of NAPLAN numeracy outcomes

The following time series outcomes are reported:

- The difference between two given years for a level (for example, year 5 numeracy from 2011 to 2012), for both the proportion at and above the national minimum standard and mean scale scores.
- The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 numeracy in 2010 to year 5 numeracy in 2012).

Statistical significance of differences between years

Nationally, there was no statistically significant difference in the proportions of year 5 students achieving at or above the national minimum standard, for numeracy, from 2008 to 2012 but a statistically significant decrease from 2011 to 2012. There was a statistically significant increase in the mean scale score for year 5 students from 2008 to 2012 but no statistically significant difference from 2011 to 2012 (table 4.9).

There was no statistically significant difference in the proportions at and above national minimum standard, or in mean scale scores, for Indigenous students from 2008 to 2012, but there was a statistically significant decrease in both from 2011 to 2012. There was a statistically significant increase in the mean scale score for non-Indigenous students from 2008 to 2012, but no statistically significant difference from 2011 to 2012. There was no statistically significant difference in the proportions of year 5 non-Indigenous students achieving at or above the national minimum standard, from 2008 to 2012, but a statistically significant decrease from 2011 to 2012 (table 4.9).

Table 4.9 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.79–86. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Data for years 3, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.79–87.

Table 4.9 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 numeracy, and statistical significance of differences, Australia^{a, b}

	<i>Statistical significance of difference in average achievement</i>				
	2008	2011	2012	2008 & 2012	2011 & 2012
Indigenous students					
Mean scale score	408.0 ± 2.8	421.1 ± 2.7	414.0 ± 3.7	•	↓
At or above NMS	69.2 ± 1.7	75.2 ± 1.5	69.2 ± 1.9	•	↓
Non-Indigenous students					
Mean scale score	479.5 ± 1.0	491.3 ± 1.0	492.6 ± 1.0	↑	•
At or above NMS	94.0 ± 0.2	95.5 ± 0.2	94.6 ± 0.2	•	↓
All students					
Mean scale score	475.9 ± 1.1	487.8 ± 1.1	488.7 ± 1.0	↑	•
At or above NMS	92.7 ± 0.2	94.4 ± 0.2	93.3 ± 0.2	•	↓

NMS = National Minimum Standard. ↑ = Average achievement significantly higher, statistically. • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the 'statistical context' chapter for more information on confidence intervals. ^b For further information and caveats see table 4A.87.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney; table 4A.87.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010 and 2010 to 2012 enables comparisons of outcomes for the same cohort of students over time (box 4.9). From year 3 in 2008 to year 5 in 2010, the gain in numeracy mean scale score (on the common national scale for Years 3, 5, 7 and 9, ranging from 0 to 1000) was between 83.6 and 100.2 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 43.3 and 55.3 points nationally.

For Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 80.0 and 98.6 points and from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 45.4 and 59.6 points nationally. For non-Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 83.8 and 100.4 points and from year 5 in 2010 to year 7 in 2012, the gain was between 43.2 and 55.2 points nationally.

These mean scale score gains varied across jurisdictions (table 4.10). Data for other cohorts from 2008–2010 and 2010–2012 are in table 4A.88.

Table 4.10 **Gain in mean scale score for numeracy: year 3 (2008) to year 5 (2010) to year 7 (2012)^{a, b}**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
2008 Year 3	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
2010 Year 5	435.8 ± 3.0	457.0 ± 5.8	419.5 ± 4.5	398.0 ± 6.0	406.9 ± 6.8	450.0 ± 8.0	434.7 ± 12.8	351.6 ± 13.0	416.9 ± 3.1
2012 Year 7	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Gain 2008-2010	85.5 ± 9.2	80.1 ± 11.4	103.3 ± 11.3	84.1 ± 11.3	76.2 ± 12.4	72.9 ± 14.1	79.6 ± 22.1	76.6 ± 18.9	89.3 ± 9.3
Gain 2010-2012	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
Non-Indigenous students									
2008 Year 3	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
2010 Year 5	501.0 ± 1.9	503.2 ± 1.6	478.5 ± 1.8	483.0 ± 2.4	475.2 ± 2.7	482.8 ± 4.6	500.2 ± 5.0	472.7 ± 5.0	492.6 ± 1.0
2012 Year 7	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
Gain 2008-2010	89.7 ± 8.5	85.7 ± 8.4	106.6 ± 8.6	95.6 ± 8.8	83.5 ± 9.0	81.2 ± 10.4	87.1 ± 10.7	85.8 ± 11.2	92.1 ± 8.3
Gain 2010-2012	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
All students									
2008 Year 3	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
2010 Year 5	498.4 ± 2.0	502.7 ± 1.6	474.1 ± 1.9	476.8 ± 2.6	472.6 ± 2.8	479.4 ± 4.8	498.7 ± 5.1	421.5 ± 14.4	488.8 ± 1.0
2012 Year 7	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Gain 2008-2010	89.5 ± 8.5	85.8 ± 8.4	106.2 ± 8.6	94.9 ± 8.9	83.8 ± 9.0	79.5 ± 10.3	87.2 ± 10.8	83.1 ± 20.5	91.9 ± 8.3
Gain 2010-2012	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0

^a The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.88.

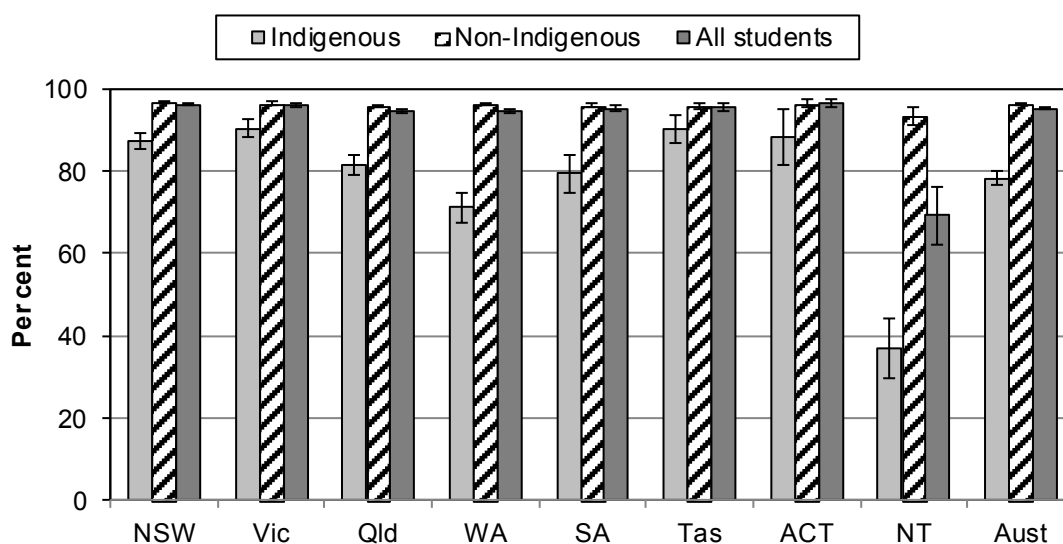
NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive writing domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including

male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) for 2012 are included in tables 4A.54–70.

The proportion of year 3 students who achieved at or above the persuasive writing national minimum standard in 2012 was 95.1–95.5 per cent nationally. The proportion of Indigenous students (76.6–80.0 per cent) was significantly lower than for non-Indigenous students (96.3–96.5 per cent). These proportions varied across jurisdictions (figure 4.41).

Figure 4.41 Proportion of year 3 students achieving at or above the persuasive writing national minimum standard, 2012^{a, b}

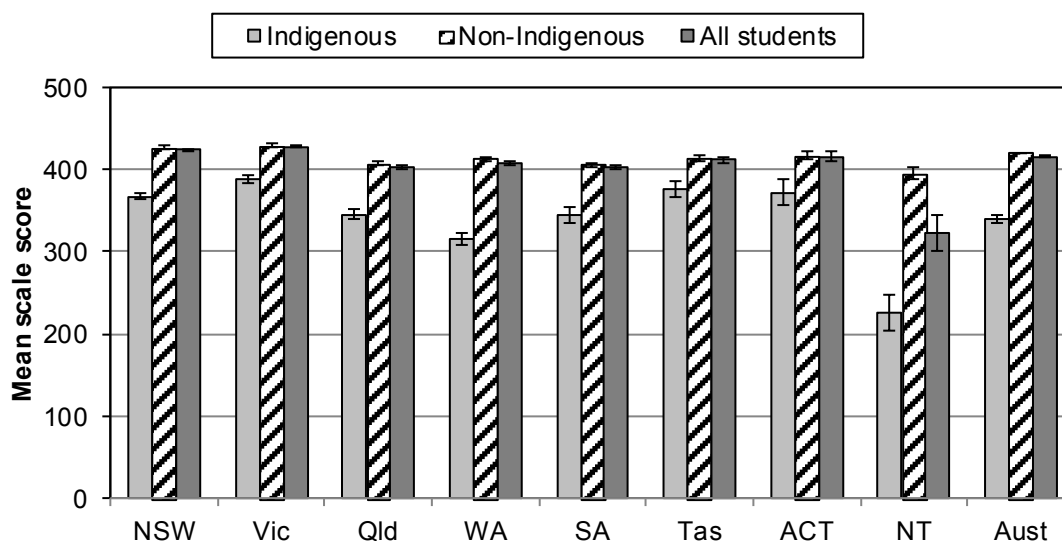


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.54.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.54.

Nationally in 2012, the mean scale score for year 3 persuasive writing for all students was 414.9–416.7. The mean scale score for Indigenous students (335.0–344.6) was significantly lower than for non-Indigenous students (419.3–420.9). Mean scale scores varied across jurisdictions (figure 4.42).

Figure 4.42 Mean scale scores for year 3 students, persuasive writing, 2012^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.57.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.57.

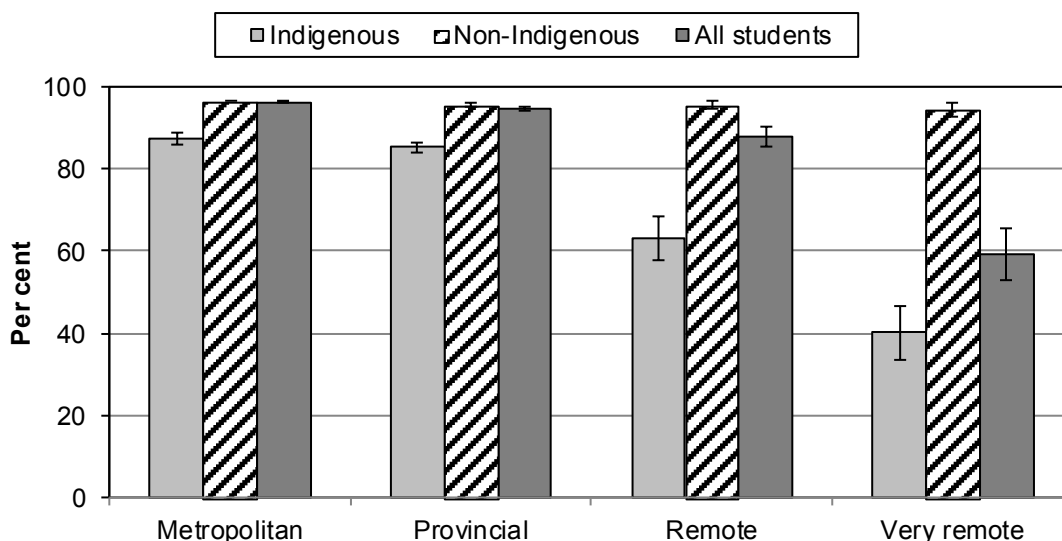
Geolocation

Across all year levels, persuasive writing outcomes tended to decline with remoteness. For year 3, for example, 96.0–96.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (94.3–94.9 per cent), remote students (85.2–90.2 per cent) and very remote students (52.8–65.6 per cent) (figure 4.43).

For all geolocation categories across years 3, 5, 7 and 9, the persuasive writing outcomes nationally for Indigenous students were lower than those for non-Indigenous students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 persuasive writing are in table 4A.55. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.58.

Figure 4.43 National proportion of year 3 students achieving at or above the persuasive writing national minimum standard, by Indigenous status and geolocation, 2012^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.55.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.55.

Data for years 5, 7 and 9, and outcomes by equity group, parental education and parental occupation for 2012 are in tables 4A.54–59.

Statistical significance of differences for persuasive writing between 2011 and 2012 for years 3, 5, 7 and 9 for mean scale scores and proportions at and above national minimum standard are included separately for each state and territory and nationally in tables 4A.62–70. These tables also include proportions at or above national minimum standard for LBOTE students and by sex.

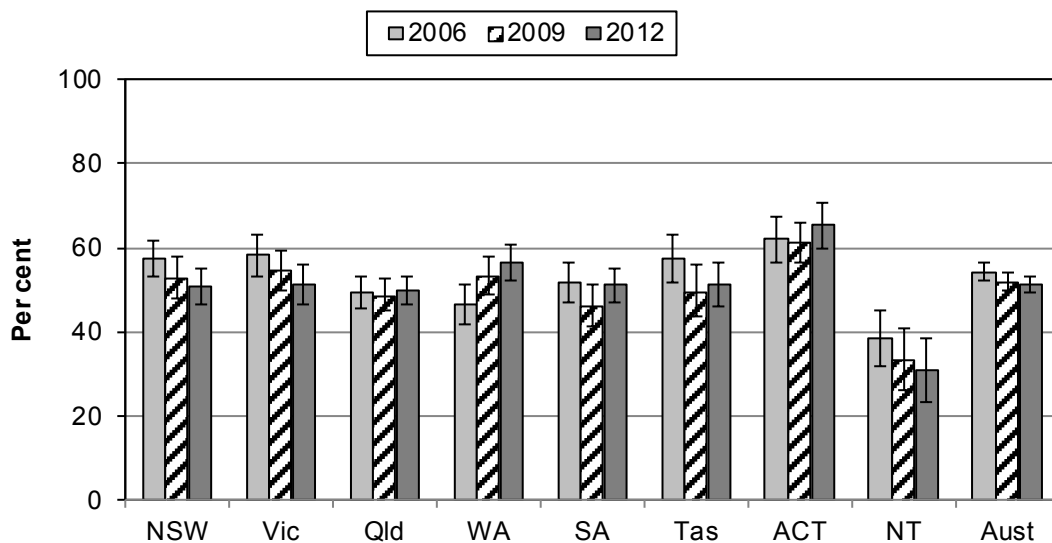
National Assessment Program

National Assessment Program — Science literacy

The National Year 6 Science literacy assessment was conducted for the first time in 2003 and is repeated triennially. In 2012, 13 236 year 6 students from 617 government and non-government schools from all states and territories participated in the assessment (ACARA 2013a).

Nationally in 2012, the proportion of participating year 6 students who achieved at or above the proficient standard in science literacy performance was 49.4–53.4 per cent, not a statistically significant difference from 2006 or 2009. These proportions varied across jurisdictions (figure 4.44).

Figure 4.44 **Proportion of year 6 students achieving at or above the proficient standard, science literacy performance** ^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for science literacy performance. The proficient standard for year 6 science literacy performance is set at proficiency level 3.2, a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

Source: ACARA (2013), *National Assessment Program Science Literacy Year 6 Report 2012*, Sydney; table 4A.89.

Nationally in 2012, 14.3–25.9 per cent of Indigenous year 6 students achieved at the proficient standard or above in science literacy performance, significantly lower than the proportion for non-Indigenous students (50.8–54.8 per cent) (table 4A.91)

Science literacy performance by geolocation and sex are summarised in tables 4A.90–91. Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2013a).

National Assessment Program — ICT performance

The National Years 6 and 10 ICT performance assessment was conducted for the first time in 2005, and repeated in 2008 and 2011. Nationally, in 2011, 60.0–64.0 per cent of year 6 students achieved at the proficient standard or above, a

statistically significant increase from 54.2–59.8 per cent in 2008. Nationally, in 2011, 62.7–67.3 per cent of year 10 students achieved at the proficient standard or above, not a statistically significant difference from 2008 (63.0–69.0 per cent). Detailed outcomes of the 2011 assessment were included in the 2013 Report. Relevant data are reported in tables 4A.95–96.

National Assessment Program – Civics and citizenship performance

The National Years 6 and 10 Civics and citizenship performance assessment was conducted for the first time in 2004, and was repeated in 2007 and 2010. Nationally, in 2010, 49.6–54.4 per cent of year 6 students achieved at the proficient standard or above, not a statistically significant difference from 50.6–56.2 per cent in 2007. Nationally, in 2010, 45.3–52.7 per cent of year 10 students achieved at the proficient standard or above, a statistically significant increase from 2007 (38.9–44.1 per cent). Detailed outcomes of the 2010 assessment were included in the 2012 Report. Relevant data are reported in tables 4A.92–94.

PISA assessment

The Programme for International Student Assessment (PISA) is a sample assessment undertaken every three years (box 4.10). Data from PISA 2012 are included for the first time in this Report.

Box 4.10 Programme for International Student Assessment

PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2012, around 510 000 students from 65 countries and economies participated in the PISA assessment. From Australia, this included 14 481 students from 775 schools. Mathematical literacy was the major domain tested in PISA 2012.

Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. All domains have now been the subject of a major assessment, but in different cycles.

The national proficient standard is set at Proficiency level 3.

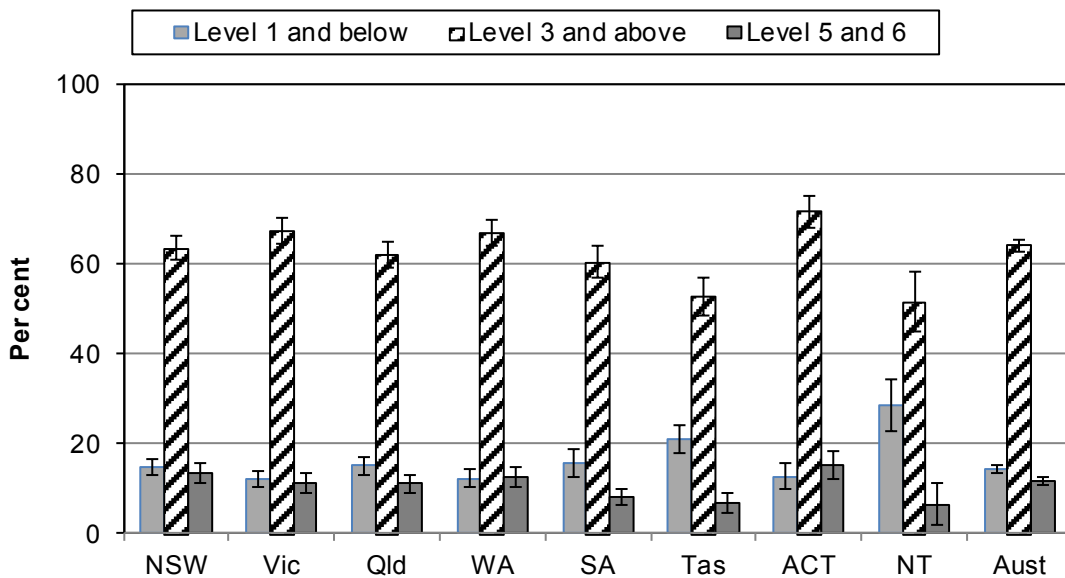
Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports.

Source: Australian Council for Educational Research (ACER) (2013).

PISA reading literacy

Reading literacy was the major domain tested in the PISA 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in reading literacy nationally was 62.9–65.5 per cent. The proportion of students achieving at level 5 and 6 (the highest levels) was 10.7–12.7 per cent and the proportion of students achieving at level 1 and below was 13.3–15.1 per cent (figure 4.45).

Figure 4.45 Proportion of 15 year old students achieving at or below level 1, at or above level 3, and level 5 or level 6 on the overall reading literacy scale, PISA 2012^{a, b}

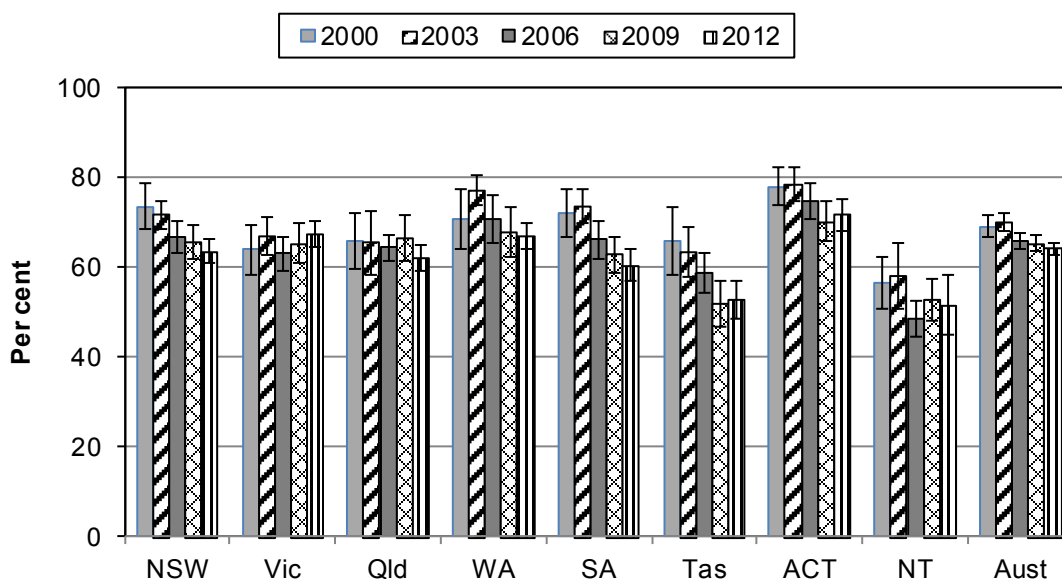


^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and Level 1 is the lowest proficiency level. Students who fail to reach the lowest proficiency level are referred to as being below Level 1.

Source: ACER (unpublished); table 4A.100.

The proportion of students achieving at level 3 and above in the overall reading literacy scale for 2012 can be compared to outcomes for earlier years — 66.6–71.4 per cent in PISA 2000, 68.0–71.8 per cent in PISA 2003, 63.8–67.4 per cent in PISA 2006 and 63.5–67.1 per cent in PISA 2009 (figure 4.46).

Figure 4.46 Proportion of 15 year old students achieving level 3 or above, overall PISA reading literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.97.

The proportion by equity group who achieved level 3 or above for reading literacy in 2012 was:

- 55.6–59.2 per cent for male students, lower than for female students (69.7–73.1 per cent)
- 27.3–33.9 per cent for Indigenous students, compared with 64.1–66.7 per cent for non-Indigenous students
- 31.0–55.2 per cent for geographically remote students
- 43.9–48.9 per cent for students from low socio-economic status families (table 4A.98).

These outcomes varied across jurisdictions. Data relating to outcomes for the PISA 2006, 2009 and 2012 reading surveys by socio-economic status are in table 4A.99 and for each achievement level for PISA 2012, including statistical significance of differences in mean scores are in table 4A.100. Data comparing outcomes for PISA surveys for the reading domain in 2000, 2003, 2006, 2009 and 2012 are in

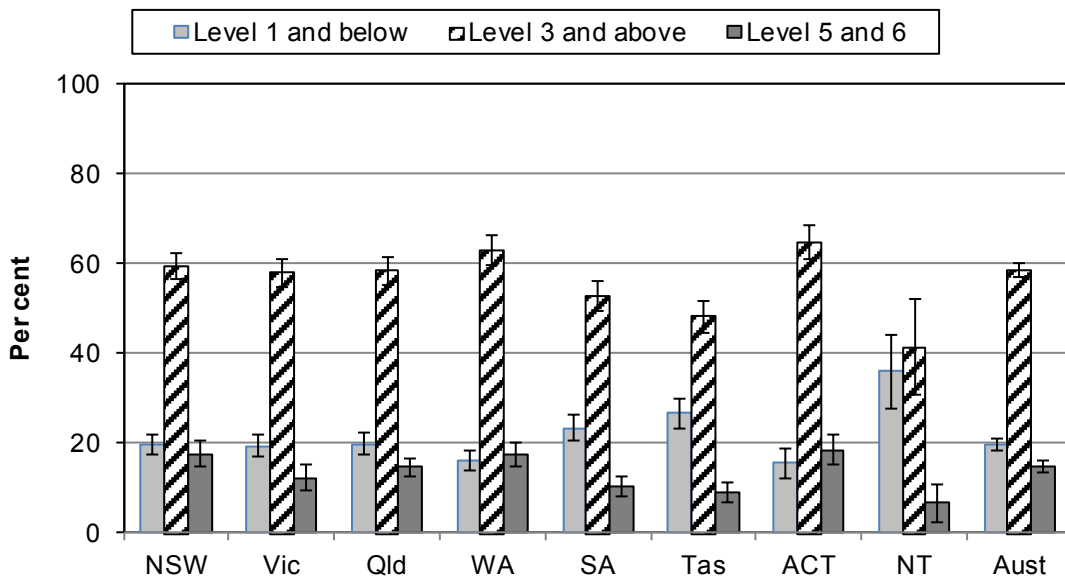
table 4A.97 and table 4A.98 and significance of differences in mean scores between PISA 2000 and PISA 2012 are in table 4A.109.

Results of the PISA 2009 Digital Reading Literacy Assessment were released in 2012. Students in every State and Territory performed significantly higher in digital than print reading literacy (ACER 2012a).

PISA mathematical literacy

Mathematical literacy was the major domain tested in the PISA 2003 and 2012 surveys. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in mathematical literacy was 56.9–59.9 per cent. The proportion of students achieving at level 5 and 6 (the highest levels) was 13.5–16.1 per cent and the proportion of students achieving at level 1 and below was 18.5–20.9 per cent (figure 4.47).

Figure 4.47 Proportion of 15 year old students achieving at or below level 1, at or above level 3, and level 5 or level 6 on the overall mathematical literacy scale, PISA 2012^{a, b}

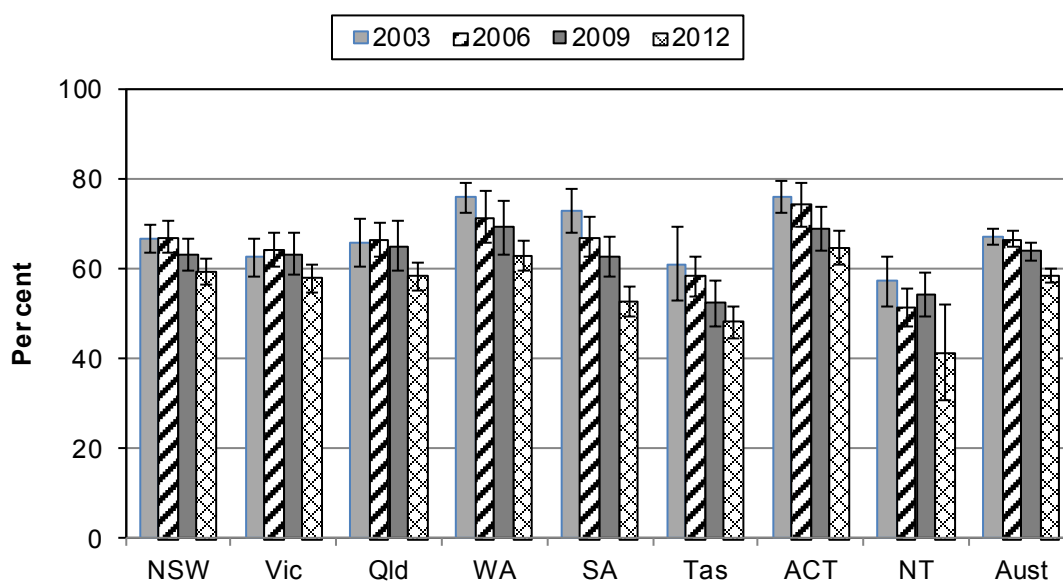


^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable proficiency level and Level 1 is the lowest proficiency level. Students who fail to reach the lowest proficiency level are referred to as being below Level 1.

Source: ACER (unpublished); table 4A.104.

The proportion of students achieving at level 3 and above in the overall mathematical literacy scale for 2012 can be compared to outcomes for earlier years — 65.3–68.9 per cent in PISA 2003, 64.7–68.3 per cent in PISA 2006 and 61.9–65.9 per cent in PISA 2009 (figure 4.48).

Figure 4.48 Proportion of 15 year old students achieving level 3 or above, overall PISA mathematical literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.101.

The proportion by equity group who achieved level 3 or above for mathematical literacy in PISA 2012 was:

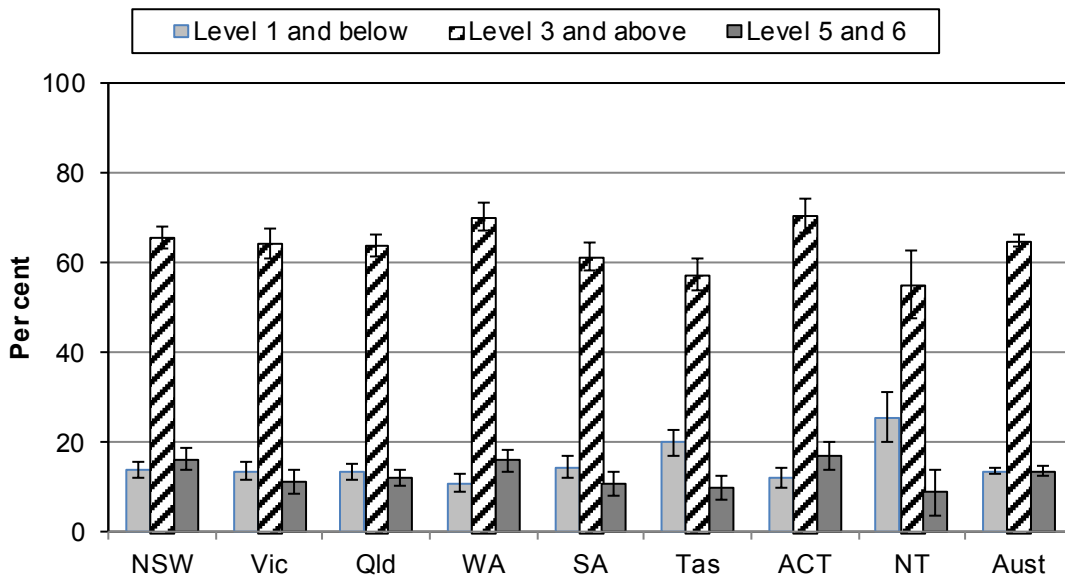
- 58.1–62.3 per cent for male students, not significantly different to 54.5–58.5 per cent for female students
- 20.1–26.3 per cent for Indigenous students, compared to 58.2–61.2 per cent for non-Indigenous students
- 23.4–51.6 per cent for geographically remote students
- 59.6–63.0 per cent for students from low socio-economic status families (table 4A.102).

These outcomes varied across jurisdictions. Data relating to outcomes for the 2006, 2009 and 2012 PISA mathematical literacy survey by socio-economic status are in table 4A.103 and for each achievement level for PISA 2012, including statistical significance of differences in mean scores are in table 4A.104. Data comparing outcomes for PISA surveys for the mathematical literacy domain in 2003, 2006, 2009 and 2012 are in tables 4A.101–102 and significance of differences in mean scores between PISA 2003 and PISA 2012 are in table 4A.109.

PISA scientific literacy

Scientific literacy was the major domain tested in the PISA 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In PISA 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of Level 3 in scientific literacy nationally was 63.5–66.3 per cent. The proportion of students achieving at level 5 and 6 (the highest levels) was 12.5–14.7 per cent and the proportion of students achieving at level 1 and below was 13.0–14.2 per cent (figure 4.49).

Figure 4.49 Proportion of 15 year old students achieving at or below Level 1, at or above Level 3, and at Level 5 or Level 6 on the overall scientific literacy scale, PISA 2012^{a, b}

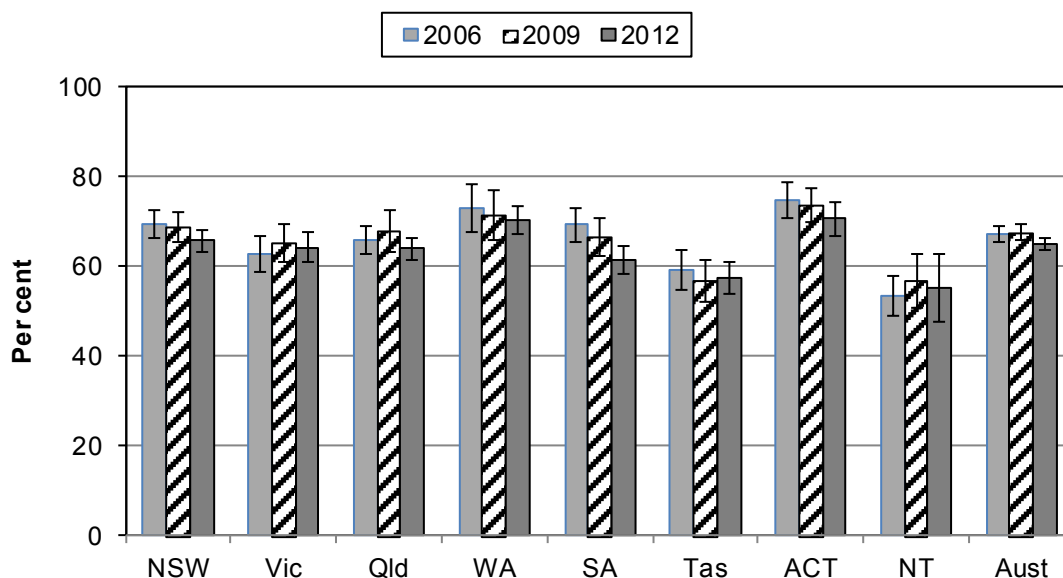


^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable proficiency level and Level 1 is the lowest proficiency level. Students who fail to reach the lowest proficiency level are referred to as being below Level 1.

Source: ACER (unpublished); table 4A.108.

The proportion of students achieving at level 3 and above in the overall scientific literacy scale for 2012 can be compared to outcomes for earlier years — 65.3–68.7 per cent in PISA 2006 and 65.8–69.2 per cent in PISA 2009 (figure 4.50).

Figure 4.50 Proportion of 15 year old students achieving level 3 or above, overall PISA scientific literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.105.

The proportion by equity group who achieved level 3 or above for scientific literacy in PISA 2012 was:

- 63.4–67.0 per cent for male students, not significantly different to 62.7–66.3 per cent for female students
- 29.6–36.4 per cent for Indigenous students, compared to 64.6–67.4 per cent for non-Indigenous students
- 32.7–63.5 per cent for geographically remote students
- 45.0–49.6 per cent for students from low socio-economic status families (table 4A.106).

These outcomes varied across jurisdictions. Data relating to outcomes for the 2006, 2009 and 2012 PISA scientific literacy survey by socio-economic status are in table 4A.107 and for each achievement level for PISA 2012, including statistical significance of differences in mean scores are in table 4A.108. Data comparing outcomes for PISA surveys in 2006, 2009 and 2012 for the scientific literacy domain are in tables 4A.105–107 and significance of differences in mean scores between PISA 2006 and PISA 2012 are in table 4A.109.

PIRLS assessment

The Progress in International Reading Literacy Study (PIRLS) assessments are undertaken every five years (box 4.11).

Box 4.11 Progress in International Reading Literacy Study

PIRLS provides learning outcomes data for year 4 students in reading literacy performance. This international test is conducted every five years but was first undertaken by students in Australian schools in 2011. Students from 45 countries or economies participated in the 2011 PIRLS assessment, including over 6000 Australian students from 280 schools.

PIRLS uses two organising dimensions for the assessment, referred to as the *purposes for reading* and the *reading processes*. Each of the reading processes — focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information and examine and evaluate content, language and textual elements — is assessed within each purpose for reading (reading for literacy experience and reading to gain information). The PIRLS 2011 assessment was based on 10 different texts, five for the literary purpose and five for the informational purpose.

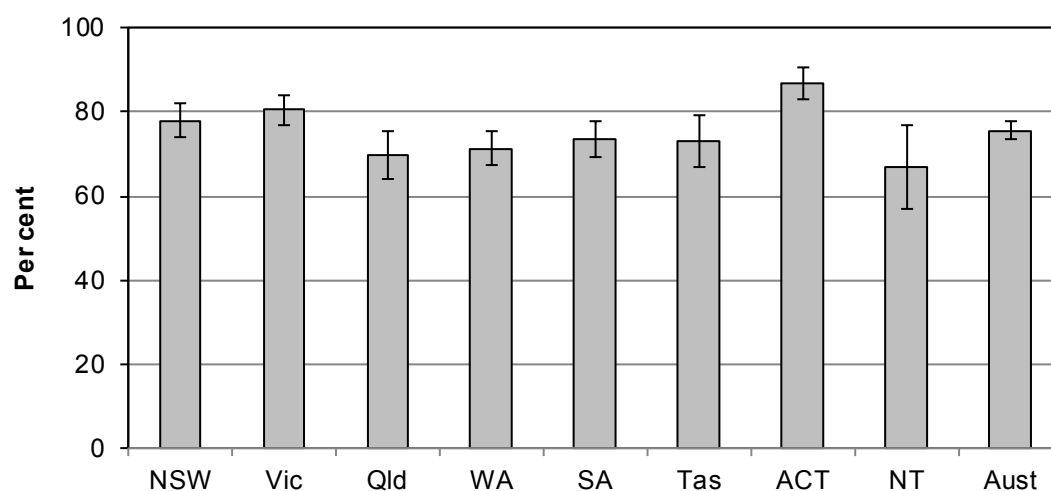
PIRLS is assessed on a different basis to NAPLAN testing and its results are not comparable to NAPLAN results. Whereas NAPLAN measures against a national minimum standard, PIRLS measures against a series of achievement levels. PIRLS may provide additional information on reading that is not available in NAPLAN.

Source: Australian Council for Educational Research (ACER) (2012b)

In PIRLS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) was 73.6–77.6 per cent (figure 4.51). This was a lower proportion than 26 other participating countries or economies. Australian students achieved an average reading score of 527 points (table 4A.116), which was lower than the average reading score of 21 other participating countries or economies.

National proportions of year 4 students achieving at or above the intermediate international benchmark by equity group, and the mean scores for these equity groups, are included in table 4A.117.

Figure 4.51 **Proportion of year 4 students at or above the intermediate international benchmark in reading, PIRLS, 2011^a**



^a The intermediate international benchmark is set at a score of 475 points.

Source: ACER (unpublished) Progress in International Reading Literacy Study (PIRLS); table 4A.116.

TIMSS assessment

The Trends in International Mathematics and Science Study (TIMSS) assessments are conducted each four years and provide learning outcomes data for students in year 4 and year 8 in the assessment domains of mathematics achievement and science achievement. Data from the 2011 TIMSS were included in the 2013 Report. Attachment tables 4A.110–113 contain detailed results for the 2003, 2007 and 2011 TIMSS assessments, by achievement level. Table 4A.114 contains 2011 TIMSS outcomes by equity group and table 4A.115 contains comparisons of significance of difference between the 2011 TIMSS and earlier rounds.

Other outcomes

Completion

‘Completion’ is an indicator of governments’ objective that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.12).

Box 4.12 **Completion**

'Completion' (completion rate) is defined as the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group that could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socio-economic status, geolocation and sex.

- The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions.
- The aggregation of all postcode locations into three socio-economic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

Data reported for this measure are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions (see caveats in attachment tables for specific jurisdictions)
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service:

A high or increasing completion rate suggests an improvement in educational outcomes.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socio-economic background or geographic location. Comparisons across jurisdictions need to be made with care, for the following reasons:

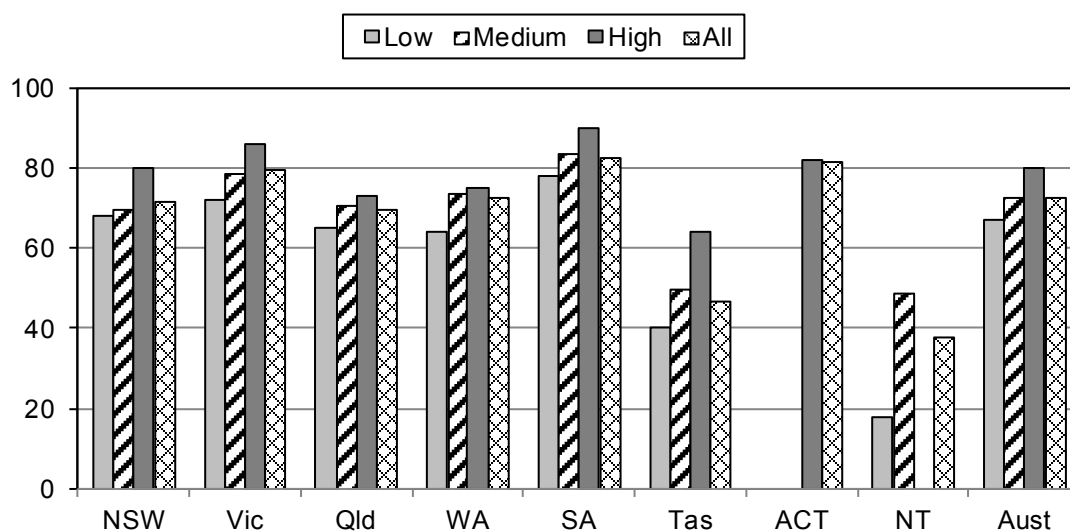
- assessment, reporting and requirements for obtaining year 12 certificates or equivalent vary across states and territories — for example, from moderated school-based assessment to a mix including external and internal assessment, and from completion of a pattern of study to a prescribed level of attainment
- inaccuracies arise from using both home postal address and school location address in compiling completion rates data
- small changes in population or completions can affect the estimates of completion rates, particularly for states and territories with smaller populations
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportion of such students varies across jurisdictions.

Nationally in 2012, the year 12 completion rate for all students was 73 per cent. The completion rate for males was 69 per cent compared with 78 per cent for females (table 4A.126).

Socio-economic status is determined according to the ABS Postal Area Index of Relative Socio-economic Disadvantage, on the basis of postcode of students' home addresses. Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles.

Nationally in 2012, year 12 completion rates for students from low (67 per cent) and medium (73 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (80 per cent) (figure 4.52). Nationally, completion rates were higher for female students than for male students in all socio-economic categories (table 4A.126).

Figure 4.52 Completion rates, year 12, by socio-economic status, 2012 (per cent)^{a, b, c, d, e}



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 5. ^b The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socio-economic status, on the basis of postcode of students' home addresses. ^c Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles. ^d A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socio-economic status differ slightly to those in other publications. ^e The populations for the low and medium socio-economic status deciles in the ACT and the high socio-economic status deciles in the NT are not published due to small numbers.

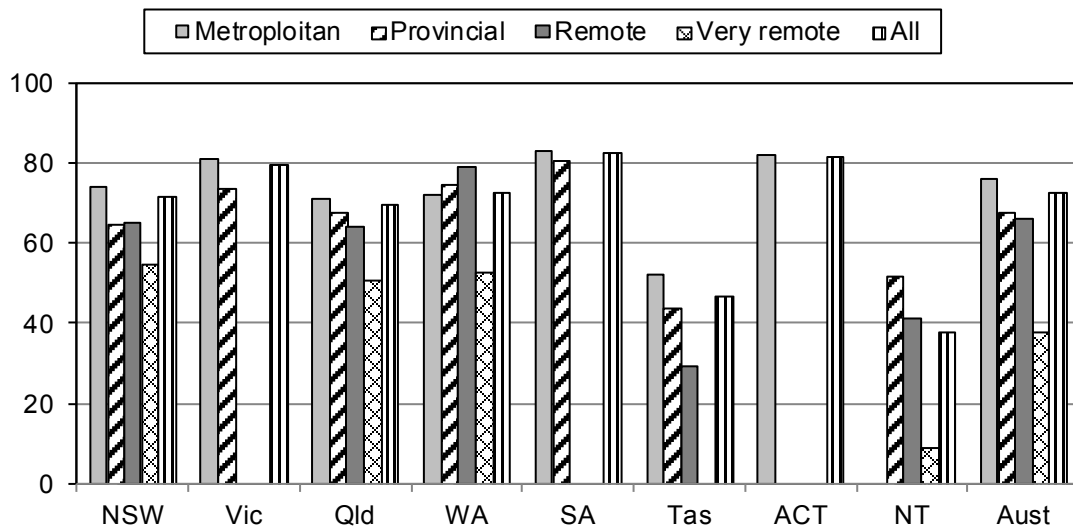
Source: Australian Government Department of Education (unpublished); table 4A.126.

Geographic isolation is determined using the MCEECDYA (now SCSEEC) Geographic Location Classification.

Nationally, the completion rate was highest in the metropolitan zone (76 per cent) in 2012. The completion rate was lower in the provincial zone (68 per cent), remote areas (66 per cent) and very remote areas (38 per cent) (figure 4.53).

Nationally, completion rates were higher for females in all geographic zones. In the metropolitan zone, the female completion rate was 79 per cent, compared with 72 per cent for males in 2012. In the remote zone, the female completion rate was 75 per cent, compared with 59 per cent for males (table 4A.127). Time series data on national completion rates are reported in tables 4A.126–127.

Figure 4.53 **Completion rates, year 12, by geolocation, 2012 (per cent)**^{a, b, c, d, e}



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by 5. ^b Definitions are based on the MCEECDYA (now SCSEEC) Geographic Location Classification. ^c All of the ACT is included in the metropolitan zone. ^d There are no metropolitan areas in the NT. There are no very remote areas in Victoria. ^e Remote data for Victoria are not published due to small numbers. The very remote population in Tasmania is too small to give meaningful results and are not published.

Source: Australian Government Department of Education (unpublished); table 4A.127.

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II; and the proportions of the 20–24 and 20–64 year old Indigenous and low socio-economic status populations having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.33–36).

Destination

'Destination' is an indicator of governments' objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment. It is an indicator of students' post-school transitions into education, training and employment (box 4.13).

Box 4.13 Destination

'Destination' (school leaver destination rate) is defined as the estimated number of school students who left school in a given year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year, and is reported by highest level of schooling completed (year 12 or year 11 and below). Data are sourced from the ABS Survey of Education and Work.

A higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.

The data reported for this measure relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school.

The small number of young people included in this sample survey means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for states and territories with smaller populations.

Data reported for this measure are

- not comparable across jurisdictions
- incomplete for the current reporting period. All required 2012 data were not available for the Northern Territory.

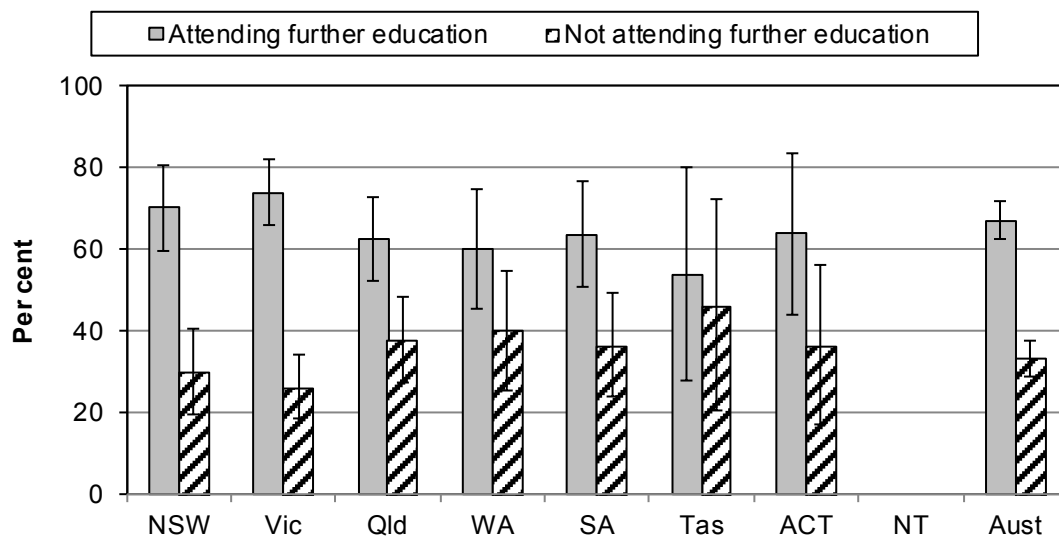
Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014

School leaver destination data disaggregated by jurisdiction need to be used with caution, especially for jurisdictions with smaller populations, due to the large confidence intervals associated with these survey data.

Nationally, in 2012, 66.9 per cent of year 12 school leavers were enrolled in further study (46.6 per cent attending higher education and 20.4 per cent attending TAFE courses or other study) and a further 12.0 per cent were employed full time. Around one third were not studying, and either employed part time, unemployed or not in the labour force (figure 4.54 and table 4A.128).

For year 11 and below school leavers, 41.1 per cent were attending further education, almost all in TAFE or other study (table 4A.128). Approximately 9.2 per cent were working full time. the remaining 49.7 per cent were not studying and either employed part time, unemployed or not in the labour force (table 4A.128).

Figure 4.54 Destination of year 12 students, 2012^{a, b, c, d}



^a Data are for year 12 students who left school in 2012. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data for Northern Territory are not published due to small sample numbers. ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas. This has a minor impact on national and jurisdictional estimates, but affects the comparability of the NT results, as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population.

Source: ABS (unpublished) *Survey of Education and Work 2012, Australia*; table 4A.128.

Detailed information relating to year 12, year 11 and below and all school leavers across jurisdictions is in table 4A.128.

The Child care, education and training sector overview of this Report includes 2012 national school leaver destination data for those who attended school at any time previously, and examines the proportions of male and female students attending other educational institutions in 2012 after leaving school (table BA.20–22).

Box 4.14 summarises school leaver destination survey results from six jurisdictions. each jurisdiction uses different research methods and data collection instruments, and the surveys were not designed for comparative national reporting. These data are presented as supplementary information to the Survey of Education and Work data, providing some context, until nationally comparable data become available (box 4.14).

Box 4.14 **School leaver destination survey results**

Victoria

In Victoria, a survey of post-school destinations (*On Track*) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone survey early in the year after they leave school.

The 2013 *On Track* Survey contacted 33 771 (75.1 per cent) of the eligible 2012 year 12 or equivalent cohort from 550 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 76.1 per cent were in further education and training (53.2 per cent were enrolled at university, 15.8 per cent were TAFE enrolled and 7.1 per cent had taken up apprenticeships or traineeships). Of the 23.9 per cent who were not in further education and training, 10.2 per cent were in full or part time employment, 9.7 per cent had deferred a tertiary place and 3.6 per cent were looking for work.

Queensland

The annual Queensland *Next Step* survey, first conducted in 2005, targets all students who completed Year 12 in government and non-government schools approximately six months after the completion of Year 12.

The 2013 *Next Step* survey collected responses from 39 482 Year 12 completers, an 81.9 per cent response rate. The results showed that 61.6 per cent were in some recognised form of education or training in the year after completing Year 12. This comprised 39.4 per cent undertaking a Bachelor Degree, 12.3 per cent undertaking campus-based vocational education and training (VET), with 7.1 per cent studying at Certificate IV level or higher. A further 10.0 per cent were in employment-based VET, either as an apprentice (6.9 per cent) or trainee (3.1 per cent). The remaining 38.4 per cent did not enter post-school education or training and were either employed (25.9 per cent), seeking work (10.4 per cent), or not in the labour force, education or training (2.0 per cent). Young people who deferred a university offer represented 7.0 per cent of the total cohort, most of whom were working (79.4 per cent).

Western Australia

The WA School Leaver Destinations telephone survey has been conducted annually since 1996, collecting data about the post-school destinations of Year 12 completers. In 2013 the survey included former students from all government, most Catholic and some independent schools. Information was collected from 17,248 students representing 74.3 per cent of the total Year 12 student population as at Semester 2, 2012. Of the responses, 81.7 per cent were in either education or training, with 50.7 per cent enrolled in university studies, 15.8 per cent in TAFE studies, 3.2 per cent having taken up an apprenticeship or a traineeship, 1.6 per cent either repeating Year 12 studies or engaged in other training and 10.4 per cent having deferred study or training. In addition, 6.2 per cent were engaged in full time employment, 6.8 per cent in part time employment, 4.1 per cent were looking for a work or a study opportunity, and 1.2 per cent were neither working nor seeking work.

(Continued next page)

Box 4.14 (continued)

Tasmania

Since 2007, all Year 10 students lodge a participation plan with the Tasmanian Qualifications Authority in the year they complete this final year of compulsory school. Students are required to be in an eligible option (education, training or employment) until they turn 17. Since 2008, the Authority has collected attainment data from all providers of post year 10 education and training and conducted early leavers/destination surveys for persons aged 15–19 years. Of the Year 10 cohort in 2010, 68.6 per cent continued in education or training at half time or better in 2011 and 55.6 per cent continued at half time or better in 2012. Of the 2011 Year 10 cohort, 71.3 per cent continued in education or training at half time or better in 2012. A telephone survey of Year 10 and 11 leavers (persons not recorded as continuing in education and training from the previous year) and all Year 12 leavers was conducted in 2011 and 2012. An analysis of the 2010 survey data was released in mid 2011.

Australian Capital Territory

Since 2007, the ACT has conducted a telephone-based survey of government and non-government students who successfully completed an ACT Year 12 Certificate in the preceding year. The survey seeks information on the destinations of students six months after completion of year 12 and satisfaction with their experience in year 11 and 12. In 2012, responses were received from 77 per cent of the 2011 graduates who were contacted. The 2012 survey found that 94 per cent of 2011 graduates were employed or studying in 2012 and overall 97 per cent found year 11 and 12 worthwhile. Of the 57 per cent of 2011 graduates studying in 2012, 68 per cent reported that they were studying at a Bachelor level or higher, 14 per cent at Certificate III level, 6 per cent at Certificate IV level, 5 per cent at Diploma or Associate Diploma level, 3 per cent at Advanced Diploma or Associate Degree level and 5 per cent at other levels. Students who speak a language other than English at home were more likely to be studying (77 per cent) than those who did not (54 per cent).

Northern Territory

Post school destination surveys of the Year 12 Northern Territory Certificate of Education and Training (NTCET) completers were carried out from late April to early May 2013, some five to six months after the NTCET students had completed school. The 2013 survey had a 28.3 per cent response rate from a total cohort of 1210 students. From the responses collected, 64.3 per cent of the young people were in employment (55.45 per cent were employed fulltime, and 44.6 per cent in part time or casual employment). Amongst respondents, 64.5 per cent of NTCET completers applied for University/TAFE, of which 90.9 per cent received an offer. Of those students who received an offer, 62.3 per cent accepted the offer, 34.7 per cent deferred and 3.0 per cent either declined or entered another study option. Of those who entered into further education or training, 74.8 per cent were studying a University degree. The remainder were undertaking Certificate and Diploma courses.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

SCSEEC review of Key Performance Measurement Framework

Future revisions may occur as a result of ongoing SCSEEC review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any implications of this review for future reports.

Attendance rates, completion rates, participation, retention and destination data

New nationally comparable attendance data are expected to be available for 2014, for inclusion in the 2016 Report.

The year 12 completion rate included in this Report are under review and a nationally comparable measure is anticipated to be included in future Reports.

The participation rate for 14–19 year old students includes part time students. However, the traditional year 7/8 to year 12 apparent retention rate, and the year 10–12 apparent retention rate, are based on full time school students only. These measures are under examination, and additional participation measures are reported in the Child care, education and training sector overview.

The outcome indicator ‘destination’ will be reviewed for the 2015 Report.

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2013 NAPLAN was released in September 2013 (ACARA 2013b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2015 Report.

Nationally consistent definitions

Nationally consistent definitions of most student background characteristics have been adopted for national reporting on students’ educational achievement and

outcomes. Ministers have endorsed standard definitions of sex, Indigenous status, disability, socio-economic background, language background and geographic location. Nationally consistent data on students with disability for students' outcomes reporting is under development.

Student background information collected from parents through the enrolment process using the agreed data collection specifications and methodology is linked to student assessment results.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government is committed to ensuring all young Australians are able to reach their potential and gain the skills they need to become successful learners, confident and creative individuals, and informed citizens.

In partnership with state and territory governments and the non-government schooling sector, the Australian Government works to improve the quality of education for all students. The Australian Education Act 2013 was passed by Parliament in June 2013 and Australian Government funding will be made available under this Act for government and non-government schools from 2014.

A national reform agenda continues to be progressed through frameworks and agreements. Key reforms build on the substantial work undertaken collaboratively by all governments over recent years through the Standing Council on School Education and Early Childhood, such as the development and implementation of the National Assessment Program for Literacy and Numeracy and the implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014.

Under the Improving Teacher Quality National Partnership, more than 148 Centres of Excellence were established across Australia to facilitate collaborative professional development and improve student learning outcomes. \$60 million was invested to implement the Australian Teacher Performance and Development Framework and a nationally consistent certification process for highly accomplished and lead teachers in schools across Australia from January 2013.

The Trade Training Centres in Schools Program enables eligible secondary schools to seek funding for trade training facilities for their Year 9 to 12 students. A total of 843 schools have had access to a completed trade training centre, through 312 projects.

Investment in information and communications technology (ICT) infrastructure in Australian schools has facilitated positive change in schools by creating momentum for integrating ICT in teaching and learning and promoting innovative classroom practice.

The More Support for Students with Disabilities initiative provides funding to government and non-government education authorities to build the capacity of their schools and teachers to provide additional support to students with disability. In 2012–13, the initiative provided \$78.72 million to education authorities to undertake activities to benefit students according to the needs of their jurisdiction.

In May 2013, education ministers endorsed the model for the Nationally Consistent Collection of Data on School Students with Disability. The model will be implemented using a phased approach between 2013 and 2015.

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New South Wales Government comments

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NSW 2021, the NSW Government's 10 year strategic business plan, is aligned to COAG targets and provides the overall direction and priorities for education and training in NSW.

In the 2013 NAPLAN tests, NSW students improved substantially in Reading in Year 5 and Year 9, in Spelling and Numeracy in Year 7 and Year 9 and in Grammar and Punctuation in Year 5. NSW was ranked ahead of all other jurisdictions in Spelling at all Year levels for mean score and percentage of students in the highest band. In 2013, the participation rates for NSW increased from the previous year, and once again, were the highest of all jurisdictions for every test and every Year level.

The NSW Government continued to support a five year *Literacy and Numeracy Action Plan* in 205 targeted government, Catholic and independent schools. All targeted schools are using an evidence-based three-tiered approach to drive a whole school approach to lifting the literacy and numeracy performance of students, especially those at risk of not achieving expected outcomes.

Great Teaching, Inspired Learning is the NSW Government's blueprint for improving the quality of teaching and learning in NSW schools. It provides a set of 16 reforms across a teacher's career cycle, from initial teacher training and induction for beginning teachers, through to how to best recognise and value experienced teachers and support potential school leaders. The blueprint has been informed by a significant body of current research, as well as broad consultation with stakeholders over a three-month period.

Through *Every Student, Every School*, the NSW Government's strategy for strengthening support for students with disability, significant work has been undertaken in 2013 to develop a new tool for teachers to profile the additional learning and support needs of individual students. An extensive range of professional learning courses are also being delivered to teachers and support staff to strengthen their knowledge and understanding of the educational needs of students with disability and obligations under the *Commonwealth Disability Standards for Education 2005*.

NSW remains committed to closing the gap in educational outcomes between Aboriginal students and other students. The *Aboriginal and Torres Strait Islander Education Action Plan* and the Department's Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc. are key drivers of the approach employed in NSW to meet this commitment.

The Local Schools, Local Decisions reform continues to be implemented in NSW public schools and places students at the centre of school decision making. This gives principals and their school communities a greater say over how they allocate and use their available resources to best meet the needs of their students. The new resource allocation model allocates resources based on student need. On full implementation, NSW public schools will manage more than 70 per cent of the NSW public school education budget.

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Victorian Government comments

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The Department of Education and Early Childhood Development *2013-17 Strategic Plan* outlines a 10-year goal to make Victoria a world leader in learning and development, to contribute to a vibrant economy and society and to deliver on outcomes of achievement, engagement, wellbeing and productivity.

In 2012-13, Victoria has continued to implement its ambitious reform agenda. The *Towards Victoria as a Learning Community* statement outlines major reforms that will help enable Victoria to meet its goal as a world leader in education. These reforms are underpinned by professional trust, autonomy, and accountability and support.

The Compact: Roles and responsibilities in Victorian government school education (The Compact) supports these reforms by clearly articulating the respective roles and responsibilities in the Victorian government school system. *The Compact* forms an agreement between Victorian government schools and the Department and seeks to improve the learning and development outcomes of Victoria's children and young people.

From New Directions to Action: World class teaching and school leadership outlines the Victorian Government's vision for excellence in school leadership and a high performance teaching profession. It sets out 26 initiatives that will be pursued across three priority areas: attract great people into teaching, create a high performance profession, and provide strong direction and support. The Victorian Government has committed an additional \$15.7 million over two years in the 2013-14 Budget to help deliver these initiatives.

Victoria also signed an historic agreement with the Commonwealth Government which will deliver an additional investment of \$12.2 billion in extra funding above 2013 levels over the six years from 2014 to 2019. The individual needs of students will determine the funding each school gets and Victoria will continue to work with all school sectors to continue to refine our needs based funding system to make it even better. The funding will also support principals and school leaders to implement initiatives to ensure there are highly effective leaders and teachers.

The Languages - expanding your world: Plan to implement the Victorian Government's Vision for Languages Education 2013-2025 paper (the Plan) outlines how Victoria's commitment to improve and extend languages education will be supported. The Plan also re-confirms Victoria's commitment that all government school students from Prep to Year 10 will be learning a language by 2025, starting with Prep in 2015.

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Queensland Government comments

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The Queensland Government is committed to providing high quality learning and skilling, focused on preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Queensland students continue to demonstrate positive outcomes in 2013, with the latest NAPLAN results showing a continued broad pattern of improvement. Queensland students are the most improved since testing began in 2008, achieving their highest result on record for mean scale score in 10 of the 20 test areas.

The 2013 *Next Step Survey* indicates that the vast majority of young Queenslanders who completed Year 12 in 2012 were engaged in study or work approximately six months after completing school.

Throughout 2013, Queensland implemented initiatives and continued reforms in line with the state's approach to driving improved student outcomes. Key initiatives include:

- *Great teachers = Great results* — improving the quality and capacity of teachers and school leadership, and boosting school autonomy to increase parental engagement and local decision-making.
- *Independent Public Schools* — enabling the first 26 Independent Public Schools to embrace additional autonomy and decision-making to achieve the best possible outcomes for students and local communities, and announcing the next 54 schools for 2014.
- *A Fresh Start* — improving the preparation and quality of teachers through a suite of interconnected strategies focused on teacher supply, initial teacher education, effective supervision and mentoring, and induction.
- *Solid Partners: Solid Futures* — supporting early childhood, education, training and employment opportunities for Aboriginal and Torres Strait Islander children and young people in Queensland.
- *Getting the basics right* — flexible grants to enable schools to design and deliver literacy and numeracy interventions targeted to their specific needs.
- *Step up into education* — delivering school readiness and transition programs for the local community that encourage parents to become involved in their child's learning journey and help children from disadvantaged areas prepare for school.
- *Curriculum into the Classroom (C2C)* — a comprehensive set of school and classroom planning materials supporting Queensland state schools in the continued implementation of the Australian Curriculum.
- Continuing to provide state and non-state school students with disability access to a quality education through additional speech-language pathologists (SLPs) to support students who face learning challenges and eLearning initiatives using tablet devices for special needs students.

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Western Australian Government comments

“ The Western Australian Government is committed to ensuring all students receive a high quality school education irrespective of where they live or their personal background circumstances.

Through its strategic plan, *Excellence and Equity: 2012–2015*, the Department of Education continues to focus on its four priority areas of ensuring every student has the opportunity to achieve success; creating distinctive schools that have the autonomy, flexibility and diversity required to respond to the needs of students; providing high quality teaching and leadership; and developing a capable and responsive organisation.

The Western Australian Government’s reforms towards a more empowered public education system saw an additional 84 public schools become Independent Public Schools in 2013, taking the total number to 255. The success of this approach to school autonomy was confirmed with the release of the University of Melbourne’s evaluation of the Independent Public Schools initiative which found that the greater flexibilities in the areas of curriculum, student services, human resources, financial management, and facilities have delivered positive effects for schools, for communities and for the system as a whole and that it is creating a strong foundation for enhancing student achievement, behaviour and attendance. Many of the flexibilities first offered to Independent Public Schools have now been extended to all Western Australian public schools.

Early childhood education continues to be a priority area. In 2013, Pre-primary became the first year of compulsory education across schools in Western Australia, all public primary schools now provide children with access to a minimum of 15 hours a week of Kindergarten, and the first 10 of the State Government’s Child and Parent Centres began operating on public school sites, providing parents with easier access to a range of local services.

Achieving and sustaining improved educational outcomes for all Aboriginal students remains a major challenge. As part of a suite of strategies, the Department began implementing the Commonwealth funded Investing in Focus Schools project in 2013, which focuses on school attendance, academic achievement and increased student and parent engagement. The program supports selected schools to accelerate implementation of local level actions in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

In August 2013, the Western Australian Government announced a new *Student-Centred Funding Model*. To be implemented from 2015, the model represents a fundamental change to how resources are distributed to public schools and will result in resources being better directed to schools where they are most required based on student need.

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South Australian Government comments

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The Department for Education and Child Development's (DECD) core purpose is to provide early childhood development, health and child protection services, as well as public education and care, to South Australians. We have a special focus on ensuring our most vulnerable children and young people at risk of disadvantage are supported to stay engaged as learners.

In South Australia we aim to create a public education system that is characterised by high achievement, growth, challenge, engagement, equity and high public credibility so that it becomes a system of choice for an increasing proportion of South Australian families.

South Australia is the domain lead for "Readiness for School" under the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP). Schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands have been designated focus schools and have been identified to undertake specific actions to improve the education outcomes of Aboriginal students, with selection based on Aboriginal enrolments and NAPLAN results.

The ongoing Implementation of the Australian Curriculum provides an opportunity to focus on the quality of teaching and learning offered to all students. The Teaching for Effective Learning (TfEL) Framework describes well researched, effective pedagogy and is being used by schools across the state. Government schools are implementing the Australian Curriculum Phase 1 (English, History, Mathematics and Science) learning areas/subjects.

The "Keeping Safe: Child Protection" Curriculum and the "Aboriginal Cultural Studies" resource are required to be used by teachers as they design quality teaching and learning within the eight learning areas of the curriculum.

The "Student Pathways" strategy's two major initiatives, "Trade Schools for the Future" and "Industry Skills Program", enable young people to begin a Certificate III qualification whilst at school, and to be funded beyond school in an apprenticeship or traineeship. The strategy supports effective transitions from school to training for young people completing the South Australian Certificate of Education via a school based apprenticeship, traineeship or Training Guarantee.

In 2012 the "Primary Mathematics and Science Strategy" (PMSS) transitioned to the Primary Australian Curriculum strategy (PACS). According to local needs, schools were able to continue to access support for mathematics and science, with the flexibility to apply the funding and structures of the PMSS to the implementation of further Australian Curriculum learning areas.

- From 2011, Year 3 students will spend a minimum of 90 minutes per week on science and a minimum 300 minutes per week on mathematics and numeracy
- From 2013, Reception to Year 2 students will spend a minimum of 300 minutes per week on mathematics and up to 90 minutes per week on science.

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Tasmanian Government comments

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The Tasmanian education department offers a comprehensive and lifelong approach to learning for all people regardless of age. Our mission is to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and contribute positively to their community. Inherent in this mission are the core values of learning, excellence, equity, respect and relationships.

The department continues to foster partnerships with parents in the years preceding compulsory schooling. Launching into Learning programs in Tasmanian government schools provide opportunities for parents, their pre-school children and teachers to play and learn together. Child and Family Centres situated across Tasmania offer high quality education integrated with a range of complementary services aimed at giving our youngest children the best start in life.

Improving literacy and numeracy outcomes of Tasmanian students continues to be a major focus. Lead teachers work in networks of schools supporting leaders to use school data to identify strengths and areas for growth and to implement effective teaching and learning strategies. This work is enhanced through a research project with the University of Tasmania exploring literacy and numeracy provision across Years 5 to 8 to improve transition.

The Student Support System, introduced in 2013, is a secure web-based resource where observations, actions and strategies around student support are recorded. An example of contemporary best practice, the Student Support System enables key staff to monitor the individual support needs of students as they move through the education system.

The Professional Learning Institute delivers and brokers professional learning for Department of Education staff. Inspired leadership is one of the department's key strategic drivers. The importance of strong leadership in improving student learning outcomes has been recognised through the provision of targeted professional learning opportunities to develop principals as literacy leaders.

Encouraging students to complete Year 12 or attain equivalent qualifications remains an important department priority. A range of strategies are in place to support students to make an informed and successful transition from Year 10 to Years 11 and 12. These include the strengthening of networks of secondary and senior secondary schools across the state which particularly assists those students in rural and regional communities to engage in learning in the post-secondary years.

TasTAFE is the new single entity for Tasmania's public sector post-compulsory vocational education and training.

Tasmania's 26TEN strategy connects adults with literacy programs and services. This is a far-reaching, long-term strategy aimed at raising awareness of adult literacy issues while reducing the stigma often associated with poor literacy skills.

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Australian Capital Territory Government comments

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The 2012-13 year has been a significant period for education and training in the ACT, and for Australia. In May 2013 the ACT Government signed the National Education Reform Agreement with the Australian Government. The agreement incorporates the National Plan for School Improvement and facilitates the implementation of national and local initiatives to improve educational outcomes for children and young people. We continue to make progress in implementing reform in early childhood education and care, schools and vocational education and training.

The work of empowering local schools continued throughout 2012-13 in order to further enable principals to make informed decisions about the best use of available resources, support and infrastructure that will deliver the best outcomes for students. The ACT has a growing and vibrant public education and training system, and one that continues to provide support in a wide variety of ways. In 2013, for the first time, all ACT K-10 public schools assessed and reported student progress using the Australian Curriculum Achievement Standards associated with each of the phase 1 learning areas.

The ACT continued to have the highest retention rate to year 12 and the highest proportion of 20-24 year olds who attained a year 12 or equivalent qualification. These results reflected our commitment to the Directorate's vision that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

ACT students continued to be among the highest performing students in Australia, with mean scores placing our students top or equal top across 16 of the 20 areas tested in the 2012 National Assessment Program – Literacy and Numeracy (NAPLAN).

Throughout 2012-13 the Directorate continued implementation of strategies to support all students, particularly those students from low socio-economic and English as a second language or dialect backgrounds, Aboriginal and Torres Strait Islander students and students with a disability. Strong relationships with parents and carers and other members of school communities, through workshops and networks, contributed to sharing of information and the development of responses for the children and young people in our schools.

The establishment in August 2012 of the Minister's Student Congress provided opportunities for students to network and develop their leadership skills. The overall aim of the Congress is to give students a voice in their education and to provide their point of view directly to the Minister.

In 2012, the Directorate commenced the first year of implementation of the teaching staff Enterprise Agreement. Under this agreement, classroom teachers in their first year of teaching had reduced teaching hours to allow for the provision of enhanced coaching and mentoring support. In 2013, the Directorate successfully completed the public service Enterprise Agreement 2011-2013 which covered all Directorate staff other than teachers.

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Northern Territory Government comments

“ The role of the department is to deliver services to children and young people to maximise their educational outcomes, safety and wellbeing from their early years through to senior years of schooling.

The Department of Education's Strategic Plan, participation in national partnerships and implementation of the national reform agenda continue to drive a range of strategic initiatives that focus on achieving the best possible outcomes and pathways for children and young people in the Northern Territory.

An updated Principal Performance and Development Framework has been implemented, which aligns to the Australian Professional Standards for Principals and complements a revised school review process. Implementation of these new frameworks is assisting schools to target their efforts aimed at improving student outcomes.

A focus on early years prior to schooling is paramount to ensure young people enter the schooling system ready to participate in learning. Child and family services established in remote and very remote communities engaged 1284 children and 1155 adults in programs of early learning, literacy and numeracy at home, parent capacity building and transition to preschool in 2012.

Following a review of literacy and numeracy approaches by the Australian Council of Education Research in 2011-12, there has been a strong focus on developing evidence based planning and program delivery. Whole School Curriculum and Assessment Plans have been introduced to provide a framework for planning literacy and numeracy teaching, meeting the needs of individual student cohorts and allowing for the delivery of English and mathematics curriculum content.

The Vocational Education and Training in Schools program is another important strategic priority of the department and in 2012, 41 per cent of students successfully completed a full VET qualification which was more than double the strategic plan target of 20 per cent. The department continues to work to develop and maintain partnerships with industry groups and individual businesses to provide pathways for school leavers.

The Every Child, Every Day strategy continued a focus on increasing enrolment, attendance and participation of young Territorians. In 2012, a range of services were delivered including regionally based officers working with students and their families to develop student attendance plans and support the successful re-engagement of students in schooling. Despite these efforts our attendance rates for remote Indigenous students remain of huge concern and are very low compared to other jurisdictions.

NT NAPLAN results showed that there is still much work to do to close the gap between Indigenous and non-Indigenous student attainment and improve the performance of all Northern Territory students. NAPLAN results for 2012 showed stable performance. In seven out of eight possible measures, the Northern Territory's gain was above the average Australian gain.

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4.6 Definitions of key terms

Apparent retention rates	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.
Full time equivalent student	The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.
Full time student	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
Geographic classification	<p>Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none">• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none">• Provincial city Statistical Districts plus Darwin SD.• Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.• Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.• Other provincial areas (CD ARIA Plus score ≤ 5.92)<ul style="list-style-type: none">• Inner provincial areas (CD ARIA Plus score ≤ 2.4)• Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none">• Remote zone (CD ARIA Plus score > 5.92)<ul style="list-style-type: none">• Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53)• Very remote areas (CD ARIA Plus score > 10.53)

Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2011-12 average expenditure per student, for example, the total expenditure figure is at 2011-12 but the total student number figure is the average of student numbers from 2011 and 2012.
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin.
In-school costs	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home. Separately, data are also sourced from the 2011 Census of Population and Housing.
Out-of-school costs	Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making

	decisions.
Socio-economic status	As identified in footnotes to specific tables.
Source of income	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA.
Students with a disability	Students included in the annual system reports to the Department of Education. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teacher	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the Northern Territory, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.
VET in Schools	VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

4.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an '4A' prefix (for example, table 4A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

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

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TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
2008										
Students										
Primary — full time	no.	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Primary — part time	no.	—	399	2 766	—	21	4	3	28	3 221
Primary — FTE of part time students	no.	—	188	912	—	9	2	3	13	1 127
Primary — FTE total	no.	430 057	311 023	309 683	150 842	105 089	33 477	18 549	18 473	1 377 193
Secondary — full time	no.	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Secondary — part time	no.	2 045	2 324	2 843	1 747	6 226	1 503	—	338	17 026
Secondary — FTE of part time students	no.	1 137	1 098	1 037	491	2 823	856	—	130	7 572
Secondary — FTE total	no.	305 722	225 422	172 116	80 596	60 216	25 661	15 482	10 845	896 060
Primary and secondary — full time total	no.	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary and secondary — FTE total	no.	735 779	536 445	481 800	231 438	165 305	59 138	34 031	29 318	2 273 252
Staff (b)										
Primary	no.	36 054	26 103	27 950	15 179	9 723	3 181	1 776	2 293	122 260
Secondary	no.	31 504	24 574	17 933	9 814	6 595	2 807	1 636	1 263	96 127
Total active in schools	no.	67 558	50 678	45 883	24 994	16 318	5 988	3 412	3 557	218 387
Not active in schools	no.	1 913	1 274	2 269	1 138	2 015	377	374	297	9 656
Schools										
Primary	no.	1 642	1 198	934	507	428	140	57	56	4 962
Secondary	no.	369	253	177	97	72	39	17	15	1 039
Combined (c)	no.	66	58	92	95	76	26	6	75	494
Special	no.	112	76	47	69	20	5	4	5	338
Total	no.	2 189	1 585	1 250	768	596	210	84	151	6 833
Schools										
Primary	%	75.0	75.6	74.7	66.0	71.8	66.7	67.9	37.1	72.6

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

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	<i>Unit</i>	<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</i>
Secondary	%	16.9	16.0	14.2	12.6	12.1	18.6	20.2	9.9	15.2
Combined (c)	%	3.0	3.7	7.4	12.4	12.8	12.4	7.1	49.7	7.2
Special	%	5.1	4.8	3.8	9.0	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Primary — part time	no.	—	444	3 149	—	20	19	8	16	3 656
Primary — FTE of part time students	no.	—	219	1 056	—	10	8	5	12	1 310
Primary — FTE total	no.	430 817	312 363	311 383	152 265	104 116	32 931	18 848	18 185	1 380 908
Secondary — full time	no.	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Secondary — part time	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
Secondary — FTE of part time students	no.	955	1 390	1 132	442	2 846	1 148	4	110	8 026
Secondary — FTE total	no.	305 830	226 322	175 420	81 676	61 447	25 729	15 483	10 428	902 334
Primary and secondary — full time total	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary and secondary — FTE total	no.	736 647	538 685	486 803	233 941	165 563	58 660	34 331	28 613	2 283 242
Staff (b)										
Primary	no.	36 216	26 573	28 390	15 539	9 737	3 287	1 881	2 262	123 885
Secondary	no.	31 414	25 180	18 385	10 202	6 564	2 840	1 781	1 472	97 838
Total active in schools	no.	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 722
Not active in schools	no.	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
Schools										
Primary	no.	1 634	1 180	929	510	421	139	55	62	4 930
Secondary	no.	370	252	178	99	72	37	17	15	1 040
Combined (c)	no.	66	67	91	95	75	26	7	70	497

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

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	<i>Unit</i>	<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</i>
Special	no.	111	76	47	67	20	5	4	5	335
Total	no.	2 181	1 575	1 245	771	588	207	83	152	6 802
Schools										
Primary	%	74.9	74.9	74.6	66.1	71.6	67.1	66.3	40.8	72.5
Secondary	%	17.0	16.0	14.3	12.8	12.2	17.9	20.5	9.9	15.3
Combined (c)	%	3.0	4.3	7.3	12.3	12.8	12.6	8.4	46.1	7.3
Special	%	5.1	4.8	3.8	8.7	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	432 060	312 371	311 395	160 052	103 506	32 485	18 915	18 479	1 389 263
Primary — part time	no.	—	466	3 161	—	23	14	8	3	3 675
Primary — FTE of part time students	no.	—	226	1 027	—	13	8	5	1	1 280
Primary — FTE total	no.	432 060	312 597	312 422	160 052	103 519	32 493	18 920	18 480	1 390 543
Secondary — full time	no.	309 001	225 223	174 403	73 787	59 660	24 846	15 569	10 605	893 094
Secondary — part time	no.	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
Secondary — FTE of part time students	no.	1 080	1 407	1 237	570	2 676	1 170	3	17	8 161
Secondary — FTE total	no.	310 081	226 630	175 640	74 357	62 336	26 016	15 572	10 622	901 255
Primary and secondary — full time total	no.	741 061	537 594	485 798	233 839	163 166	57 331	34 484	29 084	2 282 357
Primary and secondary — FTE total	no.	742 141	539 227	488 063	234 409	165 855	58 509	34 492	29 102	2 291 798
Staff (b)										
Primary	no.	37 004	26 758	28 799	16 179	9 760	3 376	1 885	2 386	126 146
Secondary	no.	31 747	25 632	18 651	9 719	6 569	2 832	1 807	1 458	98 415
Total active in schools	no.	68 751	52 390	47 450	25 898	16 328	6 208	3 692	3 844	224 561
Not active in schools	no.	2 079	1 515	2 677	1 562	1 161	325	343	463	10 126

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

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	<i>Unit</i>	<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</i>
Schools										
Primary	no.	1 630	1 153	920	509	414	136	55	62	4 879
Secondary	no.	370	248	179	99	71	36	17	14	1 034
Combined (c)	no.	66	71	90	93	75	25	7	71	498
Special	no.	110	76	46	67	19	5	4	5	332
Total	no.	2 176	1 548	1 235	768	579	202	83	152	6 743
Schools										
Primary	%	74.9	74.5	74.5	66.3	71.5	67.3	66.3	40.8	72.4
Secondary	%	17.0	16.0	14.5	12.9	12.3	17.8	20.5	9.2	15.3
Combined (c)	%	3.0	4.6	7.3	12.1	13.0	12.4	8.4	46.7	7.4
Special	%	5.1	4.9	3.7	8.7	3.3	2.5	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	435 749	315 707	315 253	162 856	103 859	32 316	19 154	18 529	1 403 423
Primary — part time	no.	—	476	3 372	—	13	8	12	66	3 947
Primary — FTE of part time students	no.	—	234	1 052	—	5	4	6	32	1 333
Primary — FTE total	no.	435 749	315 941	316 305	162 856	103 864	32 320	19 160	18 561	1 404 756
Secondary — full time	no.	308 643	224 222	174 265	73 531	60 173	24 749	15 432	10 520	891 535
Secondary — part time	no.	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
Secondary — FTE of part time students	no.	1 148	1 049	1 209	731	1 862	1 382	25	83	7 490
Secondary — FTE total	no.	309 791	225 271	175 474	74 262	62 035	26 131	15 457	10 603	899 025
Primary and secondary — full time total	no.	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
Primary and secondary — FTE total	no.	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782

Staff (b)

TABLE 4A.1

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Primary	no.	37 682	27 619	29 524	16 420	9 969	3 322	1 850	2 382	128 767
Secondary	no.	31 819	25 923	18 825	9 650	6 452	2 843	1 743	1 536	98 792
Total active in schools	no.	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Not active in schools	no.	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862
Schools										
Primary	no.	1 631	1 140	921	513	395	128	53	66	4 847
Secondary	no.	370	244	179	99	68	31	18	14	1 023
Combined (c)	no.	66	76	91	91	76	26	9	69	504
Special	no.	110	76	46	67	18	5	4	5	331
Total	no.	2 177	1 536	1 237	770	557	190	84	154	6 705
Schools										
Primary	%	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Secondary	%	17.0	15.9	14.5	12.9	12.2	16.3	21.4	9.1	15.3
Combined (c)	%	3.0	4.9	7.4	11.8	13.6	13.7	10.7	44.8	7.5
Special	%	5.1	4.9	3.7	8.7	3.2	2.6	4.8	3.2	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Primary — part time	no.	—	464	4 754	—	28	12	18	42	5 318
Primary — FTE of part time students	no.	—	233	1 257	—	18	7	9	20	1 544
Primary — FTE total	no.	440 549	321 985	324 271	169 443	104 935	31 870	19 972	18 788	1 431 813
Secondary — full time	no.	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Secondary — part time	no.	2 288	2 382	3 901	1 871	2 804	2 344	47	207	15 844
Secondary — FTE of part time students	no.	1 360	1 071	1 356	631	1 334	1 303	19	79	7 154

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Secondary — FTE total	no.	307 685	224 325	176 355	76 062	61 544	25 833	15 640	10 657	898 102
Primary and secondary — full time total	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Primary and secondary — FTE total	no.	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Staff (b)										
Primary	no.	38 154	28 997	30 245	17 115	10 217	3 185	1 931	2 473	132 317
Secondary	no.	31 843	25 677	19 473	9 797	6 569	2 798	1 769	1 587	99 514
Total active in schools	no.	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Not active in schools	no.	2 095	1 515	2 728	1 452	1 247	269	291	531	10 128
Schools										
Primary	no.	1 623	1 136	921	513	393	128	53	60	4 827
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined (c)	no.	66	79	92	90	76	26	9	73	511
Special	no.	110	76	46	66	18	5	4	5	330
Total	no.	2 169	1 535	1 239	765	555	197	84	153	6 697
Schools										
Primary	%	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Secondary	%	17.1	15.9	14.5	12.5	12.3	19.3	21.4	9.8	15.4
Combined (c)	%	3.0	5.1	7.4	11.8	13.7	13.2	10.7	47.7	7.6
Special	%	5.1	5.0	3.7	8.6	3.2	2.5	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

TABLE 4A.1

Table 4A.1 Government schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
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(c) Combined schools include both primary and secondary students.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
2008										
Students										
Primary – full time	no.	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Primary – part time	no.	109	303	217	300	62	19	106	–	1 116
Primary – FTE of part time students	no.	75	172	116	190	45	7	73	–	679
Primary – FTE total	no.	187 588	144 325	123 911	62 604	51 222	11 302	12 267	4 895	598 115
Secondary – full time	no.	186 396	159 021	102 817	56 296	37 811	12 016	12 956	4 987	572 300
Secondary – part time	no.	299	221	146	20	607	21	14	69	1 397
Secondary – FTE of part time students	no.	187	114	85	12	374	10	8	17	806
Secondary – FTE total	no.	186 583	159 135	102 902	56 308	38 185	12 026	12 964	5 004	573 106
Primary and secondary — full time total	no.	373 909	303 174	226 612	118 710	88 988	23 311	25 150	9 882	1 169 736
Primary and secondary — FTE total	no.	374 171	303 460	226 813	118 912	89 407	23 328	25 231	9 899	1 171 221
Staff (b)										
Primary	no.	14 741	12 610	10 740	5 818	4 265	990	899	554	50 616
Secondary	no.	21 381	19 993	12 547	6 773	4 604	1 459	1 377	736	68 870
Total active in schools	no.	36 123	32 603	23 287	12 591	8 868	2 449	2 275	1 289	119 486
Not active in schools	no.	968	460	674	173	214	48	48	45	2 629
Schools										
Primary	no.	502	428	232	151	107	29	26	11	1 486
Secondary	no.	157	107	73	34	23	7	5	10	416
Combined (c)	no.	227	147	146	104	66	30	12	15	747
Special	no.	34	21	12	8	3	1	1	–	80
Total	no.	920	703	463	297	199	67	44	36	2 729
Schools										
Primary	%	54.6	60.9	50.1	50.8	53.8	43.3	59.1	30.6	54.5

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Secondary	%	17.1	15.2	15.8	11.4	11.6	10.4	11.4	27.8	15.2
Combined (c)	%	24.7	20.9	31.5	35.0	33.2	44.8	27.3	41.7	27.4
Special	%	3.7	3.0	2.6	2.7	1.5	1.5	2.3	–	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	187 932	146 258	128 204	64 362	51 830	11 234	12 388	5 056	607 264
Primary — part time	no.	96	298	171	359	285	42	93	–	1 344
Primary — FTE of part time students	no.	58	164	85	222	246	16	63	–	855
Primary — FTE total	no.	187 990	146 422	128 289	64 584	52 076	11 250	12 451	5 056	608 119
Secondary — full time	no.	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Secondary — part time	no.	324	175	192	7	411	32	12	102	1 255
Secondary — FTE of part time students	no.	217	93	110	2	258	14	5	22	721
Secondary — FTE total	no.	187 532	160 828	105 279	57 995	39 149	12 183	13 094	4 964	581 024
Primary and secondary — full time total		375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
Primary and secondary — FTE total	no.	375 522	307 250	233 569	122 579	91 226	23 433	25 546	10 020	1 189 143
Staff (b)										
Primary	no.	14 915	12 835	10 966	6 109	4 365	1 019	937	559	51 707
Secondary	no.	21 552	20 215	12 997	7 069	4 714	1 494	1 390	776	70 207
Total active in schools	no.	36 467	33 050	23 964	13 178	9 080	2 513	2 328	1 336	121 914
Not active in schools	no.	1 050	510	754	231	189	59	54	53	2 900
Schools										
Primary	no.	499	427	232	154	106	29	26	11	1 484
Secondary	no.	155	105	72	23	22	7	5	10	399
Combined (c)	no.	228	150	149	112	68	30	12	15	764

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Special (c)	no.	34	22	12	7	3	1	1	–	80
Total	no.	916	704	465	296	199	67	44	36	2 727
Schools										
Primary	%	54.5	60.7	49.9	52.0	53.3	43.3	59.1	30.6	54.4
Secondary	%	16.9	14.9	15.5	7.8	11.1	10.4	11.4	27.8	14.6
Combined (c)	%	24.9	21.3	32.0	37.8	34.2	44.8	27.3	41.7	28.0
Special	%	3.7	3.1	2.6	2.4	1.5	1.5	2.3	–	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	189 220	148 976	131 443	69 667	52 613	11 413	12 594	5 138	621 064
Primary — part time	no.	55	302	189	295	59	43	72	–	1 015
Primary — FTE of part time students	no.	31	160	89	191	45	17	58	–	591
Primary — FTE total	no.	189 251	149 136	131 532	69 858	52 658	11 430	12 652	5 138	621 655
Secondary — full time	no.	188 808	162 405	107 715	54 863	39 244	12 097	13 217	5 109	583 458
Secondary — part time	no.	335	155	156	9	356	41	12	15	1 079
Secondary — FTE of part time students	no.	230	84	85	4	230	15	6	3	657
Secondary — FTE total	no.	189 038	162 489	107 800	54 867	39 474	12 112	13 223	5 112	584 115
Primary and secondary — full time total	no.	378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522
Primary and secondary — FTE total	no.	378 289	311 625	239 332	124 725	92 133	23 543	25 874	10 250	1 205 769
Staff (b)										
Primary	no.	15 151	13 164	11 429	6 423	4 519	1 056	951	563	53 256
Secondary	no.	21 656	20 460	13 370	7 264	4 804	1 520	1 417	784	71 274
Total active in schools	no.	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Not active in schools	no.	1 026	567	803	235	217	62	90	61	3 061

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Schools										
Primary	no.	499	427	230	150	106	29	26	11	1 478
Secondary	no.	151	101	73	11	19	6	6	9	376
Combined (c)	no.	231	154	150	127	68	31	12	16	789
Special	no.	35	21	14	9	3	–	–	–	82
Total	no.	916	703	467	297	196	66	44	36	2 725
Schools										
Primary	%	54.5	60.7	49.3	50.5	54.1	43.9	59.1	30.6	54.2
Secondary	%	16.5	14.4	15.6	3.7	9.7	9.1	13.6	25.0	13.8
Combined (c)	%	25.2	21.9	32.1	42.8	34.7	47.0	27.3	44.4	29.0
Special	%	3.8	3.0	3.0	3.0	1.5	–	–	–	3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	191 665	152 225	135 099	72 140	53 156	11 478	12 824	5 138	633 725
Primary — part time	no.	71	243	199	268	83	52	70	–	986
Primary — FTE of part time students	no.	41	121	103	158	58	24	45	–	550
Primary — FTE total	no.	191 706	152 346	135 202	72 298	53 214	11 502	12 869	5 138	634 275
Secondary — full time	no.	192 260	164 044	109 035	55 191	39 640	12 180	13 386	5 113	590 849
Secondary — part time	no.	353	139	166	14	263	48	9	4	996
Secondary — FTE of part time students	no.	243	70	97	5	169	24	3	2	613
Secondary — FTE total	no.	192 503	164 114	109 132	55 196	39 809	12 204	13 389	5 115	591 462
Primary and secondary — full time total	no.	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
Primary and secondary — FTE total	no.	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737

Staff (b)

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Primary	no.	15 509	13 564	11 792	6 762	4 630	1 092	949	575	54 872
Secondary	no.	22 150	20 987	13 643	7 348	4 900	1 575	1 464	782	72 848
Total active in schools	no.	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Not active in schools	no.	1 057	549	813	267	236	63	85	65	3 134
Schools										
Primary	no.	493	423	231	150	104	28	25	11	1 465
Secondary	no.	153	100	72	10	19	5	6	9	374
Combined (c)	no.	235	155	152	130	69	32	13	16	802
Special	no.	39	20	16	11	3	–	–	–	89
Total	no.	920	698	471	301	195	65	44	36	2 730
Schools										
Primary	%	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
Secondary	%	16.6	14.3	15.3	3.3	9.7	7.7	13.6	25.0	13.7
Combined (c)	%	25.5	22.2	32.3	43.2	35.4	49.2	29.5	44.4	29.4
Special	%	4.2	2.9	3.4	3.7	1.5	–	–	–	3.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Primary — part time	no.	65	225	171	235	58	46	23	–	823
Primary — FTE of part time students	no.	35	107	86	136	41	21	15	–	441
Primary — FTE total	no.	194 631	156 045	139 191	73 688	53 659	11 535	13 118	5 283	647 150
Secondary — full time	no.	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Secondary — part time	no.	362	134	153	9	212	46	14	6	936
Secondary — FTE of part time students	no.	244	64	86	6	117	21	7	4	548

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Secondary — FTE total	no.	196 125	165 965	110 650	55 782	40 363	12 143	13 426	5 234	599 687
Primary and secondary — full time total	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
Primary and secondary — FTE total	no.	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Staff (b)										
Primary	no.	15 991	14 154	12 283	6 878	4 771	1 124	984	593	56 776
Secondary	no.	22 662	21 416	13 906	7 539	4 971	1 579	1 487	846	74 406
Total active in schools	no.	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Not active in schools	no.	1 109	565	763	257	240	65	97	69	3 164
Schools										
Primary	no.	490	425	232	149	103	28	25	11	1 463
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined (c)	no.	237	156	154	132	70	31	13	17	810
Special	no.	41	19	17	11	3	1	1	1	94
Total	no.	913	698	476	301	195	65	44	38	2 730
Schools										
Primary	%	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
Secondary	%	15.9	14.0	15.3	3.0	9.7	7.7	11.4	23.7	13.3
Combined (c)	%	26.0	22.3	32.4	43.9	35.9	47.7	29.5	44.7	29.7
Special	%	4.5	2.7	3.6	3.7	1.5	1.5	2.3	2.6	3.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
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(c) Combined schools include both primary and secondary students.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
2008										
Students										
Primary – full time	no.	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Primary – part time	no.	109	702	2 983	300	83	23	109	28	4 337
Primary – FTE of part time students	no.	75	360	1 028	190	54	9	76	13	1 805
Primary – FTE total	no.	617 645	455 348	433 594	213 446	156 311	44 779	30 816	23 368	1 975 307
Secondary – full time	no.	490 981	383 345	273 896	136 401	95 204	36 821	28 438	15 702	1 460 788
Secondary – part time	no.	2 344	2 545	2 989	1 767	6 833	1 524	14	407	18 423
Secondary – FTE of part time students	no.	1 323	1 212	1 122	503	3 196	866	8	147	8 378
Secondary – FTE total	no.	492 304	384 557	275 018	136 904	98 400	37 687	28 446	15 849	1 469 166
Primary and secondary — full time total	no.	1 108 551	838 333	706 462	349 657	251 461	81 591	59 178	39 057	3 434 290
Primary and secondary — FTE total	no.	1 109 950	839 905	708 613	350 350	254 711	82 466	59 262	39 217	3 444 474
Staff (b)										
Primary	no.	50 796	38 714	38 690	20 997	13 988	4 171	2 675	2 847	172 876
Secondary	no.	52 885	44 567	30 481	16 588	11 199	4 266	3 013	1 999	164 997
Total active in schools	no.	103 681	83 281	69 170	37 585	25 187	8 437	5 688	4 846	337 873
Not active in schools	no.	2 881	1 734	2 943	1 311	2 229	425	422	342	12 285
Schools										
Primary	no.	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary	no.	526	360	250	131	95	46	22	25	1 455
Combined (c)	no.	293	205	238	199	142	56	18	90	1 241
Special	no.	146	97	59	77	23	6	5	5	418
Total	no.	3 109	2 288	1 713	1 065	795	277	128	187	9 562
Schools										

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Primary	%	69.0	71.1	68.1	61.8	67.3	61.0	64.8	35.8	67.4
Secondary	%	16.9	15.7	14.6	12.3	11.9	16.6	17.2	13.4	15.2
Combined (c)	%	9.4	9.0	13.9	18.7	17.9	20.2	14.1	48.1	13.0
Special	%	4.7	4.2	3.4	7.2	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	618 749	458 402	438 531	216 627	155 936	44 157	31 231	23 229	1 986 862
Primary — part time	no.	96	742	3 320	359	305	61	101	16	5 000
Primary — FTE of part time students	no.	58	383	1 142	222	256	24	68	12	2 165
Primary — FTE total	no.	618 807	458 785	439 673	216 849	156 192	44 181	31 299	23 241	1 989 027
Secondary — full time	no.	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Secondary — part time	no.	2 181	3 014	3 118	959	6 741	1 987	18	313	18 331
Secondary — FTE of part time students	no.	1 172	1 483	1 242	444	3 104	1 162	9	132	8 747
Secondary — FTE total	no.	493 362	387 150	280 699	139 671	100 596	37 912	28 577	15 392	1 483 358
Primary and secondary — full time total	no.	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473
Primary and secondary — FTE total	no.	1 112 169	845 935	720 372	356 520	256 788	82 093	59 876	38 633	3 472 385
Staff (b)										
Primary	no.	51 131	39 408	39 357	21 648	14 102	4 306	2 818	2 822	175 592
Secondary	no.	52 966	45 394	31 382	17 271	11 279	4 334	3 171	2 248	168 045
Total active in schools	no.	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Not active in schools	no.	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703
Schools										
Primary	no.	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary	no.	525	357	250	122	94	44	22	25	1 439

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Combined (c)	no.	294	217	240	207	143	56	19	85	1 261
Special	no.	145	98	59	74	23	6	5	5	415
Total	no.	3 097	2 279	1 710	1 067	787	274	127	188	9 529
Schools										
Primary	%	68.9	70.5	67.9	62.2	67.0	61.3	63.8	38.8	67.3
Secondary	%	17.0	15.7	14.6	11.4	11.9	16.1	17.3	13.3	15.1
Combined (c)	%	9.5	9.5	14.0	19.4	18.2	20.4	15.0	45.2	13.2
Special	%	4.7	4.3	3.5	6.9	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	621 280	461 347	442 838	229 719	156 119	43 898	31 509	23 617	2 010 327
Primary — part time	no.	55	768	3 350	295	82	57	80	3	4 690
Primary — FTE of part time students	no.	31	386	1 117	191	58	25	63	1	1 871
Primary — FTE total	no.	621 311	461 733	443 955	229 910	156 177	43 923	31 572	23 618	2 012 198
Secondary — full time	no.	497 809	387 628	282 118	128 650	98 904	36 943	28 786	15 714	1 476 552
Secondary — part time	no.	2 291	2 856	3 311	2 098	6 491	2 184	18	57	19 306
Secondary — FTE of part time students	no.	1 310	1 491	1 322	574	2 906	1 186	8	21	8 817
Secondary — FTE total	no.	499 119	389 119	283 440	129 224	101 810	38 129	28 794	15 735	1 485 369
Primary and secondary — full time total	no.	1 119 089	848 975	724 956	358 369	255 023	80 841	60 295	39 331	3 486 879
Primary and secondary — FTE total	no.	1 120 430	850 852	727 395	359 133	257 987	82 052	60 367	39 352	3 497 567
Staff (b)										
Primary	no.	52 155	39 921	40 229	22 602	14 279	4 432	2 836	2 950	179 403
Secondary	no.	53 403	46 092	32 021	16 983	11 372	4 352	3 224	2 242	169 689
Total active in schools	no.	105 558	86 014	72 250	39 585	25 651	8 784	6 060	5 191	349 092

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Not active in schools	no.	3 105	2 083	3 479	1 797	1 378	387	434	524	13 188
Schools										
Primary	no.	2 129	1 580	1 150	659	520	165	81	73	6 357
Secondary	no.	521	349	252	110	90	42	23	23	1 410
Combined (c)	no.	297	225	240	220	143	56	19	87	1 287
Special	no.	145	97	60	76	22	5	4	5	414
Total	no.	3 092	2 251	1 702	1 065	775	268	127	188	9 468
Schools										
Primary	%	68.9	70.2	67.6	61.9	67.1	61.6	63.8	38.8	67.1
Secondary	%	16.8	15.5	14.8	10.3	11.6	15.7	18.1	12.2	14.9
Combined (c)	%	9.6	10.0	14.1	20.7	18.5	20.9	15.0	46.3	13.6
Special	%	4.7	4.3	3.5	7.1	2.8	1.9	3.1	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	627 414	467 932	450 352	234 996	157 015	43 794	31 978	23 667	2 037 148
Primary — part time	no.	71	719	3 571	268	96	60	82	66	4 933
Primary — FTE of part time students	no.	41	355	1 155	158	64	28	51	32	1 883
Primary — FTE total	no.	627 455	468 287	451 507	235 154	157 079	43 822	32 029	23 699	2 039 031
Secondary — full time	no.	500 903	388 266	283 300	128 722	99 813	36 929	28 818	15 633	1 482 384
Secondary — part time	no.	2 268	2 391	3 551	2 014	4 322	2 511	55	232	17 344
Secondary — FTE of part time students	no.	1 391	1 119	1 307	737	2 031	1 407	28	86	8 104
Secondary — FTE total	no.	502 294	389 385	284 607	129 459	101 844	38 336	28 846	15 719	1 490 488
Primary and secondary — full time total	no.	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
Primary and secondary — FTE total	no.	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Staff (b)										
Primary	no.	53 191	41 183	41 315	23 182	14 598	4 414	2 799	2 957	183 640
Secondary	no.	53 970	46 910	32 467	16 998	11 352	4 418	3 207	2 318	171 640
Total active in schools	no.	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Not active in schools	no.	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997
Schools										
Primary	no.	2 124	1 563	1 152	663	499	156	78	77	6 312
Secondary	no.	523	344	251	109	87	36	24	23	1 397
Combined (c)	no.	301	231	243	221	145	58	22	85	1 306
Special	no.	149	96	62	78	21	5	4	5	420
Total	no.	3 097	2 234	1 708	1 071	752	255	128	190	9 435
Schools										
Primary	%	68.6	70.0	67.4	61.9	66.4	61.2	60.9	40.5	66.9
Secondary	%	16.9	15.4	14.7	10.2	11.6	14.1	18.8	12.1	14.8
Combined (c)	%	9.7	10.3	14.2	20.6	19.3	22.7	17.2	44.7	13.8
Special	%	4.8	4.3	3.6	7.3	2.8	2.0	3.1	2.6	4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Primary — part time	no.	65	689	4 925	235	86	58	41	42	6 141
Primary — FTE of part time students	no.	35	340	1 343	136	59	28	24	20	1 985
Primary — FTE total	no.	635 180	478 030	463 462	243 131	158 594	43 405	33 090	24 071	2 078 963
Secondary — full time	no.	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Secondary — part time	no.	2 650	2 516	4 054	1 880	3 016	2 390	61	213	16 780

TABLE 4A.3

Table 4A.3 **All schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<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</i>
Secondary — FTE of part time students	no.	1 604	1 135	1 442	637	1 451	1 324	26	84	7 702
Secondary — FTE total	no.	503 810	390 290	287 005	131 844	101 907	37 976	29 066	15 892	1 497 789
Primary and secondary — full time total	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Primary and secondary — FTE total	no.	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Staff (b)										
Primary	no.	54 145	43 150	42 527	23 993	14 988	4 309	2 915	3 066	189 093
Secondary	no.	54 504	47 094	33 380	17 337	11 540	4 376	3 256	2 434	173 919
Total active in schools	no.	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Not active in schools	no.	3 204	2 079	3 491	1 709	1 487	334	388	600	13 291
Schools										
Primary	no.	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary	no.	515	342	253	105	87	43	23	24	1 392
Combined (c)	no.	303	235	246	222	146	57	22	90	1 321
Special	no.	151	95	63	77	21	6	5	6	424
Total	no.	3 082	2 233	1 715	1 066	750	262	128	191	9 427
Schools										
Primary	%	68.6	69.9	67.2	62.1	66.1	59.5	60.9	37.2	66.7
Secondary	%	16.7	15.3	14.8	9.8	11.6	16.4	18.0	12.6	14.8
Combined (c)	%	9.8	10.5	14.3	20.8	19.5	21.8	17.2	47.1	14.0
Special	%	4.9	4.3	3.7	7.2	2.8	2.3	3.9	3.1	4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

<i>Unit</i>	<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</i>
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(b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

(c) Combined schools include both primary and secondary students.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<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</i>
2008										
Students — male										
Primary — full time	no.	316 879	233 635	222 399	109 686	80 157	22 992	15 626	12 028	1 013 402
Primary — part time	no.	61	488	2 045	169	47	18	55	20	2 903
Primary — FTE of part time students	no.	40	247	708	106	30	7	37	9	1 184
Primary — FTE total	no.	316 919	233 882	223 107	109 792	80 187	22 999	15 663	12 037	1 014 586
Secondary — full time	no.	247 712	192 297	137 526	69 024	47 814	18 535	14 530	7 984	735 422
Secondary — part time	no.	966	1 103	1 364	579	2 811	516	8	228	7 575
Secondary — FTE of part time students	no.	589	499	543	200	1 351	299	4	75	3 560
Secondary — FTE total	no.	248 301	192 796	138 069	69 224	49 165	18 834	14 534	8 059	738 982
Primary and secondary — full time total	no.	564 591	425 932	359 925	178 710	127 971	41 527	30 156	20 012	1 748 824
Primary and secondary — FTE total	no.	565 220	426 678	361 176	179 016	129 352	41 833	30 198	20 096	1 753 568
Students — female										
Primary — full time	no.	300 691	221 353	210 167	103 570	76 100	21 778	15 114	11 327	960 100
Primary — part time	no.	48	214	938	131	36	5	54	8	1 434
Primary — FTE of part time students	no.	36	113	320	84	24	2	38	4	621
Primary — FTE total	no.	300 727	221 466	210 487	103 654	76 124	21 780	15 152	11 331	960 721
Secondary — full time	no.	243 269	191 048	136 370	67 377	47 390	18 286	13 908	7 718	725 366
Secondary — part time	no.	1 378	1 442	1 625	1 188	4 022	1 008	6	179	10 848
Secondary — FTE of part time students	no.	734	713	579	304	1 846	567	4	72	4 818
Secondary — FTE total	no.	244 003	191 761	136 949	67 681	49 236	18 853	13 912	7 790	730 184
Primary and secondary — full time total	no.	543 960	412 401	346 537	170 947	123 490	40 064	29 022	19 045	1 685 466
Primary and secondary — FTE total	no.	544 730	413 227	347 437	171 335	125 360	40 633	29 064	19 121	1 690 906
2009										
Students — male										
Primary — full time	no.	318 001	235 212	225 350	111 516	79 938	22 684	15 904	11 909	1 020 514

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<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</i>
Primary — part time	no.	48	507	2 329	184	156	38	50	9	3 321
Primary — FTE of part time students	no.	28	254	816	111	128	17	33	8	1 395
Primary — FTE total	no.	318 029	235 466	226 166	111 627	80 066	22 701	15 937	11 917	1 021 909
Secondary — full time	no.	248 477	194 244	141 005	70 677	49 218	18 522	14 515	7 791	744 449
Secondary — part time	no.	880	1 351	1 445	455	2 703	806	10	187	7 837
Secondary — FTE of part time students	no.	505	677	590	216	1 265	476	5	73	3 808
Secondary — FTE total	no.	248 982	194 921	141 595	70 893	50 483	18 998	14 520	7 864	748 257
Primary and secondary — full time total	no.	566 478	429 456	366 355	182 193	129 156	41 206	30 419	19 700	1 764 963
Primary and secondary — FTE total	no.	567 011	430 388	367 762	182 519	130 549	41 699	30 457	19 781	1 770 166
Students — female										
Primary — full time	no.	300 748	223 190	213 181	105 111	75 998	21 473	15 327	11 320	966 348
Primary — part time	no.	48	235	991	175	149	23	51	7	1 679
Primary — FTE of part time students	no.	31	128	325	111	128	7	35	4	770
Primary — FTE total	no.	300 779	223 318	213 506	105 222	76 126	21 480	15 362	11 324	967 118
Secondary — full time	no.	243 713	191 423	138 452	68 550	48 274	18 228	14 053	7 469	730 162
Secondary — part time	no.	1 301	1 663	1 673	504	4 038	1 181	8	126	10 494
Secondary — FTE of part time students	no.	667	806	652	228	1 839	685	4	58	4 939
Secondary — FTE total	no.	244 380	192 229	139 104	68 778	50 113	18 913	14 057	7 527	735 101
Primary and secondary — full time total	no.	544 461	414 613	351 633	173 661	124 272	39 701	29 380	18 789	1 696 510
Primary and secondary — FTE total	no.	545 158	415 547	352 610	174 000	126 239	40 393	29 419	18 852	1 702 219
2010										
Students — male										
Primary — full time	no.	319 466	236 483	227 925	117 943	80 037	22 545	16 158	12 066	1 032 623
Primary — part time	no.	35	537	2 365	164	53	39	44	–	3 237
Primary — FTE of part time students	no.	19	268	809	106	37	19	35	–	1 294
Primary — FTE total	no.	319 485	236 751	228 734	118 049	80 074	22 564	16 193	12 066	1 033 917

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<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</i>
Secondary — full time	no.	251 447	195 219	142 646	65 546	49 956	18 549	14 501	8 102	745 966
Secondary — part time	no.	1 017	1 285	1 579	786	2 446	874	11	25	8 023
Secondary — FTE of part time students	no.	616	691	651	260	1 123	468	5	9	3 824
Secondary — FTE total	no.	252 063	195 910	143 297	65 806	51 079	19 017	14 506	8 111	749 790
Primary and secondary — full time total	no.	570 913	431 702	370 571	183 489	129 993	41 094	30 659	20 168	1 778 589
Primary and secondary — FTE total	no.	571 548	432 662	372 031	183 856	131 153	41 581	30 699	20 177	1 783 707
Students — female										
Primary — full time	no.	301 814	224 864	214 913	111 776	76 082	21 353	15 351	11 551	977 704
Primary — part time	no.	20	231	985	131	29	18	36	3	1 453
Primary — FTE of part time students	no.	12	117	308	84	22	6	28	1	577
Primary — FTE total	no.	301 826	224 981	215 221	111 860	76 104	21 359	15 379	11 552	978 281
Secondary — full time	no.	246 362	192 409	139 472	63 104	48 948	18 394	14 285	7 612	730 586
Secondary — part time	no.	1 274	1 571	1 732	1 312	4 045	1 310	7	32	11 283
Secondary — FTE of part time students	no.	694	800	671	313	1 783	717	4	12	4 993
Secondary — FTE total	no.	247 056	193 209	140 143	63 417	50 731	19 111	14 289	7 624	735 579
Primary and secondary — full time total	no.	548 176	417 273	354 385	174 880	125 030	39 747	29 636	19 163	1 708 290
Primary and secondary — FTE total	no.	548 882	418 190	355 363	175 278	126 834	40 470	29 668	19 176	1 713 860
2011										
Students — male										
Primary — full time	no.	322 775	239 686	232 033	120 359	80 595	22 514	16 378	11 983	1 046 323
Primary — part time	no.	50	494	2 412	169	61	40	40	48	3 314
Primary — FTE of part time students	no.	29	245	804	96	40	19	26	24	1 283
Primary — FTE total	no.	322 804	239 931	232 837	120 455	80 635	22 533	16 404	12 007	1 047 606
Secondary — full time	no.	253 153	196 181	143 280	65 672	50 328	18 606	14 460	8 151	749 831
Secondary — part time	no.	1 034	995	1 686	828	1 580	1 168	27	128	7 446
Secondary — FTE of part time students	no.	664	458	620	365	758	648	12	44	3 569

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<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</i>
Secondary — FTE total	no.	253 817	196 639	143 900	66 037	51 086	19 254	14 472	8 195	753 400
Primary and secondary — full time total	no.	575 928	435 867	375 313	186 031	130 923	41 120	30 838	20 134	1 796 154
Primary and secondary — FTE total	no.	576 621	436 570	376 737	186 493	131 720	41 787	30 876	20 202	1 801 007
Students — female										
Primary — full time	no.	304 639	228 246	218 319	114 637	76 420	21 280	15 600	11 684	990 825
Primary — part time	no.	21	225	1 159	99	35	20	42	18	1 619
Primary — FTE of part time students	no.	13	110	351	61	24	8	25	8	600
Primary — FTE total	no.	304 652	228 356	218 670	114 698	76 444	21 288	15 625	11 692	991 425
Secondary — full time	no.	247 750	192 085	140 020	63 050	49 485	18 323	14 358	7 482	732 553
Secondary — part time	no.	1 234	1 396	1 865	1 186	2 742	1 343	28	104	9 898
Secondary — FTE of part time students	no.	727	661	687	371	1 273	759	16	42	4 535
Secondary — FTE total	no.	248 477	192 746	140 707	63 421	50 758	19 082	14 374	7 524	737 088
Primary and secondary — full time total	no.	552 389	420 331	358 339	177 687	125 905	39 603	29 958	19 166	1 723 378
Primary and secondary — FTE total	no.	553 128	421 102	359 377	178 120	127 202	40 370	29 998	19 215	1 728 512
2012										
Students — male										
Primary — full time	no.	326 800	245 043	238 395	124 456	81 266	22 364	16 947	12 232	1 067 503
Primary — part time	no.	41	471	3 079	140	55	40	17	24	3 867
Primary — FTE of part time students	no.	22	233	885	72	35	20	10	12	1 289
Primary — FTE total	no.	326 822	245 276	239 280	124 528	81 301	22 384	16 957	12 244	1 068 792
Secondary — full time	no.	254 234	196 846	144 107	67 060	50 657	18 560	14 727	8 158	754 349
Secondary — part time	no.	1 252	1 072	1 828	755	1 264	1 110	37	95	7 413
Secondary — FTE of part time students	no.	780	466	659	313	629	599	14	35	3 494
Secondary — FTE total	no.	255 014	197 312	144 766	67 373	51 286	19 159	14 741	8 193	757 843
Primary and secondary — full time total	no.	581 034	441 889	382 502	191 516	131 923	40 924	31 674	20 390	1 821 852
Primary and secondary — FTE total	no.	581 836	442 588	384 046	191 901	132 587	41 543	31 698	20 437	1 826 635

TABLE 4A.4

Table 4A.4 **All schools: students time series, by sex**

	<i>Unit</i>	<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</i>
Students — female										
Primary — full time	no.	308 345	232 647	223 724	118 539	77 269	21 013	16 119	11 819	1 009 475
Primary — part time	no.	24	218	1 846	95	31	18	24	18	2 274
Primary — FTE of part time students	no.	14	107	458	64	24	8	14	8	696
Primary — FTE total	no.	308 359	232 754	224 182	118 603	77 293	21 021	16 133	11 827	1 010 171
Secondary — full time	no.	247 972	192 309	141 456	64 147	49 799	18 092	14 313	7 650	735 738
Secondary — part time	no.	1 398	1 444	2 226	1 125	1 752	1 280	24	118	9 367
Secondary — FTE of part time students	no.	824	669	783	324	823	726	12	49	4 208
Secondary — FTE total	no.	248 796	192 978	142 239	64 471	50 622	18 818	14 325	7 699	739 946
Primary and secondary — full time total	no.	556 317	424 956	365 180	182 686	127 068	39 105	30 432	19 469	1 745 213
Primary and secondary — FTE total	no.	557 155	425 732	366 421	183 074	127 914	39 839	30 457	19 526	1 750 117

FTE = Full time equivalent.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 2012 (per cent) (a), (b)**

	<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</i>
Primary students as a proportion of the population									
Government schools	6.0	5.7	7.0	6.9	6.3	6.2	5.3	7.9	6.2
Non-government schools	2.6	2.7	3.0	3.0	3.2	2.2	3.5	2.2	2.8
All schools	8.6	8.4	10.0	9.8	9.5	8.5	8.7	10.2	9.1
Secondary students as a proportion of the population									
Government schools	4.2	3.9	3.8	3.1	3.6	4.8	4.1	4.5	3.9
Non-government schools	2.7	2.9	2.4	2.3	2.4	2.4	3.5	2.2	2.6
All schools	6.8	6.9	6.2	5.3	6.0	7.2	7.7	6.7	6.5
All students as a proportion of the population									
Government schools	10.2	9.6	10.8	9.9	9.9	11.0	9.4	12.4	10.1
Non-government schools	5.3	5.7	5.4	5.2	5.6	4.6	7.0	4.4	5.4
All schools	15.5	15.3	16.2	15.1	15.6	15.6	16.4	16.8	15.6

(a) Full time students as a proportion of the total population. Population is as at 30 June 2011, using preliminary ERP.

(b) Totals may not add as a result of rounding.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS 2012, *Australian Demographic Statistics*, December 2012, Cat. no. 3101.0; table 2A.2.

TABLE 4A.6

Table 4A.6 **Average FTE student population, by school sector (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</i>
Average FTE student population in government schools (no.)									
2002-03	752 993	536 176	444 287	232 752	172 176	62 757	36 975	28 754	2 266 869
2003-04	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 817	2 262 608
2004-05	743 543	538 116	451 565	229 891	168 364	61 910	35 649	28 895	2 257 932
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 261	28 991	2 256 572
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 278	2 275 344
2008-09	736 213	537 565	484 301	232 689	165 434	58 899	34 181	28 966	2 278 247
2009-10	739 394	538 956	487 433	234 175	165 709	58 584	34 411	28 858	2 287 520
2010-11	743 841	540 220	489 921	235 764	165 877	58 480	34 554	29 133	2 297 790
2011-12	746 887	543 761	496 203	241 312	166 189	58 077	35 114	29 305	2 316 848
Average FTE student population in non-government schools (no.)									
2002-03	354 586	282 721	182 238	102 945	80 138	21 092	23 513	8 532	1 055 764
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511
2004-05	365 283	287 947	193 328	108 222	83 985	21 752	24 206	8 773	1 093 496
2005-06	368 688	291 782	199 606	111 192	85 704	22 187	24 458	8 963	1 112 581
2006-07	370 861	296 119	211 008	113 928	87 152	22 703	24 694	9 234	1 135 699
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 401
2008-09	374 846	305 355	230 191	120 746	90 316	23 380	25 389	9 959	1 180 182
2009-10	376 905	309 437	236 450	123 652	91 679	23 488	25 710	10 135	1 197 456
2010-11	381 249	314 042	241 833	126 109	92 578	23 624	26 066	10 252	1 215 753
2011-12	387 483	319 235	247 088	128 482	93 522	23 692	26 401	10 385	1 236 287
Average FTE student population in all schools (no.)									
2002-03	1 107 578	818 897	626 525	335 697	252 313	83 849	60 489	37 285	3 322 633
2003-04	1 108 750	822 721	636 125	336 010	252 149	83 802	60 108	37 452	3 337 118
2004-05	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
2005-06	1 109 685	829 736	654 303	341 334	252 939	83 484	59 719	37 954	3 369 154
2006-07	1 110 387	833 513	679 793	344 452	254 011	83 124	59 568	38 334	3 403 180
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 377	38 913	3 435 745
2008-09	1 111 059	842 920	714 492	353 435	255 750	82 279	59 569	38 925	3 458 429
2009-10	1 116 299	848 393	723 883	357 826	257 388	82 072	60 121	38 993	3 484 976
2010-11	1 125 089	854 262	731 754	361 873	258 455	82 104	60 620	39 385	3 513 543
2011-12	1 134 370	862 996	743 290	369 794	259 712	81 769	61 515	39 690	3 553 136

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years. Data for years 2008 to 2012 are in tables 4A.1-3.

Source: ABS 2013, Schools Australia 2012, Cat. no. 4221.0.

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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> (d)	<i>Aust</i>
Government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2002-03	856 963	579 404	502 145	262 680	194 454	71 129	41 925	68 202	2 576 905
2003-04	899 609	614 417	534 836	270 895	202 145	74 373	39 652	68 447	2 704 376
2004-05	896 624	635 019	552 718	257 783	205 197	77 028	40 288	48 936	2 713 595
2005-06	926 977	617 412	559 090	301 973	201 112	74 501	38 921	64 684	2 784 670
2006-07	933 025	624 767	566 175	288 197	209 312	73 047	39 646	67 608	2 801 776
2007-08	915 350	636 314	593 339	276 680	210 375	73 610	37 904	71 550	2 815 121
2008-09	1 219 876	880 393	752 573	377 356	283 155	98 926	57 480	82 456	3 752 213
2009-10	1 266 610	853 789	730 070	372 608	291 811	105 741	53 888	110 301	3 784 817
2010-11	1 331 749	881 825	798 990	386 094	305 818	110 696	56 279	112 799	3 984 249
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
State and territory government recurrent expenditure (including UCC) (i)									
2002-03	9 702 402	6 040 490	5 047 249	2 924 715	2 051 450	758 214	496 102	516 759	27 537 379
2003-04	9 480 315	6 113 616	5 213 719	2 966 859	2 113 543	748 608	532 254	505 728	27 674 639
2004-05	9 504 334	6 056 954	5 498 268	3 289 058	2 116 518	753 051	522 692	516 153	28 257 027
2005-06	9 340 230	6 224 087	5 609 459	3 235 478	2 133 363	781 016	531 381	528 191	28 383 205
2006-07	9 331 544	6 174 196	6 009 543	3 536 571	2 115 751	771 225	531 025	515 446	28 985 304
2007-08	9 373 487	6 319 454	6 179 946	3 867 354	2 133 180	759 666	586 646	533 461	29 753 192
2008-09	9 425 504	6 377 921	6 236 070	3 930 134	2 030 968	752 667	592 469	551 192	29 896 925
2009-10	9 830 832	6 592 468	6 598 309	4 070 512	2 157 586	781 477	604 478	536 363	31 172 025
2010-11	9 612 397	6 516 742	6 611 397	4 055 555	2 326 903	790 848	642 926	561 455	31 118 225
2011-12	10 223 403	6 476 666	6 786 762	4 068 211	2 366 247	793 672	666 190	573 068	31 954 218
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	10 559 365	6 619 893	5 549 394	3 187 396	2 245 903	829 343	538 028	584 961	30 114 284
2003-04	10 379 924	6 728 033	5 748 555	3 237 754	2 315 688	822 981	571 906	574 175	30 379 015

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
2004-05	10 400 959	6 691 973	6 050 986	3 546 841	2 321 715	830 079	562 981	565 089	30 970 622
2005-06	10 267 206	6 841 499	6 168 549	3 537 451	2 334 475	855 517	570 302	592 875	31 167 875
2006-07	10 264 569	6 798 964	6 575 718	3 824 768	2 325 063	844 272	570 671	583 054	31 787 080
2007-08	10 288 837	6 955 768	6 773 284	4 144 033	2 343 555	833 276	624 549	605 011	32 568 313
2008-09	10 645 379	7 258 314	6 988 642	4 307 490	2 314 123	851 592	649 949	633 648	33 649 138
2009-10	11 097 442	7 446 257	7 328 379	4 443 119	2 449 397	887 218	658 367	646 664	34 956 843
2010-11	10 944 147	7 398 567	7 410 387	4 441 649	2 632 721	901 544	699 205	674 255	35 102 475
2011-12	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2002-03	1 715 025	1 374 913	936 848	505 568	393 820	102 170	107 959	62 266	5 198 567
2003-04	1 936 800	1 523 230	1 053 121	571 846	438 444	116 295	120 991	63 823	5 824 549
2004-05	2 051 565	1 602 037	1 153 369	600 312	489 558	126 014	118 076	54 031	6 194 963
2005-06	1 990 453	1 600 450	1 189 278	615 705	480 208	127 983	121 079	64 898	6 190 053
2006-07	2 030 368	1 603 963	1 213 646	611 604	493 917	128 671	123 842	51 286	6 257 298
2007-08	1 990 233	1 622 067	1 220 564	625 558	493 053	131 684	120 918	59 867	6 263 946
2008-09	1 988 024	1 587 321	1 249 382	659 949	498 700	131 718	118 928	76 403	6 310 424
2009-10	2 144 774	1 785 679	1 378 129	708 162	540 781	145 917	130 983	83 407	6 917 831
2010-11	2 249 424	1 857 237	1 470 166	737 623	580 347	151 645	137 468	84 122	7 268 033
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
State and territory government recurrent expenditure									
2002-03	764 119	404 050	413 682	234 913	127 477	44 063	42 470	35 313	2 066 087
2003-04	815 405	401 674	492 749	256 266	132 366	44 839	44 875	37 366	2 225 541
2004-05	856 742	410 367	504 635	258 645	132 787	46 200	45 601	37 230	2 292 207
2005-06	856 451	411 278	604 078	261 387	134 312	45 460	47 018	40 207	2 400 190
2006-07	868 577	429 014	513 237	273 048	143 895	48 047	45 359	56 177	2 377 354

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
2007-08	879 170	450 767	520 516	290 314	148 341	49 158	47 214	32 428	2 417 906
2008-09	869 480	512 714	541 864	303 524	148 696	50 125	46 599	33 707	2 506 709
2009-10	863 426	505 225	549 836	326 522	152 972	50 776	49 392	34 657	2 532 807
2010-11	868 183	553 184	610 667	389 914	160 315	54 462	46 670	66 176	2 749 570
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	47 597	50 535	2 814 064
Australian, State and Territory government recurrent expenditure									
2002-03	2 479 144	1 778 963	1 350 530	740 481	521 298	146 233	150 428	97 579	7 264 654
2003-04	2 752 205	1 924 903	1 545 870	828 112	570 811	161 134	165 866	101 189	8 050 090
2004-05	2 908 308	2 012 404	1 658 004	858 957	622 345	172 214	163 677	91 260	8 487 170
2005-06	2 846 904	2 011 727	1 793 355	877 092	614 520	173 443	168 097	105 105	8 590 243
2006-07	2 898 946	2 032 978	1 726 883	884 652	637 812	176 718	169 201	107 462	8 634 651
2007-08	2 869 403	2 072 834	1 741 080	915 872	641 394	180 842	168 133	92 295	8 681 852
2008-09	2 857 504	2 100 035	1 791 246	963 473	647 396	181 842	165 527	110 110	8 817 133
2009-10	3 008 200	2 290 904	1 927 964	1 034 684	693 753	196 693	180 375	118 064	9 450 638
2010-11	3 117 607	2 410 421	2 080 833	1 127 537	740 662	206 106	184 138	150 299	10 017 603
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	193 481	135 093	10 565 070
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h)									
2002-03	2 571 988	1 954 317	1 438 993	768 249	588 274	173 299	149 884	130 467	7 775 472
2003-04	2 836 409	2 137 647	1 587 957	842 741	640 589	190 668	160 643	132 270	8 528 925
2004-05	2 948 190	2 237 056	1 706 087	858 095	694 755	203 042	158 364	102 967	8 908 558
2005-06	2 917 430	2 217 861	1 748 367	917 678	681 319	202 484	160 000	129 582	8 974 722
2006-07	2 963 393	2 228 731	1 779 821	899 802	703 229	201 718	163 488	118 894	9 059 073
2007-08	2 905 583	2 258 381	1 813 903	902 238	703 428	205 294	158 822	131 418	9 079 067
2008-09	3 207 900	2 467 713	2 001 954	1 037 304	781 855	230 643	176 408	158 859	10 062 637
2009-10	3 411 384	2 639 468	2 108 199	1 080 769	832 592	251 658	184 871	193 708	10 702 648

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
2010-11	3 581 173	2 739 062	2 269 156	1 123 717	886 165	262 340	193 747	196 922	11 252 282
2011-12	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
State and territory government recurrent expenditure (including UCC for government schools)									
2002-03	10 466 521	6 444 539	5 460 931	3 159 628	2 178 927	802 277	538 572	552 073	29 603 466
2003-04	10 295 720	6 515 289	5 706 468	3 223 125	2 245 909	793 446	577 129	543 094	29 900 181
2004-05	10 361 077	6 467 321	6 002 903	3 547 703	2 249 305	799 251	568 294	553 383	30 549 234
2005-06	10 196 681	6 635 365	6 213 537	3 496 864	2 267 675	826 477	578 399	568 398	30 783 396
2006-07	10 200 122	6 603 210	6 522 780	3 809 619	2 259 646	819 272	576 384	571 623	31 362 658
2007-08	10 252 657	6 770 221	6 700 461	4 157 668	2 281 521	808 823	633 860	565 888	32 171 099
2008-09	10 294 984	6 890 636	6 777 934	4 233 659	2 179 664	802 791	639 067	584 899	32 403 634
2009-10	10 694 258	7 097 693	7 148 144	4 397 034	2 310 558	832 254	653 870	571 020	33 704 832
2010-11	10 480 580	7 069 926	7 222 064	4 445 469	2 487 218	845 310	689 596	627 631	33 867 795
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	713 787	623 603	34 768 282
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	13 038 509	8 398 856	6 899 924	3 927 877	2 767 201	975 576	688 456	682 540	37 378 937
2003-04	13 132 129	8 652 936	7 294 425	4 065 866	2 886 498	984 115	737 772	675 364	38 429 105
2004-05	13 309 266	8 704 377	7 708 990	4 405 798	2 944 060	1 002 294	726 658	656 349	39 457 792
2005-06	13 114 111	8 853 226	7 961 904	4 414 543	2 948 994	1 028 961	738 399	697 980	39 758 118
2006-07	13 163 515	8 831 941	8 302 601	4 709 421	2 962 875	1 020 990	739 872	690 517	40 421 731
2007-08	13 158 240	9 028 601	8 514 364	5 059 905	2 984 949	1 014 118	792 682	697 306	41 250 165
2008-09	13 502 883	9 358 349	8 779 889	5 270 963	2 961 519	1 033 435	815 475	743 758	42 466 271
2009-10	14 105 642	9 737 161	9 256 343	5 477 803	3 143 150	1 083 911	838 742	764 728	44 407 481
2010-11	14 061 753	9 808 988	9 491 220	5 569 185	3 373 383	1 107 650	883 343	824 553	45 120 078
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	924 047	832 195	47 097 968

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(b)	Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.								
(c)	Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.								
(d)	In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included from 2010-11 (these costs have not been included in prior years) . The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. School transport costs of \$6.8m relating to non-government school students have been included in the 2011-12. These have not been included in prior years. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.								
(e)	The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(f)	Includes recurrent, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(g)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
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(h) Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.9.

(i) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

Source: Department of Education (unpublished); Standing Council on Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table 2A.53.

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
Government schools									
Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)									
2002-03	619 584	418 909	363 051	189 918	140 590	51 426	30 312	49 310	1 863 102
2003-04	670 209	457 741	398 453	201 817	150 598	55 408	29 541	50 993	2 014 760
2004-05	699 367	495 315	431 120	201 071	160 054	60 082	31 425	38 170	2 116 604
2005-06	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
State and territory government recurrent expenditure (including UCC) (h)									
2002-03	7 014 837	4 367 274	3 649 161	2 114 569	1 483 198	548 189	358 682	373 617	19 909 525
2003-04	7 062 834	4 554 644	3 884 220	2 210 310	1 574 589	557 713	396 529	376 767	20 617 606
2004-05	7 413 381	4 724 424	4 288 649	2 565 465	1 650 884	587 380	407 700	402 599	22 040 481
2005-06	7 602 947	5 066 407	4 566 100	2 633 679	1 736 557	635 747	432 544	429 947	23 103 929
2006-07	7 903 818	5 229 544	5 090 083	2 995 476	1 792 041	653 227	449 779	436 583	24 550 552
2007-08	8 276 789	5 580 078	5 456 892	3 414 873	1 883 598	670 785	518 008	471 046	26 272 069
2008-09	8 643 187	5 848 554	5 718 476	3 603 933	1 862 398	690 195	543 294	505 443	27 415 480
2009-10	9 250 813	6 203 513	6 209 008	3 830 351	2 030 289	735 370	568 814	504 718	29 332 876
2010-11	9 439 374	6 399 441	6 492 392	3 982 555	2 285 019	776 613	631 353	551 349	30 558 097
2011-12	10 223 403	6 476 666	6 786 762	4 068 211	2 366 247	793 672	666 190	573 068	31 954 218
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	7 634 421	4 786 183	4 012 212	2 304 487	1 623 788	599 615	388 994	422 927	21 772 627

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2003-04	7 733 043	5 012 385	4 282 673	2 412 127	1 725 187	613 121	426 070	427 760	22 632 366
2004-05	8 112 748	5 219 739	4 719 769	2 766 536	1 810 938	647 462	439 125	440 769	24 157 085
2005-06	8 357 506	5 568 980	5 021 199	2 879 485	1 900 262	696 391	464 226	482 600	25 370 650
2006-07	8 694 090	5 758 722	5 569 633	3 239 579	1 969 328	715 098	483 359	493 847	26 923 656
2007-08	9 085 043	6 141 943	5 980 810	3 659 181	2 069 359	735 783	551 477	534 225	28 757 821
2008-09	9 761 813	6 655 874	6 408 585	3 949 968	2 122 051	780 910	596 003	581 055	30 856 259
2009-10	10 442 693	7 006 928	6 896 004	4 180 975	2 304 883	834 872	619 523	608 511	32 894 389
2010-11	10 747 152	7 265 393	7 277 000	4 361 699	2 585 332	885 316	686 619	662 118	34 470 630
2011-12	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898

Non-government schools

Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)

2002-03	1 239 963	994 062	677 341	365 526	284 732	73 869	78 054	45 018	3 758 564
2003-04	1 442 916	1 134 806	784 575	426 025	326 641	86 640	90 138	47 548	4 339 289
2004-05	1 600 221	1 249 589	899 628	468 243	381 855	98 291	92 099	42 144	4 832 071
2005-06	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006

State and territory government recurrent expenditure

2002-03	552 458	292 128	299 092	169 842	92 166	31 857	30 706	25 532	1 493 781
2003-04	607 477	299 247	367 098	190 918	98 613	33 405	33 432	27 838	1 658 028
2004-05	668 259	320 086	393 615	201 743	103 574	36 036	35 569	29 039	1 787 921
2005-06	697 151	334 780	491 719	212 769	109 330	37 005	38 273	32 729	1 953 755

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	38 419	47 582	2 013 619
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	41 690	28 634	2 135 011
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	42 731	30 909	2 298 652
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	46 478	32 613	2 383 371
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	45 830	64 985	2 700 078
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	47 597	50 535	2 814 064
Australian, State and Territory government recurrent expenditure									
2002-03	1 792 421	1 286 190	976 433	535 368	376 898	105 726	108 760	70 550	5 252 345
2003-04	2 050 393	1 434 053	1 151 673	616 943	425 254	120 045	123 570	75 386	5 997 317
2004-05	2 268 480	1 569 675	1 293 243	669 986	485 429	134 327	127 668	71 183	6 619 992
2005-06	2 317 380	1 637 546	1 459 791	713 953	500 219	141 183	136 831	85 556	6 992 458
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	143 313	91 021	7 313 550
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	148 461	81 497	7 666 075
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	151 788	100 971	8 085 311
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	169 733	111 099	8 893 050
2010-11	3 061 490	2 367 033	2 043 378	1 107 241	727 330	202 396	180 824	147 593	9 837 286
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	193 481	135 093	10 565 070
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (d), (e), (f), (g)									
2002-03	1 859 547	1 412 971	1 040 392	555 444	425 322	125 295	108 366	94 328	5 621 666
2003-04	2 113 125	1 592 547	1 183 028	627 842	477 239	142 048	119 679	98 541	6 354 049
2004-05	2 299 588	1 744 904	1 330 748	669 314	541 909	158 373	123 524	80 314	6 948 675
2005-06	2 374 788	1 805 339	1 423 171	746 990	554 594	164 822	130 240	105 480	7 305 424
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2009-10	3 210 112	2 483 739	1 983 815	1 017 004	783 469	236 810	173 964	182 279	10 071 192
2010-11	3 516 712	2 689 759	2 228 311	1 103 490	870 214	257 618	190 260	193 377	11 049 741
2011-12	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
State and territory government recurrent expenditure (including UCC for government schools)									
2002-03	7 567 295	4 659 402	3 948 253	2 284 411	1 575 364	580 046	389 388	399 149	21 403 306
2003-04	7 670 311	4 853 891	4 251 318	2 401 228	1 673 202	591 118	429 961	404 605	22 275 635
2004-05	8 081 640	5 044 510	4 682 264	2 767 208	1 754 458	623 416	443 269	431 639	23 828 403
2005-06	8 300 098	5 401 187	5 057 819	2 846 448	1 845 887	672 752	470 817	462 676	25 057 684
2006-07	8 639 503	5 592 919	5 524 795	3 226 747	1 913 920	693 923	488 198	484 165	26 564 171
2007-08	9 053 096	5 978 105	5 916 507	3 671 220	2 014 583	714 191	559 698	499 679	28 407 080
2008-09	9 440 500	6 318 713	6 215 366	3 882 265	1 998 752	736 160	586 025	536 352	29 714 132
2009-10	10 063 297	6 678 929	6 726 404	4 137 609	2 174 235	783 151	615 292	537 330	31 716 247
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	677 183	616 334	33 258 175
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	713 787	623 603	34 768 282
Australian, State and Territory government recurrent expenditure (including UCC for government schools)									
2002-03	9 426 842	6 072 373	4 988 645	2 839 855	2 000 686	705 341	497 754	493 477	27 024 972
2003-04	9 783 436	6 446 438	5 434 346	3 029 070	2 150 441	733 166	549 640	503 146	28 629 684
2004-05	10 381 228	6 789 414	6 013 012	3 436 522	2 296 367	781 789	566 793	511 953	30 777 078
2005-06	10 674 886	7 206 526	6 480 990	3 593 438	2 400 481	837 574	601 057	568 156	32 363 108
2006-07	11 149 497	7 480 654	7 032 303	3 988 879	2 509 555	864 778	626 672	584 868	34 237 206
2007-08	11 618 726	7 972 255	7 518 183	4 467 896	2 635 710	895 466	699 938	615 721	36 423 896
2008-09	12 382 144	8 581 606	8 051 158	4 833 473	2 715 713	947 660	747 791	682 026	38 941 570
2009-10	13 273 409	9 162 668	8 710 219	5 154 613	2 957 704	1 019 961	789 256	719 609	41 787 439
2010-11	13 808 642	9 632 426	9 320 378	5 468 940	3 312 662	1 087 712	867 443	809 711	44 307 916
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	924 047	832 195	47 097 968

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(b)	Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.								
(c)	In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included from 2010-11 (these costs have not been included in prior years) . The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. School transport costs of \$6.8m relating to non-government school students have been included in the 2011-12. These have not been included in prior years. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.								
(d)	The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(e)	Includes recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(f)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								
(g)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.9.								
(h)	Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.								

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
<i>Source:</i>	Department of Education (unpublished); Standing Council on Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished).								

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Government schools										
Recurrent expenditure										
National Schools SPP (c)	\$'000	1 245 221	876 105	759 953	378 438	280 422	99 856	56 181	59 625	3 755 801
National Partnership payments										
Empowering local schools	\$'000	12 554	9 350	7 570	–	4 011	2 028	1 316	1 723	38 552
Investing in focus schools	\$'000	10 200	2 200	10 000	4 800	2 000	1 200	200	3 200	33 800
More support for students with disabilities	\$'000	19 182	14 895	13 186	6 169	4 795	1 566	1 079	790	61 662
Rewards for great teachers	\$'000	12 996	–	–	4 393	2 973	1 014	713	697	22 786
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	70 943	34 849	44 035	16 137	11 168	5 455	2 526	2 223	187 336
<i>Literacy and numeracy</i>	\$'000	12 903	36 538	32 780	21 677	4 284	3 013	1 611	4 460	117 266
<i>Low SES school communities</i>	\$'000	131 813	53 673	49 693	20 175	36 863	17 194	750	13 627	323 788
Closing the gap - Northern Territory										
<i>Quality teaching, accelerated literacy</i>	\$'000	–	–	–	–	–	–	–	12 289	12 289
<i>Supporting remote schools – additional teachers</i>	\$'000	–	–	–	–	–	–	–	25 400	25 400
Total recurrent	\$'000	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
Capital expenditure (e)										
National Partnership payments										
National Building and Jobs Plan - Building the education revolution (e)										
<i>Primary schools for the 21st century</i>	\$'000	106 346	92 927	63 816	40 398	2 560	–	–	6 170	312 217
Digital education revolution (e)	\$'000	40 245	29 562	27 171	12 731	9 364	3 394	2 189	1 344	126 000
Trade Training centres in schools	\$'000	70 094	64 734	24 839	26 069	20 864	4 852	30	3 864	215 346
Closing the gap - Northern Territory:										

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
<i>Teacher Housing</i>	\$'000	–	–	–	–	–	–	–	722	722
<i>Supporting remote schools – additional teachers</i>	\$'000	–	–	–	–	–	–	–	6 900	6 900
Total capital	\$'000	216 685	187 223	115 826	79 198	32 788	8 246	2 219	19 000	661 185
Total recurrent and capital	\$'000	1 732 497	1 214 833	1 033 043	530 987	379 304	139 572	66 595	143 034	5 239 865
Non-government schools										
Recurrent expenditure										
National Schools SPP (c)	\$'000	2 347 180	1 937 441	1 543 216	764 231	610 986	156 817	142 460	77 054	7 579 385
National Partnership payments										
Empowering local schools	\$'000	5 391	4 272	2 950	2 136	1 577	865	712	712	18 615
Investing in focus schools	\$'000	1 800	200	1 800	1 000	400	200	–	800	6 200
More support for students with disabilities	\$'000	6 038	4 257	3 187	1 915	1 012	281	280	96	17 066
Rewards for great teachers	\$'000	2 690	2 400	1 623	918	661	170	170	98	8 730
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	4 416	21 351	2 517	6 881	6 036	139	1 684	673	43 697
<i>Literacy and numeracy</i>	\$'000	–	11 500	8 422	5 714	2 110	523	578	1 221	30 068
<i>Low SES school communities</i>	\$'000	16 500	15 140	4 276	4 013	3 075	337	–	3 904	47 245
Total recurrent	\$'000	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
Capital expenditure (e)										
National Partnership payments										
National Building and Jobs Plan - Building the education revolution (e)										
<i>Primary Schools for the 21st Century</i>	\$'000	51 093	11 645	8 450	13 610	3 391	2 153	3 077	–	93 419
Digital Education Revolution (e)	\$'000	23 195	17 967	15 325	8 150	5 720	1 448	1 615	580	74 000
Trade Training Centres in Schools	\$'000	16 249	17 136	11 214	3 353	4 164	1 307	1 529	70	55 022

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Total capital	\$'000	90 537	46 748	34 989	25 113	13 275	4 908	6 221	650	222 441
Total recurrent and capital	\$'000	2 474 552	2 043 309	1 602 980	811 921	639 132	164 240	152 105	85 208	7 973 447
All schools										
Total recurrent (f)	\$'000	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
Total recurrent and capital	\$'000	4 207 049	3 258 142	2 636 023	1 342 908	1 018 436	303 812	218 700	228 242	13 213 312

- (a) Includes payments provided under the following: *Schools Assistance Act* 2008; National Education Agreement; *Federal Financial Relations Act* 2009; *Annual Appropriations Act* Bill No.2; Partnership Arrangements Between the Commonwealth and State and Territory Governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territories. Some additional Australian Government funding is provided through annual appropriations.
- (b) For the purpose of the Report, Australian Government allocations to states and territories (also see table 4A.7) are regarded as being expended in the year of allocation.
- (c) The National Schools specific purpose payment for government schools does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments, including those for the non-government sector, are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.
- (d) The allocation of Smarter Schools National Partnership funding for 2011-12 has been provided by state and territory governments. For WA, of the SSNP funding received by WA Government Schools, \$25.5 million was offset against Department of Education appropriation. For NT, the expenditure are allocated proportionally based on an agreed percentage distribution. Funding retained by NT Government for services to the non-government sector are also allocated proportionally based on an agreed percentage.
- (e) Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Funding for the National Partnerships 'Building the Education Revolution' and 'Digital Education Revolution' is regarded as 'recurrent' expenditure according to accounting standards employed by some states and territories but is regarded as 'capital' expenditure by the Australian Government due to the nature of the expenditure. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.
- (f) Includes total recurrent expenditure on government and non-government schools.
– Nil or rounded to zero.

Source: Department of Education (unpublished); State and Territory governments (unpublished).

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2011-12 (a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Australian, State and Territory government recurrent expenditure on government schools (\$'000)									
<i>Total employee related expenditure</i>	7 701 450	4 808 832	4 810 553	2 738 153	1 769 145	556 460	431 836	404 288	23 220 717
Total expenditure	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898
In-school primary									
Teachers	3 346 008	2 059 830	2 144 155	1 247 597	764 717	237 979	172 060	173 383	10 145 729
Other staff (f)	591 500	376 681	591 783	371 685	224 195	62 589	40 927	41 975	2 301 333
<i>Total employee related expenditure</i>	3 937 507	2 436 511	2 735 938	1 619 282	988 912	300 568	212 987	215 358	12 447 062
Other operating expenses (g)	962 531	572 246	530 577	333 504	277 764	87 646	37 940	93 472	2 895 680
User cost of capital (h)	1 060 981	625 621	775 047	505 515	193 875	50 942	72 320	47 266	3 331 567
Depreciation	227 042	117 558	215 840	129 068	53 104	17 380	26 996	17 154	804 142
Total	6 188 061	3 751 936	4 257 401	2 587 369	1 513 655	456 536	350 243	373 250	19 478 451
In-school secondary									
Teachers	3 023 913	1 837 067	1 450 033	747 197	509 013	180 494	162 396	122 665	8 032 778
Other staff (f)	454 173	347 020	346 260	216 325	142 118	48 234	38 628	30 504	1 623 262
<i>Total employee related expenditure</i>	3 478 085	2 184 087	1 796 293	963 522	651 131	228 728	201 024	153 170	9 656 040
Other operating expenses (g)	777 883	610 403	496 520	283 315	207 491	136 027	37 949	71 966	2 621 554
User cost of capital (h)	743 394	457 151	471 411	370 972	98 071	51 498	70 649	28 877	2 292 023
Depreciation	171 745	127 611	189 309	89 402	39 834	19 504	26 372	10 851	674 628
Total	5 171 108	3 379 252	2 953 533	1 707 211	996 527	435 757	335 994	264 863	15 244 245
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	285 857	188 233	278 323	155 349	129 103	27 164	17 825	35 761	1 117 615
<i>Total employee related expenditure</i>	285 857	188 233	278 323	155 349	129 103	27 164	17 825	35 761	1 117 615
Other operating expenses (g)	76 751	164 771	207 344	66 694	67 228	5 462	23 058	23 222	634 530
User cost of capital (h)	5 918	9 002	2 819	2 514	5 136	61	2 509	–	27 961

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2011-12 (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</i>
Depreciation	11 520	11 082	4 559	863	1 113	18	937	6	30 097
Total	380 046	373 089	493 045	225 420	202 580	32 705	44 329	58 988	1 810 202

FTE = Full time equivalent

(a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.11.

(b) Expenditure on special schools is allocated to either primary or secondary schools.

(c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

(h) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.19 for the overall UCC for 2011-12.

– Nil or rounded to zero.

Source: SCSEEC NSSC (unpublished).

TABLE 4A.11

Table 4A.11 **Comparability of government expenditure on government schools — items included, 2011-12**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (a), (b)</i>	<i>NT (a)</i>
Salaries	✓	✓	✓	✓	✓	✓	✓	✓
Superannuation	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Workers compensation	✓	✓	✓	✓	✓	✓	✓	✓
Payroll tax (c)	✓	✓	✓	✓ Imputed	✓	✓	✓ Imputed	✓
Basis of estimate	Accrual	Accrual	Accrual	..	Accrual	Accrual	..	Accrual
Termination and long service leave	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Sick leave	✓	✓	✓	✓	✓	✓	✓	✓
Depreciation	✓	✓	✓	✓	✓	✓	✓	✓
Rent	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Utilities	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Umbrella department costs	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Per FTE	Formula	Formula	Formula	Per student	Per FTE	Formula	Formula
Notional UCC (c)	✓	✓	✓	✓	✓	✓	✓	✓

✓ Included. x Excluded. FTE = full time equivalent.

(a) Umbrella department costs are apportioned according to: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT.

(b) Education departments in WA and the ACT are exempt from payroll tax.

(c) Efficiency indicators in this chapter are adjusted for differences in payroll tax and notional UCC.

.. Not applicable.

Source: State and Territory governments (unpublished).

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (a), (b)**

	<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</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	1 138	1 081	1 130	1 129	1 129	1 133	1 134	2 372	1 137
2003-04	1 202	1 143	1 192	1 175	1 189	1 192	1 093	2 375	1 195
2004-05	1 206	1 180	1 224	1 121	1 219	1 244	1 130	1 694	1 202
2005-06	1 251	1 148	1 230	1 312	1 203	1 215	1 104	2 231	1 234
2006-07	1 262	1 163	1 208	1 250	1 254	1 209	1 137	2 323	1 236
2007-08	1 242	1 185	1 233	1 199	1 267	1 237	1 104	2 444	1 237
2008-09	1 657	1 638	1 554	1 622	1 712	1 680	1 682	2 847	1 647
2009-10	1 713	1 584	1 498	1 591	1 761	1 805	1 566	3 822	1 655
2010-11	1 790	1 632	1 631	1 638	1 844	1 893	1 629	3 872	1 734
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	12 885	11 266	11 360	12 566	11 915	12 082	13 417	17 972	12 148
2003-04	12 668	11 373	11 623	12 864	12 429	11 999	14 676	17 550	12 231
2004-05	12 782	11 256	12 176	14 307	12 571	12 164	14 662	17 863	12 515
2005-06	12 605	11 570	12 337	14 059	12 757	12 742	15 070	18 219	12 578
2006-07	12 618	11 489	12 819	15 341	12 680	12 764	15 227	17 713	12 783
2007-08	12 715	11 773	12 840	16 755	12 843	12 767	17 086	18 221	13 076
2008-09	12 803	11 864	12 876	16 890	12 277	12 779	17 334	19 029	13 123
2009-10	13 296	12 232	13 537	17 382	13 020	13 339	17 566	18 586	13 627
2010-11	12 923	12 063	13 495	17 202	14 028	13 523	18 606	19 272	13 543
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03									
In-school primary	12 054	10 161	11 022	11 135	11 483	11 213	11 636	15 920	11 293

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (a), (b)**

	<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</i>
In-school secondary	15 632	13 851	13 450	15 179	13 337	13 850	16 283	21 625	14 608
Out-of-school	516	676	600	1 134	904	883	862	2 729	707
Total primary	12 570	10 837	11 622	12 270	12 387	12 097	12 498	18 649	12 000
Total secondary	16 148	14 527	14 050	16 313	14 242	14 733	17 145	24 353	15 314
Total	14 023	12 347	12 491	13 694	13 044	13 215	14 551	20 344	13 285
2003-04									
In-school primary	11 893	10 481	11 209	11 695	11 584	11 192	13 098	15 265	11 430
In-school secondary	15 461	14 017	14 015	15 694	14 728	13 913	16 722	20 977	14 836
Out-of-school	520	581	596	947	915	846	1 055	2 911	671
Total primary	12 413	11 062	11 804	12 642	12 499	12 039	14 153	18 176	12 101
Total secondary	15 980	14 597	14 611	16 640	15 643	14 760	17 777	23 887	15 506
Total	13 870	12 516	12 816	14 039	13 618	13 192	15 770	19 925	13 427
2004-05									
In-school primary	12 173	10 508	11 939	12 968	11 667	11 164	13 396	15 112	11 823
In-school secondary	15 351	13 937	14 351	17 371	14 872	14 103	16 471	20 380	14 994
Out-of-school	511	510	586	929	978	996	1 015	2 800	654
Total primary	12 685	11 019	12 525	13 897	12 645	12 160	14 411	17 912	12 477
Total secondary	15 862	14 447	14 936	18 299	15 849	15 099	17 486	23 180	15 647
Total	13 988	12 436	13 400	15 428	13 790	13 408	15 792	19 556	13 717
2005-06									
In-school primary	12 001	10 770	12 050	13 126	11 958	11 683	13 394	15 807	11 916
In-school secondary	15 230	13 918	14 251	16 869	14 763	14 590	17 561	21 995	14 924
Out-of-school	523	637	710	938	995	1 031	896	2 710	713
Total primary	12 525	11 407	12 760	14 064	12 952	12 714	14 290	18 516	12 629
Total secondary	15 753	14 555	14 961	17 807	15 757	15 622	18 457	24 704	15 637

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (a), (b)**

	<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</i>
Total	13 856	12 718	13 566	15 371	13 959	13 957	16 174	20 450	13 812
2006-07									
In-school primary	12 070	10 714	12 456	14 391	12 165	11 876	14 398	16 078	12 193
In-school secondary	15 241	13 666	14 532	18 154	14 482	14 485	17 060	22 087	14 999
Out-of-school	495	701	820	888	933	972	757	2 115	721
Total primary	12 565	11 415	13 276	15 279	13 098	12 848	15 155	18 193	12 914
Total secondary	15 737	14 367	15 352	19 042	15 415	15 457	17 817	24 201	15 720
Total	13 880	12 652	14 027	16 592	13 934	13 973	16 364	20 036	14 019
2007-08									
In-school primary	12 143	10 903	12 409	15 301	12 166	12 118	16 106	16 578	12 385
In-school secondary	15 346	14 183	14 924	20 329	14 759	14 507	18 835	22 699	15 497
Out-of-school	482	677	766	904	1 001	850	842	2 032	704
Total primary	12 625	11 580	13 175	16 205	13 167	12 967	16 947	18 610	13 089
Total secondary	15 829	14 861	15 690	21 234	15 760	15 357	19 676	24 730	16 201
Total	13 957	12 958	14 072	17 954	14 109	14 004	18 190	20 665	14 314
2008-09									
In-school primary	12 640	11 447	12 796	15 351	12 097	12 562	16 599	17 665	12 781
In-school secondary	15 806	14 667	15 088	21 770	14 444	15 310	19 677	23 183	15 967
Out-of-school	505	702	812	923	1 028	697	1 022	2 184	731
Total primary	13 145	12 149	13 608	16 274	13 125	13 260	17 621	19 849	13 512
Total secondary	16 310	15 369	15 900	22 693	15 473	16 008	20 699	25 368	16 698
Total	14 460	13 502	14 430	18 512	13 988	14 458	19 015	21 876	14 770
2009-10									
In-school primary	13 326	11 726	13 278	15 651	12 973	13 528	16 603	18 439	13 307
In-school secondary	16 085	15 010	15 855	22 531	14 920	15 858	19 643	22 720	16 380

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (a), (b)**

	<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</i>
Out-of-school	534	710	829	1 031	1 081	587	1 158	2 408	763
Total primary	13 860	12 436	14 107	16 681	14 054	14 115	17 761	20 847	14 070
Total secondary	16 618	15 720	16 684	23 561	16 001	16 445	20 800	25 129	17 143
Total	15 009	13 816	15 035	18 974	14 781	15 144	19 132	22 409	15 282
2010-11									
In-school primary	13 273	11 629	13 213	15 867	14 277	13 687	17 776	19 127	13 412
In-school secondary	15 649	14 896	16 188	22 077	15 605	16 276	20 412	23 777	16 289
Out-of-school	450	700	846	1 015	1 097	574	1 267	2 323	737
Total primary	13 723	12 329	14 059	16 882	15 374	14 262	19 043	21 450	14 149
Total secondary	16 099	15 596	17 035	23 093	16 702	16 851	21 680	26 099	17 026
Total	14 713	13 696	15 125	18 839	15 872	15 416	20 227	23 144	15 277
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768

(a) This table integrates information from tables 4A.6 and 4A.7 and other SCSEEC NSSC financial data.

(b) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 4A.6-7; SCSEEC NSSC financial collection (unpublished).

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (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</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	823	781	817	816	817	819	820	1 715	822
2003-04	896	852	888	875	886	888	815	1 770	890
2004-05	941	920	955	875	951	970	882	1 321	937
2005-06	1 018	934	1 001	1 068	979	989	898	1 816	1 004
2006-07	1 069	985	1 023	1 059	1 062	1 024	963	1 968	1 047
2007-08	1 096	1 047	1 089	1 058	1 118	1 092	975	2 158	1 092
2008-09	1 519	1 502	1 425	1 487	1 570	1 540	1 542	2 610	1 510
2009-10	1 612	1 491	1 409	1 497	1 657	1 698	1 474	3 597	1 557
2010-11	1 758	1 603	1 601	1 608	1 810	1 859	1 599	3 802	1 703
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	9 316	8 145	8 214	9 085	8 614	8 735	9 701	12 994	8 783
2003-04	9 438	8 473	8 659	9 584	9 260	8 940	10 934	13 075	9 112
2004-05	9 970	8 780	9 497	11 160	9 805	9 488	11 437	13 933	9 761
2005-06	10 260	9 418	10 042	11 444	10 384	10 372	12 267	14 831	10 239
2006-07	10 688	9 731	10 858	12 994	10 740	10 811	12 897	15 003	10 827
2007-08	11 227	10 395	11 337	14 795	11 340	11 273	15 087	16 089	11 546
2008-09	11 740	10 880	11 808	15 488	11 258	11 718	15 895	17 450	12 034
2009-10	12 511	11 510	12 738	16 357	12 252	12 552	16 530	17 490	12 823
2010-11	12 690	11 846	13 252	16 892	13 775	13 280	18 271	18 925	13 299
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03									
In-school primary	8 715	7 347	7 969	8 051	8 302	8 107	8 413	11 510	8 165

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (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</i>
In-school secondary	11 302	10 014	9 724	10 974	9 643	10 014	11 773	15 635	10 561
Out-of-school	373	489	434	820	654	639	623	1 973	511
Total primary	9 088	7 835	8 403	8 871	8 956	8 746	9 036	13 483	8 676
Total secondary	11 675	10 503	10 158	11 794	10 297	10 652	12 396	17 607	11 072
Total	10 139	8 927	9 031	9 901	9 431	9 555	10 520	14 709	9 605
2003-04									
In-school primary	8 860	7 809	8 350	8 713	8 630	8 338	9 758	11 372	8 515
In-school secondary	11 518	10 442	10 441	11 692	10 972	10 365	12 458	15 628	11 053
Out-of-school	387	433	444	705	682	631	786	2 169	500
Total primary	9 248	8 241	8 794	9 418	9 312	8 969	10 544	13 541	9 015
Total secondary	11 905	10 875	10 885	12 397	11 654	10 996	13 244	17 796	11 552
Total	10 334	9 324	9 548	10 459	10 146	9 828	11 748	14 844	10 003
2004-05									
In-school primary	9 495	8 196	9 312	10 115	9 100	8 708	10 449	11 787	9 222
In-school secondary	11 974	10 871	11 193	13 549	11 600	11 000	12 847	15 896	11 695
Out-of-school	398	398	457	725	763	777	792	2 184	510
Total primary	9 894	8 594	9 769	10 840	9 863	9 485	11 240	13 972	9 732
Total secondary	12 372	11 269	11 650	14 274	12 362	11 777	13 639	18 080	12 205
Total	10 911	9 700	10 452	12 034	10 756	10 458	12 318	15 254	10 699
2005-06									
In-school primary	9 769	8 767	9 809	10 684	9 734	9 510	10 903	12 866	9 699
In-school secondary	12 397	11 329	11 600	13 732	12 017	11 877	14 295	17 904	12 148
Out-of-school	426	518	578	763	810	839	729	2 206	580
Total primary	10 195	9 285	10 387	11 448	10 543	10 349	11 632	15 072	10 280
Total secondary	12 823	11 848	12 178	14 495	12 827	12 716	15 024	20 109	12 729

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (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</i>
Total	11 279	10 352	11 043	12 512	11 363	11 361	13 165	16 647	11 243
2006-07									
In-school primary	10 223	9 075	10 550	12 189	10 304	10 059	12 195	13 618	10 327
In-school secondary	12 909	11 575	12 308	15 377	12 266	12 269	14 450	18 707	12 704
Out-of-school	420	594	695	752	790	823	641	1 791	611
Total primary	10 643	9 669	11 245	12 941	11 094	10 882	12 836	15 409	10 938
Total secondary	13 329	12 169	13 003	16 129	13 056	13 092	15 091	20 499	13 315
Total	11 756	10 716	11 881	14 053	11 802	11 835	13 860	16 971	11 874
2007-08									
In-school primary	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out-of-school	426	598	676	799	884	750	743	1 794	622
Total primary	11 148	10 225	11 633	14 309	11 627	11 450	14 964	16 432	11 557
Total secondary	13 977	13 122	13 855	18 749	13 916	13 560	17 374	21 837	14 306
Total	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639
2008-09									
In-school primary	11 591	10 497	11 734	14 077	11 093	11 520	15 221	16 199	11 720
In-school secondary	14 494	13 450	13 836	19 963	13 246	14 040	18 044	21 259	14 642
Out-of-school	463	644	745	846	943	639	937	2 003	671
Total primary	12 054	11 141	12 478	14 923	12 035	12 159	16 158	18 202	12 391
Total secondary	14 957	14 094	14 581	20 809	14 189	14 679	18 981	23 262	15 312
Total	13 260	12 382	13 233	16 975	12 827	13 258	17 437	20 060	13 544
2009-10									
In-school primary	12 540	11 034	12 494	14 727	12 207	12 730	15 623	17 351	12 522
In-school secondary	15 136	14 124	14 919	21 201	14 040	14 922	18 484	21 380	15 414

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (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</i>
Out-of-school	502	668	780	970	1 018	553	1 089	2 266	718
Total primary	13 042	11 702	13 274	15 697	13 225	13 283	16 713	19 617	13 240
Total secondary	15 638	14 793	15 699	22 171	15 057	15 475	19 573	23 646	16 132
Total	14 123	13 001	14 148	17 854	13 909	14 251	18 003	21 087	14 380
2010-11									
In-school primary	13 034	11 420	12 975	15 581	14 020	13 441	17 456	18 783	13 171
In-school secondary	15 367	14 628	15 897	21 680	15 324	15 983	20 045	23 349	15 996
Out-of-school	442	687	831	997	1 077	564	1 244	2 281	724
Total primary	13 476	12 107	13 806	16 578	15 097	14 005	18 700	21 064	13 895
Total secondary	15 810	15 316	16 729	22 677	16 401	16 548	21 289	25 630	16 720
Total	14 448	13 449	14 853	18 500	15 586	15 139	19 863	22 727	15 002
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768

(a) This table integrates information from tables 4A.6 and 4A.8 and other SCSEEC NSSC financial data.

Source: Tables 4A.6 and 4A.8; SCSEEC NSSC financial collection (unpublished).

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2011-12**
(\$ per FTE student) (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</i>
Australian, State and Territory government recurrent expenditure on government schools (\$'000)									
<i>Total employee related expenditure</i>	10 311	8 844	9 695	11 347	10 645	9 581	12 293	13 796	10 022
Total expenditure	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768
In-school primary									
Teachers (f)	7 637	6 458	6 694	7 509	7 325	7 415	8 793	9 284	7 154
Other staff (f), (g)	1 350	1 181	1 848	2 237	2 147	1 950	2 091	2 248	1 623
<i>Total employee related expenditure</i>	8 987	7 639	8 542	9 746	9 472	9 365	10 884	11 532	8 776
Other operating expenses (h)	2 197	1 794	1 657	2 007	2 661	2 731	1 939	5 005	2 042
User cost of capital (i)	2 422	1 961	2 420	3 043	1 857	1 587	3 696	2 531	2 349
Depreciation	518	369	674	777	509	542	1 380	919	567
Total	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary									
Teachers	9 794	8 172	8 243	9 941	8 238	6 947	10 438	11 539	8 939
Other staff (f), (g)	1 471	1 544	1 968	2 878	2 300	1 856	2 483	2 870	1 806
<i>Total employee related expenditure</i>	11 265	9 716	10 211	12 819	10 538	8 803	12 920	14 409	10 746
Other operating expenses (h)	2 520	2 715	2 823	3 769	3 358	5 235	2 439	6 770	2 917
User cost of capital (i)	2 408	2 034	2 680	4 936	1 587	1 982	4 541	2 716	2 551
Depreciation	556	568	1 076	1 189	645	751	1 695	1 021	751
Total	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f), (g)	383	346	561	644	777	468	507	1 220	482
<i>Total employee related expenditure</i>	383	346	561	644	777	468	507	1 220	482
Other operating expenses (h)	103	303	418	276	405	94	656	792	274
User cost of capital (i)	8	17	6	10	31	1	71	–	12

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2011-12 (\$ per FTE student) (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</i>
Depreciation	15	20	9	4	7	–	27	–	13
Total	509	686	994	934	1 219	563	1 262	2 013	781

FTE = Full time equivalent

- (a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.21.
- (b) Expenditure on special schools is allocated to either primary or secondary schools.
- (c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.
- (d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.
- (e) Australian, State and Territory government recurrent expenditure on government schools (table 4A.10), divided by two year average FTE student population (see table 4A.6).
- (f) Differences may exist between the methods of allocation for expenditure on teaching and other staff and the staff number counts.
- (g) Includes redundancy payments.
- (h) Includes grants and subsidies.
- (i) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.19 for the overall UCC for 2011-12.
- Nil or rounded to zero.

Source: SCSEEC NSSC (unpublished); table 4A.6, table 4A.10.

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2011-12 dollars) (\$ per FTE student) (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</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	4 837	4 863	5 141	4 911	4 914	4 844	4 591	7 298	4 924
2003-04	5 374	5 342	5 615	5 426	5 340	5 431	5 075	7 391	5 421
2004-05	5 616	5 564	5 966	5 547	5 829	5 793	4 878	6 159	5 665
2005-06	5 399	5 485	5 958	5 537	5 603	5 768	4 950	7 240	5 564
2006-07	5 475	5 417	5 752	5 368	5 667	5 668	5 015	5 554	5 510
2007-08	5 336	5 391	5 473	5 343	5 562	5 691	4 829	6 213	5 398
2008-09	5 304	5 198	5 428	5 466	5 522	5 634	4 684	7 672	5 347
2009-10	5 690	5 771	5 828	5 727	5 899	6 212	5 095	8 230	5 777
2010-11	5 900	5 914	6 079	5 849	6 269	6 419	5 274	8 206	5 978
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
State and territory government recurrent expenditure per FTE student									
2002-03	2 155	1 429	2 270	2 282	1 591	2 089	1 806	4 139	1 957
2003-04	2 262	1 409	2 627	2 432	1 612	2 094	1 882	4 327	2 071
2004-05	2 345	1 425	2 610	2 390	1 581	2 124	1 884	4 244	2 096
2005-06	2 323	1 410	3 026	2 351	1 567	2 049	1 922	4 486	2 157
2006-07	2 342	1 449	2 432	2 397	1 651	2 116	1 837	6 084	2 093
2007-08	2 357	1 498	2 334	2 480	1 673	2 125	1 885	3 365	2 084
2008-09	2 320	1 679	2 354	2 514	1 646	2 144	1 835	3 385	2 124
2009-10	2 291	1 633	2 325	2 641	1 669	2 162	1 921	3 420	2 115
2010-11	2 277	1 761	2 525	3 092	1 732	2 305	1 790	6 455	2 262
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 803	4 866	2 276
Australian, State and Territory government recurrent expenditure per FTE student									
2002-03	6 992	6 292	7 411	7 193	6 505	6 933	6 398	11 437	6 881
2003-04	7 636	6 750	8 242	7 858	6 952	7 524	6 957	11 718	7 492

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2011-12 dollars) (\$ per FTE student) (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</i>
2004-05	7 962	6 989	8 576	7 937	7 410	7 917	6 762	10 403	7 762
2005-06	7 722	6 895	8 984	7 888	7 170	7 817	6 873	11 726	7 721
2006-07	7 817	6 865	8 184	7 765	7 318	7 784	6 852	11 638	7 603
2007-08	7 693	6 890	7 807	7 823	7 235	7 816	6 714	9 578	7 482
2008-09	7 623	6 877	7 782	7 979	7 168	7 778	6 520	11 056	7 471
2009-10	7 981	7 403	8 154	8 368	7 567	8 374	7 016	11 649	7 892
2010-11	8 177	7 675	8 604	8 941	8 000	8 724	7 064	14 661	8 240
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 329	13 008	8 546

(a) This table integrates information from tables 4A.6 and 4A.7 (Australian, State and Territory government recurrent expenditure on non-government schools, divided by two year average FTE student population).

(b) See table 4A.7 for explanations on the derivation of the overall expenditure on which these figures are based.

(c) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 4A.6-7.

TABLE 4A.16

Table 4A.16 **Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (a), (b)**

	<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</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	3 497	3 516	3 717	3 551	3 553	3 502	3 320	5 276	3 560
2003-04	4 004	3 980	4 183	4 043	3 978	4 046	3 781	5 506	4 038
2004-05	4 381	4 340	4 653	4 327	4 547	4 519	3 805	4 804	4 419
2005-06	4 395	4 465	4 850	4 507	4 561	4 695	4 030	5 894	4 529
2006-07	4 637	4 588	4 872	4 547	4 800	4 800	4 248	4 704	4 667
2007-08	4 712	4 761	4 833	4 718	4 911	5 026	4 264	5 486	4 767
2008-09	4 863	4 767	4 977	5 012	5 063	5 166	4 296	7 035	4 903
2009-10	5 355	5 430	5 485	5 389	5 551	5 846	4 794	7 744	5 436
2010-11	5 794	5 808	5 970	5 744	6 156	6 303	5 179	8 058	5 871
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
State and territory government recurrent expenditure per FTE student									
2002-03	1 558	1 033	1 641	1 650	1 150	1 510	1 306	2 993	1 415
2003-04	1 686	1 049	1 957	1 812	1 201	1 560	1 402	3 224	1 543
2004-05	1 829	1 112	2 036	1 864	1 233	1 657	1 469	3 310	1 635
2005-06	1 891	1 147	2 463	1 914	1 276	1 668	1 565	3 651	1 756
2006-07	1 984	1 227	2 060	2 030	1 398	1 793	1 556	5 153	1 773
2007-08	2 081	1 323	2 061	2 190	1 478	1 876	1 665	2 972	1 840
2008-09	2 127	1 540	2 159	2 305	1 510	1 966	1 683	3 104	1 948
2009-10	2 156	1 536	2 188	2 485	1 570	2 034	1 808	3 218	1 990
2010-11	2 236	1 730	2 480	3 036	1 701	2 264	1 758	6 339	2 221
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 803	4 866	2 276
Australian, State and Territory government recurrent expenditure per FTE student									
2002-03	5 055	4 549	5 358	5 201	4 703	5 013	4 625	8 269	4 975
2003-04	5 689	5 029	6 140	5 854	5 179	5 606	5 183	8 730	5 581

TABLE 4A.16

Table 4A.16 **Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (a), (b)**

	<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</i>
2004-05	6 210	5 451	6 689	6 191	5 780	6 175	5 274	8 114	6 054
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 595	9 545	6 285
2006-07	6 621	5 815	6 932	6 577	6 199	6 593	5 804	9 857	6 440
2007-08	6 793	6 084	6 894	6 908	6 388	6 902	5 929	8 458	6 606
2008-09	6 990	6 307	7 136	7 317	6 573	7 132	5 979	10 139	6 851
2009-10	7 510	6 967	7 673	7 874	7 121	7 880	6 602	10 962	7 427
2010-11	8 030	7 537	8 450	8 780	7 856	8 567	6 937	14 397	8 092
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 329	13 008	8 546

(a) This table integrates information from tables 4A.6 and 4A.8 (Australian, State and Territory government recurrent expenditure on non-government schools, divided by two year average FTE student population).

(b) See table 4A.8 for explanations on the derivation of the overall expenditure on which these figures are based.

Source: Tables 4A.6 and 4A.8.

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2011-12 dollars) (\$ per FTE student) (a), (b), (c), (d)**

	<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</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	2 322	2 387	2 297	2 289	2 332	2 067	2 478	3 499	2 340
2003-04	2 558	2 598	2 496	2 508	2 541	2 275	2 673	3 532	2 556
2004-05	2 659	2 708	2 646	2 538	2 753	2 427	2 646	2 734	2 658
2005-06	2 629	2 673	2 672	2 689	2 694	2 425	2 679	3 414	2 664
2006-07	2 669	2 674	2 618	2 612	2 769	2 427	2 745	3 102	2 662
2007-08	2 617	2 696	2 575	2 593	2 761	2 484	2 675	3 377	2 643
2008-09	2 887	2 928	2 802	2 935	3 057	2 803	2 961	4 081	2 910
2009-10	3 056	3 111	2 912	3 020	3 235	3 066	3 075	4 968	3 071
2010-11	3 183	3 206	3 101	3 105	3 429	3 195	3 196	5 000	3 203
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	9 450	7 870	8 716	9 412	8 636	9 568	8 904	14 807	8 910
2003-04	9 286	7 919	8 971	9 592	8 907	9 468	9 601	14 501	8 960
2004-05	9 344	7 829	9 308	10 493	8 913	9 553	9 495	14 691	9 115
2005-06	9 189	7 997	9 496	10 245	8 965	9 900	9 685	14 976	9 137
2006-07	9 186	7 922	9 595	11 060	8 896	9 856	9 676	14 912	9 216
2007-08	9 235	8 082	9 513	11 951	8 956	9 787	10 675	14 542	9 364
2008-09	9 266	8 175	9 486	11 979	8 523	9 757	10 728	15 026	9 369
2009-10	9 580	8 366	9 875	12 288	8 977	10 141	10 876	14 644	9 671
2010-11	9 315	8 276	9 870	12 285	9 623	10 296	11 376	15 936	9 639
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 603	15 712	9 785
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	11 772	10 256	11 013	11 701	10 967	11 635	11 382	18 306	11 250
2003-04	11 844	10 517	11 467	12 100	11 448	11 743	12 274	18 033	11 516

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2011-12 dollars) (\$ per FTE student) (a), (b), (c), (d)**

	<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</i>
2004-05	12 003	10 537	11 954	13 031	11 667	11 980	12 140	17 425	11 773
2005-06	11 818	10 670	12 169	12 933	11 659	12 325	12 364	18 390	11 801
2006-07	11 855	10 596	12 213	13 672	11 664	12 283	12 421	18 013	11 878
2007-08	11 852	10 778	12 089	14 544	11 717	12 272	13 350	17 919	12 006
2008-09	12 153	11 102	12 288	14 914	11 580	12 560	13 690	19 108	12 279
2009-10	12 636	11 477	12 787	15 309	12 212	13 207	13 951	19 612	12 743
2010-11	12 498	11 482	12 971	15 390	13 052	13 491	14 572	20 936	12 842
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 022	20 967	13 255

- (a) This table integrates information from tables 4A.6 and 4A.7 (Australian, State and Territory government recurrent expenditure on all schools, divided by two year average FTE student population).
- (b) See table 4A.7 for explanations on the derivation of the overall expenditure on which these figures are based.
- (c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.
- (d) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 4A.6-7.

TABLE 4A.18

Table 4A.18 **Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (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</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	1 679	1 725	1 661	1 655	1 686	1 494	1 792	2 530	1 692
2003-04	1 906	1 936	1 860	1 869	1 893	1 695	1 991	2 631	1 904
2004-05	2 074	2 112	2 064	1 980	2 147	1 893	2 064	2 132	2 073
2005-06	2 140	2 176	2 175	2 188	2 193	1 974	2 181	2 779	2 168
2006-07	2 260	2 265	2 218	2 213	2 345	2 055	2 325	2 627	2 255
2007-08	2 311	2 381	2 274	2 290	2 438	2 194	2 362	2 982	2 333
2008-09	2 648	2 685	2 569	2 691	2 803	2 571	2 716	3 742	2 668
2009-10	2 876	2 928	2 741	2 842	3 044	2 885	2 894	4 675	2 890
2010-11	3 126	3 149	3 045	3 049	3 367	3 138	3 139	4 910	3 145
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	6 832	5 690	6 302	6 805	6 244	6 918	6 437	10 705	6 442
2003-04	6 918	5 900	6 683	7 146	6 636	7 054	7 153	10 803	6 675
2004-05	7 288	6 107	7 261	8 184	6 953	7 452	7 406	11 459	7 110
2005-06	7 480	6 510	7 730	8 339	7 298	8 058	7 884	12 190	7 437
2006-07	7 781	6 710	8 127	9 368	7 535	8 348	8 196	12 630	7 806
2007-08	8 154	7 137	8 400	10 553	7 908	8 642	9 426	12 841	8 268
2008-09	8 497	7 496	8 699	10 984	7 815	8 947	9 838	13 779	8 592
2009-10	9 015	7 872	9 292	11 563	8 447	9 542	10 234	13 780	9 101
2010-11	9 148	8 127	9 692	12 063	9 450	10 110	11 171	15 649	9 466
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 603	15 712	9 785
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	8 511	7 415	7 962	8 460	7 929	8 412	8 229	13 235	8 134
2003-04	8 824	7 836	8 543	9 015	8 528	8 749	9 144	13 434	8 579

TABLE 4A.18

Table 4A.18 **Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (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</i>
2004-05	9 362	8 219	9 324	10 164	9 100	9 345	9 469	13 591	9 183
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 065	14 970	9 606
2006-07	10 041	8 975	10 345	11 580	9 880	10 404	10 520	15 257	10 060
2007-08	10 465	9 517	10 674	12 843	10 346	10 836	11 788	15 823	10 601
2008-09	11 144	10 181	11 268	13 676	10 619	11 518	12 553	17 522	11 260
2009-10	11 891	10 800	12 033	14 405	11 491	12 428	13 128	18 455	11 991
2010-11	12 273	11 276	12 737	15 113	12 817	13 248	14 309	20 559	12 611
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 022	20 967	13 255

(a) This table integrates information from tables 4A.6 and 4A.8 (Australian, State and Territory government recurrent expenditure on all schools, divided by two year average FTE student population).

(b) See table 4A.8 for explanations on the derivation of the overall expenditure on which these figures are based.

(c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

Source: Tables 4A.6 and 4A.8.

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002-03									
Total assets (gross)	19 937 356	8 083 409	8 763 020	4 131 777	3 164 221	na	558 613	578 320	na
Less accumulated depreciation	7 251 296	638 506	2 409 350	366 834	1 637 997	na	44 528	199 918	na
Total assets (WDV) (d)	12 686 060	7 445 353	6 353 670	3 764 943	1 526 224	na	514 085	378 402	na
Land (e)	5 496 036	3 211 824	1 531 106	855 391	440 283	50 489	39 141	37 563	11 661 833
Buildings, equipment and other (e)	7 190 024	4 223 529	4 822 564	2 909 552	1 085 941	679 213	514 084	540 757	21 965 664
User cost of capital (f)	1 014 885	594 828	508 294	301 195	122 098	58 376	41 127	30 272	2 671 075
Annual depreciation (g)	224 073	219 447	119 878	73 046	49 246	15 023	22 421	21 551	744 685
2003-04									
Total assets (gross)	20 197 873	9 229 204	10 096 745	4 290 915	3 372 888	1 193 599	604 594	792 301	49 778 119
Less accumulated depreciation	7 437 330	671 570	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 710 648
Total assets (WDV) (d)	12 732 601	8 557 634	7 408 754	3 818 115	1 699 260	720 770	537 857	564 538	36 039 529
Land (e)	5 604 592	4 002 093	2 333 550	842 133	639 810	50 085	74 653	37 403	13 584 319
Buildings, equipment and other (e)	7 128 009	4 555 541	5 075 204	2 975 982	1 059 450	670 685	463 204	527 135	22 455 210
User cost of capital (f)	1 018 608	684 611	592 700	305 449	135 941	57 662	43 029	45 163	2 883 162
Annual depreciation (g)	184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526
2004-05									
Total assets (gross)	20 534 941	9 737 163	13 625 606	5 828 465	3 825 957	698 503	657 074	798 841	55 706 550
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (d)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	565 667	555 048	41 005 167
Land (e)	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other (e)	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
User cost of capital (f)	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 413
Annual depreciation (g)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
2005-06									
Total assets (gross)	20 910 383	10 000 921	14 834 810	5 916 945	3 902 806	745 444	622 927	808 215	57 742 451

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (d)	12 968 563	9 157 642	10 516 389	5 400 568	1 956 047	709 028	520 971	548 697	41 777 905
Land (e)	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other (e)	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
User cost of capital (f)	1 037 485	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 342 232
Annual depreciation (g)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
2006-07									
Total assets (gross)	23 382 641	9 952 233	17 135 301	7 973 294	4 357 660	788 459	829 511	679 183	65 098 282
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	264 729	122 570	18 163 431
Total assets (WDV) (d)	13 521 923	9 254 941	12 247 666	7 832 739	2 099 871	749 743	564 782	556 613	46 828 278
Land (e)	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	37 877	39 394	18 345 282
Buildings, equipment and other (e)	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	526 905	517 219	28 482 996
User cost of capital (f)	1 081 754	740 395	979 813	626 619	167 990	59 979	45 183	44 529	3 746 262
Annual depreciation (g)	244 062	211 716	217 934	153 544	53 655	24 347	16 188	22 153	943 599
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	487 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land (e)	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other (e)	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
User cost of capital (f)	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462
Annual depreciation (g)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
2008-09									
Total assets (gross)	24 382 008	12 111 127	20 405 842	10 093 805	5 350 775	850 992	1 406 503	918 971	75 520 023
Less accumulated depreciation	10 354 718	619 943	5 577 998	84 899	2 802 770	44 038	60 900	299 819	19 845 085
Total assets (WDV) (d)	13 983 006	11 491 184	14 827 844	10 008 906	2 548 004	806 954	1 345 603	619 152	55 630 653

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Land (e)	5 894 785	6 463 717	5 240 822	3 406 317	1 079 328	294 150	212 881	37 221	22 629 221
Buildings, equipment and other (e)	8 132 504	5 027 467	9 587 023	6 602 589	1 468 677	512 804	1 132 722	581 931	33 045 717
User cost of capital (f)	1 118 640	919 295	1 186 228	800 712	203 840	64 556	107 648	49 532	4 450 452
Annual depreciation (g)	320 568	215 114	256 600	177 354	63 932	28 540	38 172	19 257	1 119 536
2009-10									
Total assets (gross)	26 870 137	13 344 855	20 917 284	9 833 402	5 590 445	1 006 285	1 506 320	1 010 311	80 079 038
Less accumulated depreciation	10 653 404	782 053	5 329 754	90 599	2 837 376	24 833	101 030	334 565	20 153 614
Total assets (WDV) (d)	16 015 392	12 562 802	15 587 530	9 742 803	2 753 069	981 452	1 405 289	675 746	59 724 083
Land (e)	5 812 149	6 468 135	5 069 574	3 232 704	1 161 762	289 813	212 881	40 741	22 287 759
Buildings, equipment and other (e)	10 404 585	6 094 667	10 517 956	6 510 099	1 591 307	691 639	1 192 408	635 005	37 637 666
User cost of capital (f)	1 281 231	1 005 024	1 247 002	779 424	220 246	78 516	112 423	54 060	4 777 927
Annual depreciation (g)	322 780	209 576	329 634	195 666	64 636	24 833	41 511	20 960	1 209 596
2010-11									
Total assets (gross)	28 798 595	14 853 235	20 195 241	10 806 899	6 944 780	1 060 180	1 828 636	1 401 535	85 889 101
Less accumulated depreciation	10 339 693	937 456	5 174 225	98 979	3 298 593	23 568	36 470	585 241	20 494 225
Total assets (WDV) (d)	18 239 556	13 915 779	14 889 535	10 707 920	3 646 187	1 036 612	1 792 166	816 294	65 044 049
Land (e)	5 899 944	6 483 924	4 472 019	3 414 952	1 231 132	327 743	247 874	62 374	22 139 962
Buildings, equipment and other (e)	12 339 612	7 431 855	10 417 516	7 292 968	2 415 054	708 869	1 544 292	753 920	42 904 086
User cost of capital (f)	1 459 164	1 113 262	1 191 163	856 634	291 695	82 929	143 373	65 304	5 203 524
Annual depreciation (g)	374 003	220 786	359 075	185 463	75 525	23 568	44 493	24 188	1 307 101
2011-12									
Total assets (gross)	36 565 820	14 791 803	21 259 878	11 100 557	7 020 903	1 357 588	1 908 632	1 558 427	95 563 609
Less accumulated depreciation	13 638 891	1 144 628	5 452 555	113 046	3 307 367	76 328	90 146	606 636	24 429 598
Total assets (WDV) (d)	22 628 666	13 647 175	15 615 953	10 987 511	3 713 536	1 281 260	1 818 486	951 791	70 644 378
Land (e)	6 848 530	6 527 427	4 950 784	3 214 690	1 212 858	315 997	247 694	61 501	23 379 481
Buildings, equipment and other (e)	15 780 136	7 119 747	10 665 169	7 772 821	2 500 679	965 263	1 570 792	890 289	47 264 896

TABLE 4A.19

Table 4A.19 **Value of capital stock, government schools (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
User cost of capital (f)	1 810 293	1 091 774	1 249 276	879 001	297 083	102 501	145 479	76 143	5 651 550
Annual depreciation (g)	410 307	256 251	409 708	219 333	94 052	36 902	54 304	28 010	1 508 866

- (a) Table 4A.21 contains information on the treatment of assets.
- (b) The value of capital stock is consistent with the written down value treatment of capital assets from 2000.
- (c) In Victoria, heritage and cultural components are not considered as valuations are on the basis of replacement value. The annual depreciation charge consists of depreciation on buildings and leasehold improvements, plant and equipment.
- (d) The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation (less Public Private Leaseholds for NSW only). The WDV of capital assets may be affected by the revaluation schedule and most recent year of revaluation (see table 4A.21).
- (e) The value of land, plus the value of buildings, equipment and other = the total WDV of assets (plus Public Private Leaseholds for NSW since 2003-04 and Queensland in 2011-12 only)
- (f) A notional user cost of capital based on 8 per cent of total WDV of capital assets as at 30 June (see footnote (d)) is applied to data for all jurisdictions.
- (g) Depreciation costs align with SCSEEC treatment.

Source: SCSEEC NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.20

Table 4A.20 **Notional UCC per FTE student, government schools (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</i>
<i>User cost of capital per FTE student, (\$ per FTE student)</i>									
2002-03	1 348	1 109	1 144	1 294	709	930	1 112	1 053	1 178
2003-04	1 361	1 274	1 321	1 324	799	924	1 186	1 567	1 274
2004-05	1 379	1 341	1 768	1 911	909	859	1 269	1 537	1 453
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953
2009-10	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089
2010-11	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265
2011-12	2 424	2 008	2 518	3 643	1 788	1 765	4 143	2 598	2 439

(a) This table integrates information from tables 4A.6 and 4A.19.

(b) A notional user cost of capital is based on 8 per cent of total WDV of capital assets as at 30 June (see table 4A.19) and is applied to data for all jurisdictions.

(c) The data in this table may be affected by the revaluation schedule of assets and the most recent year of revaluation (table 4A.21).

Source: Tables 4A.6 and 4A.15.

TABLE 4A.21

Table 4A.21 Treatment of assets by school education agencies (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>
Depreciation method		Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
Revaluation method	Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
	Buildings	Fair value	Fair value	Fair value	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value
	Other assets	Fair value	na	Fair value/ historic cost	Cost	Depreciated replacement cost	Historic cost	Cost	Historic cost
Frequency of revaluations	Land, buildings	5 years	5 years	5 years	Annual	Land annual/ buildings 3 years	5 years	3 years	5 years
	Other assets	Not revalued	na	na	As required	3 years	na	..	na
Year of most recent revaluation (e)		2013	2012-13	2009-10	2011-12	Land 2009-10 / Buildings and other assets 2007-08	30 June 2010	2010-11	2010-11
Useful asset lives	Buildings (f)	50-80 years, longer in some cases	60 years	32-80 years	16-40 years	20-70 years	5-80 years	50 years	50 years
	Specialist equipment	3-30 years	na	5-20 years	8-12 years	na	na	5-20 years	na
	IT equipment	3-15 years	3-10 years	5 years	4 years	3-7 years	3-10 years	3-8 years	3-6 years
	Other vehicles	5-15 years	na	5-10 years	5-10 years	12-20 years	3-10 years	6 years	5 years
	Office equipment (g)	3-30 years	3-10 years	5-10 years	8-10 years	3-15 years	3-30 years	5-10 years	4-10 years
	Other equipment (h)	3-30 years	3-10 years	5-10 years	5 years	3-15 years	3-30 years	na	na

TABLE 4A.21

Table 4A.21 Treatment of assets by school education agencies (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>
Threshold	Buildings	5 000	5 000	10 000	5 000	5 000	150 000	2 000	10 000
capitalisation levels	IT equipment	5 000	5 000	5 000	5 000	5 000	10 000	2 000	10 000
(\$)	Other assets (i)	5 000	5 000	5 000	5 000	5 000	10 000	2 000	10 000

- (a) Market value (MV) is the current (net) value market selling price or exchange value; deprival value may be either the depreciated replacement cost of an asset of a similar service potential or the stream of its future economic benefits. DRC = the depreciated replacement cost; CV = the current value.
- (b) Estimated as 1/depreciation rate.
- (c) Asset lives for some assets have been grouped with other classifications.
- (d) Tasmania takes into account consideration of current and maximum enrolments that can be accommodated and discounts the valuation by a factor based on this.
- (e) Queensland has a rolling revaluation process. One quarter of assest were revalued in 2009-10. NT assets are revalued on a rolling basis, therefore, not all assets were revalued in this year.
- (f) In Victoria, the asset life for relocatable buildings is 40 years.
- (g) For some jurisdictions, office equipment includes furniture and fittings.
- (h) For some jurisdictions, other equipment includes information technology.
- (i) NSW has a threshold level of \$50,000 for intangible software. Tasmania has a threshold level of \$150,000 for intangible assets.
- na** Not available. .. Not applicable.

Source: State and Territory governments (unpublished).

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, 2012 (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</i>
Government schools									
Teaching staff (b)									
Primary schools	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
Secondary schools	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3
All schools	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9
Non-teaching school staff (c), (d)									
Primary schools	45.2	42.8	35.2	26.3	33.1	32.2	41.0	22.4	37.3
Secondary schools	43.3	33.2	33.1	22.9	32.0	31.1	34.9	19.2	34.2
All schools	44.4	38.3	34.4	25.2	32.7	31.7	38.1	21.1	36.0
All school staff (e)									
Primary schools	11.5	11.1	10.7	9.9	10.3	10.0	10.4	7.7	10.8
Secondary schools	9.7	8.7	9.1	7.8	9.4	9.2	8.8	6.7	9.0
All schools	10.7	10.0	10.1	9.1	9.9	9.6	9.6	7.3	10.1
Non-government schools									
Teaching staff (b)									
Primary schools	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
Secondary schools	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5
All schools	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
Non-teaching school staff (c), (d)									
Primary schools	46.4	43.6	32.4	28.7	38.5	29.9	61.4	20.5	38.3
Secondary schools	32.5	25.8	22.9	23.5	26.7	23.0	32.4	15.6	26.7
All schools	38.2	32.2	27.4	26.2	32.4	25.9	42.3	17.7	31.7
All school staff (e)									
Primary schools	12.2	11.0	11.3	10.7	11.2	10.3	13.3	8.9	11.4
Secondary schools	8.7	7.7	8.0	7.4	8.1	7.7	9.0	6.2	8.1
All schools	10.1	9.1	9.5	9.0	9.7	8.8	10.7	7.3	9.5
All schools									
Teaching staff (b)									
Primary schools	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
Secondary schools	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0
All schools	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8
Non-teaching school staff (c), (d)									
Primary schools	45.5	43.0	34.3	27.0	34.8	31.6	47.2	22.0	37.6
Secondary schools	38.3	29.6	28.2	23.2	29.7	28.0	33.7	17.8	30.7
All schools	42.0	35.8	31.7	25.5	32.6	29.8	39.8	20.1	34.4
All school staff (e)									
Primary schools	11.7	11.1	10.9	10.1	10.6	10.1	11.4	7.9	11.0
Secondary schools	9.2	8.3	8.6	7.6	8.8	8.7	8.9	6.5	8.6
All schools	10.5	9.6	9.9	9.1	9.8	9.4	10.1	7.3	9.9

FTE= Full time equivalent.

(a) FTE students and FTE staff.

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, 2012 (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</i>
(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.									
(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).									
(d) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by: <ul style="list-style-type: none"> • the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers) • the proportion of administrative work undertaken outside the school (because administrative tasks such as personnel management are centralised in some jurisdictions but undertaken at the school level in others) • the extent to which technology is applied to teaching, learning and school administration • the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching • the degree to which schools contract out services. 									
(e) School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).									

Source: ABS 2013, Schools Australia 2012, Cat. no. 4221.0.

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (a), (b)**

		<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</i>
Primary schools										
Government schools										
	2003	17.3	16.2	15.5	16.8	15.9	16.0	15.1	13.9	16.4
	2004	17.0	16.2	15.4	16.2	16.2	15.9	14.2	13.5	16.2
	2005	16.7	16.1	15.5	16.3	16.1	15.9	13.8	13.6	16.1
	2006	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
	2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
	2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
	2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
	2010	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4
	2011	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3
	2012	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
Non-government schools										
	2003	17.5	16.5	16.7	17.3	17.6	17.2	18.1	18.3	17.1
	2004	17.2	16.4	16.6	17.0	17.2	17.2	17.9	18.1	16.9
	2005	17.1	16.0	16.3	16.8	16.6	16.8	17.5	16.7	16.6
	2006	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
	2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
	2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
	2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
	2010	16.7	15.0	17.5	17.4	16.3	16.3	17.1	15.8	16.5
	2011	16.6	14.9	17.5	17.1	16.1	16.1	17.3	15.5	16.4
	2012	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
All schools										
	2003	17.3	16.3	15.8	16.9	16.4	16.2	16.1	14.6	16.6
	2004	17.1	16.3	15.7	16.4	16.5	16.2	15.4	14.2	16.4
	2005	16.8	16.1	15.7	16.4	16.3	16.1	15.0	14.2	16.2
	2006	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
	2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
	2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
	2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
	2010	16.0	15.4	16.0	16.0	15.6	14.7	14.8	12.8	15.7
	2011	15.9	15.2	15.9	16.0	15.3	14.7	15.0	12.4	15.6
	2012	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
Secondary schools										
Government schools										
	2003	12.6	12.1	13.0	12.2	12.9	13.4	11.9	11.6	12.5
	2004	12.5	12.1	13.0	11.7	12.5	13.2	11.8	11.0	12.4
	2005	12.4	12.0	13.0	12.0	12.5	13.2	11.8	11.6	12.4
	2006	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
	2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3

TABLE 4A.23

Table 4A.23	Students-to-staff ratios, teaching staff, all students (a), (b)									
	<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</i>	
2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3	
2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3	
2010	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3	
2011	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2	
2012	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3	
Non-government schools										
2003	12.0	12.0	12.6	12.5	12.2	12.4	12.9	10.2	12.1	
2004	11.9	11.7	12.5	12.4	12.1	12.4	12.8	9.8	12.0	
2005	11.8	11.6	12.5	12.2	12.0	12.3	13.0	10.3	11.9	
2006	11.7	11.5	12.5	12.0	11.8	12.2	12.8	10.5	11.8	
2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7	
2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6	
2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7	
2010	11.9	11.3	12.4	11.0	11.7	11.9	13.2	10.5	11.7	
2011	11.8	11.1	12.2	10.9	11.7	11.5	12.7	10.5	11.6	
2012	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5	
All schools										
2003	12.3	12.1	12.9	12.3	12.7	13.1	12.3	11.1	12.4	
2004	12.3	12.0	12.8	12.0	12.3	12.9	12.2	10.6	12.3	
2005	12.2	11.9	12.8	12.1	12.3	13.0	12.3	11.2	12.2	
2006	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2	
2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1	
2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0	
2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0	
2010	12.3	11.6	12.5	11.1	12.5	12.7	12.2	10.9	12.0	
2011	12.2	11.5	12.4	11.2	12.7	12.5	12.2	10.5	12.0	
2012	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0	
All schools										
Government schools										
2003	15.0	14.3	14.5	14.8	14.7	14.8	13.5	13.1	14.6	
2004	14.8	14.2	14.4	14.3	14.6	14.6	13.0	12.6	14.5	
2005	14.6	14.1	14.5	14.5	14.6	14.7	12.9	12.9	14.4	
2006	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3	
2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2	
2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1	
2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0	
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0	
2011	14.1	13.6	14.2	14.0	14.3	13.7	12.8	11.3	13.9	
2012	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9	
Non-government schools										
2003	14.2	13.8	14.4	14.6	14.9	14.3	15.0	13.9	14.3	

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<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</i>
2004	14.1	13.6	14.3	14.5	14.6	14.3	14.9	13.4	14.1
2005	14.0	13.4	14.2	14.3	14.3	14.2	14.8	13.3	13.9
2006	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
2010	13.9	12.8	14.8	13.8	13.9	13.7	14.9	12.6	13.7
2011	13.8	12.7	14.7	13.8	13.8	13.3	14.6	12.5	13.6
2012	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
All schools									
2003	14.7	14.1	14.5	14.8	14.8	14.6	14.0	13.3	14.5
2004	14.6	14.0	14.4	14.3	14.6	14.5	13.7	12.8	14.3
2005	14.4	13.9	14.4	14.4	14.5	14.5	13.6	13.0	14.2
2006	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1
2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9
2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
2010	14.1	13.4	14.4	13.8	14.2	13.7	13.4	11.9	13.9
2011	14.0	13.3	14.4	13.9	14.1	13.6	13.5	11.6	13.8
2012	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8

(a) Full time equivalent students and full time equivalent staff.

(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.

Source: ABS 2013, Schools Australia 2012, Cat. no. 4221.0.

TABLE 4A.24

Table 4A.24 **Distribution of school sizes — government schools, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Primary schools, by size									
1–35	16.2	13.6	19.4	8.8	9.7	3.9	–	26.7	14.5
36–100	14.5	14.3	17.6	11.5	17.6	20.3	9.4	5.0	15.0
101–200	14.0	18.2	9.9	12.1	20.6	20.3	17.0	11.7	14.7
201–300	16.9	16.6	8.9	18.7	21.1	28.9	24.5	23.3	16.3
301–600	29.5	31.5	24.1	42.1	26.7	26.6	49.1	33.3	30.2
601+	8.8	5.8	20.1	6.8	4.3	–	–	–	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	np	–	np	–	–	–	–	np
36–100	–	np	–	np	–	np	–	–	np
101–200	3.5	5.3	5.0	7.3	4.4	np	np	np	4.8
201–300	4.6	5.7	5.0	4.2	4.4	10.5	–	20.0	5.2
301–600	23.2	25.8	23.3	37.5	32.4	36.8	33.3	33.3	26.6
601–1000	44.1	26.2	32.2	32.3	41.2	34.2	55.6	33.3	36.2
1001+	24.6	34.8	34.4	16.7	17.6	13.2	np	np	26.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	np	–	5.6	9.2	np	–	12.3	4.5
36–100	np	np	23.9	34.4	23.7	15.4	–	54.8	25.2
101–200	34.8	17.7	17.4	15.6	7.9	23.1	–	13.7	17.4
201–300	13.6	15.2	15.2	15.6	22.4	15.4	–	11.0	15.3
301–600	25.8	26.6	22.8	14.4	19.7	34.6	33.3	8.2	20.5
601–1000	np	19.0	5.4	10.0	6.6	np	33.3	–	7.8
1001+	np	17.7	15.2	4.4	10.5	np	33.3	–	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Some data are not published in this table ('np'), as identification of small numbers of schools in specific categories has not been approved for publication.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero. **np** not published.

Source: ABS (unpublished) *Schools Australia* 2012.

TABLE 4A.25

Table 4A.25 **Distribution of school sizes — non-government schools, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Primary schools, by size									
1–35	8.2	5.6	4.3	6.7	np	np	np	–	5.9
36–100	14.1	12.2	12.5	21.5	10.7	10.7	np	np	13.6
101–200	23.1	24.9	16.8	24.2	26.2	42.9	24.0	27.3	23.4
201–300	14.7	24.2	13.4	16.1	28.2	25.0	24.0	45.5	18.9
301–600	34.5	29.9	41.8	28.2	np	np	36.0	np	32.8
601+	5.5	3.1	11.2	3.4	4.9	–	12.0	–	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	np	–	–	–	–	–	–	–	np
36–100	4.1	5.1	5.5	33.3	np	–	–	np	5.8
101–200	3.4	4.1	4.1	np	np	–	–	44.4	5.2
201–300	np	3.1	8.2	–	np	–	–	–	3.9
301–600	20.0	15.3	35.6	33.3	36.8	np	–	33.3	np
601–1000	48.3	33.7	39.7	np	36.8	60.0	–	np	39.7
1001+	20.7	38.8	6.8	–	np	np	100.0	–	22.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–20	–	–	–	–	–	–	–	–	–
21–35	2.1	–	np	2.3	–	np	–	–	1.4
36–100	5.5	7.1	3.9	13.6	np	19.4	np	29.4	7.5
101–200	7.2	5.1	5.2	5.3	np	12.9	np	np	6.2
201–300	5.9	5.1	7.8	7.6	5.7	np	np	17.6	6.5
301–600	27.4	24.4	14.9	21.2	15.7	16.1	np	np	21.4
601–1000	33.8	28.2	29.2	22.7	47.1	32.3	23.1	29.4	30.9
1001+	18.1	30.1	np	27.3	27.1	np	46.2	–	26.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Some data are not published in this table ('np'), as identification of small numbers of schools in specific categories has not been approved for publication.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero. **np** not published.

Source: ABS (unpublished) *Schools Australia* 2012.

TABLE 4A.26

Table 4A.26 **Distribution of school sizes — all schools, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Primary schools, by size									
1–35	14.3	11.4	16.4	8.3	np	np	np	22.5	12.5
36–100	14.4	13.7	16.6	13.7	16.1	18.6	np	np	14.6
101–200	16.1	20.1	11.3	14.8	21.8	24.4	19.2	14.1	16.7
201–300	16.4	18.7	9.8	18.1	22.6	28.2	24.4	26.8	16.9
301–600	30.7	31.1	27.7	39.0	np	np	44.9	np	30.8
601+	8.0	5.1	18.3	6.0	4.4	–	3.8	–	8.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	np	np	–	np	–	–	–	–	np
36–100	1.2	np	1.6	np	np	np	–	np	np
101–200	3.5	5.0	4.7	np	np	np	np	np	4.9
201–300	np	5.0	5.9	3.8	np	9.3	–	12.5	4.9
301–600	22.3	22.8	26.9	37.1	33.3	np	26.1	33.3	np
601–1000	45.2	28.4	34.4	np	40.2	37.2	43.5	np	37.1
1001+	23.5	36.0	26.5	15.2	np	np	np	np	25.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.7	np	np	3.6	4.8	np	–	10.0	2.6
36–100	np	np	11.4	22.1	np	17.5	np	50.0	14.4
101–200	13.2	9.4	9.8	9.5	np	17.5	np	np	10.5
201–300	7.6	8.5	10.6	10.8	14.4	np	np	12.2	9.9
301–600	27.1	25.1	17.9	18.5	17.8	24.6	np	np	21.0
601–1000	np	25.1	20.3	17.6	26.0	np	27.3	5.6	22.0
1001+	np	26.0	np	18.0	18.5	np	40.9	–	19.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Some data are not published in this table ('np'), as identification of small numbers of schools in specific categories has not been approved for publication.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero. **np** not published.

Source: ABS (unpublished) *Schools Australia* 2012.

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008 (August)									
Government schools									
Primary students	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Secondary students	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Total students	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary schools	1 642	1 198	934	507	428	140	57	56	4 962
Secondary schools	369	253	177	97	72	39	17	15	1 039
Combined schools	66	58	92	95	76	26	6	75	494
Special schools	112	76	47	69	20	5	4	5	338
Total schools	2 189	1 585	1 250	768	596	210	84	151	6 833
Non-government schools									
Primary students	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Secondary students	186 396	159 021	102 817	56 296	37 811	12 016	12 956	4 987	572 300
Total students	373 909	303 174	226 612	118 710	88 988	23 311	25 150	9 882	1 169 736
Primary schools	502	428	232	151	107	29	26	11	1 486
Secondary schools	157	107	73	34	23	7	5	10	416
Combined schools	227	147	146	104	66	30	12	15	747
Special schools	34	21	12	8	3	1	1	–	80
Total schools	920	703	463	297	199	67	44	36	2 729
All schools									
Primary students	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Secondary students	490 981	383 345	273 896	136 401	95 204	36 821	28 438	15 702	1 460 788
Total students	1 108 551	838 333	706 462	349 657	251 461	81 591	59 178	39 057	3 434 290
Primary schools	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary schools	526	360	250	131	95	46	22	25	1 455
Combined schools	293	205	238	199	142	56	18	90	1 241

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (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</i>
Special schools	146	97	59	77	23	6	5	5	418
Total schools	3 109	2 288	1 713	1 065	795	277	128	187	9 562
2012 (August)									
Government schools									
Primary students	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Secondary students	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Total students	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Primary schools	1 623	1 136	921	513	393	128	53	60	4 827
Secondary schools	370	244	180	96	68	38	18	15	1 029
Combined schools	66	79	92	90	76	26	9	73	511
Special schools	110	76	46	66	18	5	4	5	330
Total schools	2 169	1 535	1 239	765	555	197	84	153	6 697
Non-government schools									
Primary students	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Secondary students	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Total students	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
Primary schools	490	425	232	149	103	28	25	11	1 463
Secondary schools	145	98	73	9	19	5	5	9	363
Combined schools	237	156	154	132	70	31	13	17	810
Special schools	41	19	17	11	3	1	1	1	94
Total schools	913	698	476	301	195	65	44	38	2 730
All schools									
Primary students	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Secondary students	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Total students	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Primary schools	2 113	1 561	1 153	662	496	156	78	71	6 290

TABLE 4A.27

Table 4A.27 **Full time student enrolments and schools (number) (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</i>
Secondary schools	515	342	253	105	87	43	23	24	1 392
Combined schools	303	235	246	222	146	57	22	90	1 321
Special schools	151	95	63	77	21	6	5	6	424
Total schools	3 082	2 233	1 715	1 066	750	262	128	191	9 427

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.28

Table 4A.28 **Change in number of schools and number of full time students, 2008–12 (per cent) (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</i>
2008–12 overall change									
Schools									
Government schools	-0.9	-3.2	-0.9	-0.4	-6.9	-6.2	–	1.3	-2.0
Non-government schools	-0.8	-0.7	2.8	1.3	-2.0	-3.0	–	5.6	–
All schools	-0.9	-2.4	0.1	0.1	-5.7	-5.4	–	2.1	-1.4
Students									
Government schools	1.7	1.8	3.8	6.0	1.6	-3.2	4.6	0.6	2.5
Non-government schools	4.4	6.2	10.2	8.9	5.5	1.4	5.5	6.4	6.5
All schools	2.6	3.4	5.8	7.0	3.0	-1.9	4.9	2.1	3.9
2008–12 average annual change									
Schools									
Government schools	-0.2	-0.8	-0.2	-0.1	-1.8	-1.6	–	0.3	-0.5
Non-government schools	-0.2	-0.2	0.7	0.3	-0.5	-0.8	–	1.4	–
All schools	-0.2	-0.6	–	–	-1.4	-1.4	–	0.5	-0.4
Students									
Government schools	0.4	0.5	0.9	1.5	0.4	-0.8	1.1	0.1	0.6
Non-government schools	1.1	1.5	2.5	2.2	1.3	0.3	1.3	1.6	1.6
All schools	0.6	0.8	1.4	1.7	0.7	-0.5	1.2	0.5	1.0

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: Table 4A.23; ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 Indigenous full time students, 2012 (a)

	<i>Unit</i>	<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</i>
Total Indigenous students (b)										
Government schools	no.	46 979	9 707	43 227	20 047	8 976	4 724	1 177	13 054	147 891
Non-government schools	no.	7 799	1 621	8 068	3 748	1 116	912	325	3 041	26 630
All schools	no.	54 778	11 328	51 295	23 795	10 092	5 636	1 502	16 095	174 521
Total students										
Government schools	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Non-government schools	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
All schools	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Indigenous students as a proportion of all students										
Government schools	%	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Non-government schools	%	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
All schools	%	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9

(a) Student numbers are full time students, not full time equivalent students.

(b) Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be underrepresented in some jurisdictions.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.30

Table 4A.30 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
2011	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5
Non-government schools								
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
2011	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8
All schools								
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
2011	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6

- (a) Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection.
- (b) The number of students from a language background other than English in each state/territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each state/territory in government schools, in non-government schools and in total. The data exclude students counted in the external territories.
- (c) 2011 data for this table is derived from the 2011 Census of Population and Housing based on responses to language background and birthplace variables. The table includes the following respondent groups: Language spoken at home (language other than English) by Birthplace (Main English speaking country, non-main English speaking country and unknown); Language spoken at home (Unknown) by Birthplace (Non-Main English speaking country); Language spoken at home (English only) by Birthplace (Non-Main English speaking country and main English speaking Country)
- (d) The Department of Education definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions. Further allocation of Commonwealth LBOTE funding will not be necessarily based on the 2011 data shown in this table.
- (e) This table excludes responses from students where the type of institution was not stated.
- (f) This table excludes students studying at other educational institutions (e.g. pre-schools, TAFE, university and other).
- (g) This table excludes responses from students where the type of institution was not stated.
- (h) This table includes Indigenous students whose main language spoken at home is not English.

Source: Department of Education (unpublished) based on the ABS (2001, 2006, 2011) Census of Population and Housing.

TABLE 4A.31

Table 4A.31 **Funded students with disability, 2012 (a), (b)**

	<i>Unit</i>	<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</i>
Total students with disability (c)										
Government schools	no.	47 081	33 668	26 540	11 736	15 164	3 137	1 845	1 552	140 722
Non-government schools	no.	16 435	11 144	6 849	3 255	3 429	718	602	455	42 888
All schools	no.	63 516	44 812	33 390	14 991	18 593	3 856	2 447	2 007	183 610
Total students (d)										
Government schools	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Non-government schools	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
All schools	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Students with disability as a proportion of all students										
Government schools	%	6.3	6.2	5.3	4.8	9.2	5.6	5.2	5.3	6.1
Non-government schools	%	4.2	3.5	2.7	2.5	3.7	3.0	2.3	4.3	3.4
All schools	%	5.6	5.2	4.5	4.0	7.2	4.8	3.9	5.0	5.1

- (a) To be an eligible student with disability, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions, for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other States/Territories under funded students with disability. Other States/Territories fund these students with other specific programs.
- (b) Excludes Full Fee Paying Overseas students from both the government and non-government sectors as well students on Christmas and Cocos Islands.
- (c) Total students with disability is the number of full time equivalent students.
- (d) The ABS total student data refer to full time students.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.32

Table 4A.32 **Student body mix, government schools (per cent)**

	<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</i>
2008									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Students with disabilities (b)	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5	5.5
Seniority profile (c)	10.7	11.9	12.0	12.1	11.8	10.8	16.3	9.8	11.5
Government students as % of all students (d)	66.3	63.8	67.9	66.0	64.6	71.4	57.5	74.7	65.9
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2	5.9
Students with disabilities (b)	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9	5.7
Seniority profile (c)	11.0	12.0	12.4	12.6	12.5	11.1	16.5	9.7	11.9
Government students as % of all students (d)	66.2	63.6	67.5	65.6	64.2	71.1	57.4	74.0	65.7
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	5.8	1.6	8.3	8.2	5.1	8.1	3.1	44.8	6.0
Students with disabilities (b)	6.2	6.1	4.9	3.8	9.3	5.4	5.3	10.2	5.9
Seniority profile (c)	11.3	12.3	12.8	12.7	13.3	12.0	16.5	9.7	12.2
Government students as % of all students (d)	66.2	63.3	67.0	65.3	64.0	70.9	57.2	73.9	65.5
2011									
LBOTE (a)	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5	20.4
Indigenous students	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Students with disabilities (b)	6.4	6.1	5.1	3.9	9.2	5.5	5.3	8.9	6.0
Seniority profile (c)	11.5	12.4	12.8	12.7	13.7	12.5	16.6	9.8	12.3
Government students as % of all students (d)	66.0	63.1	66.7	65.0	63.9	70.7	56.9	73.9	65.2
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Students with disabilities (b)	6.3	6.2	5.3	4.8	9.2	5.6	5.2	5.3	6.1
Seniority profile (c)	11.5	12.2	12.7	12.4	13.9	13.0	16.4	9.7	12.3
Government students as % of all students (d)	65.7	62.9	66.6	65.4	63.8	70.5	57.3	73.6	65.1

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

na Not available.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.33

Table 4A.33 **Student body mix, non-government schools (per cent)**

	<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</i>
2008									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
Students with disabilities (b)	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8	2.8
Seniority profile (c)	14.5	16.2	16.8	16.4	16.2	13.6	14.0	9.6	15.6
Non-government students as % of all students	33.7	36.2	32.1	34.0	35.4	28.6	42.5	25.3	34.1
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
Students with disabilities (b)	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2	2.9
Seniority profile (c)	14.4	16.1	16.8	16.8	16.5	13.7	14.0	8.9	15.7
Non-government students as % of all students (d)	33.8	36.4	32.5	34.4	35.8	28.9	42.6	26.0	34.3
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	1.7	0.4	3.1	2.9	1.1	3.4	1.1	28.7	2.0
Students with disabilities (b)	3.9	3.0	2.4	2.3	3.5	2.4	1.8	3.5	3.1
Seniority profile (c)	14.5	16.1	17.0	17.1	16.3	13.3	14.1	9.6	15.7
Non-government students as % of all students (d)	33.8	36.7	33.0	34.7	36.0	29.1	42.8	26.1	34.5
2011									
LBOTE (a)	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8	24.1
Indigenous students	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
Students with disabilities (b)	4.1	3.3	2.5	2.5	3.6	2.8	2.0	3.9	3.3
Seniority profile (c)	14.6	16.0	17.0	16.9	16.6	13.5	14.2	9.7	15.8
Non-government students as % of all students (d)	34.0	36.9	33.3	35.0	36.1	29.3	43.1	26.1	34.8
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
Students with disabilities (b)	4.2	3.5	2.7	2.5	3.7	3.0	2.3	4.3	3.4
Seniority profile (c)	14.6	15.9	16.8	16.8	16.9	13.3	14.1	10.6	15.7
Non-government students as % of all students (d)	34.3	37.1	33.4	34.6	36.2	29.5	42.7	26.4	34.9

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

na Not available.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.34

Table 4A.34 **Student body mix, all schools (per cent)**

	<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</i>
2008									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7	4.4
Students with disabilities (b)	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1	4.6
Seniority profile (c)	12.0	13.4	13.5	13.6	13.3	11.6	15.3	9.8	12.9
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5	4.5
Students with disabilities (b)	5.1	4.8	3.9	3.1	7.1	4.4	3.7	11.8	4.8
Seniority profile (c)	12.1	13.5	13.9	14.0	14.0	11.8	15.4	9.5	13.2
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.4	1.2	6.6	6.4	3.7	6.7	2.2	40.6	4.6
Students with disabilities (b)	5.4	5.0	4.1	3.2	7.2	4.5	3.8	8.4	4.9
Seniority profile (c)	12.4	13.7	14.2	14.2	14.3	12.4	15.5	9.7	13.4
2011									
LBOTE (a)	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6	21.7
Indigenous students	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8	4.8
Students with disabilities (b)	5.6	5.0	4.3	3.4	7.2	4.7	3.9	7.6	5.1
Seniority profile (c)	12.6	13.7	14.2	14.2	14.7	12.8	15.5	9.8	13.5
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9
Students with disabilities (b)	5.6	5.2	4.5	4.0	7.2	4.8	3.9	5.0	5.1
Seniority profile (c)	12.6	13.6	14.1	13.9	15.0	13.1	15.4	9.9	13.5

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Metropolitan zone									
Primary									
Government schools	75.5	75.0	67.0	69.8	68.0	41.0	99.7	..	70.8
Non-government schools	78.0	78.2	74.0	76.3	79.0	54.2	100.0	..	76.3
All schools	76.0	76.0	69.0	71.8	72.0	44.3	99.8	..	72.5
Secondary									
Government schools	73.3	74.0	67.0	70.7	69.0	43.3	100.0	..	70.5
Non-government schools	81.0	78.0	77.0	81.7	82.3	55.2	100.0	..	78.7
All schools	76.2	75.8	70.8	75.3	74.2	47.1	100.0	..	73.8
All school levels									
Government schools	75.0	75.0	67.0	70.0	68.0	41.9	99.8	..	70.7
Non-government schools	79.0	78.3	75.0	79.0	80.2	54.7	100.0	..	77.0
All schools	76.0	76.0	69.7	73.0	72.7	45.6	99.9	..	73.0
Provincial zone									
Primary									
Government schools	23.9	24.9	29.1	20.9	26.9	57.7	0.3	50.6	25.9
Non-government schools	21.9	21.8	24.4	20.0	20.0	44.9	–	55.3	22.2
All schools	23.3	23.9	27.7	20.5	24.4	54.3	0.2	51.6	24.8
Secondary									
Government schools	26.1	25.9	30.4	22.5	26.7	55.8	–	60.9	27.5
Non-government schools	19.0	21.6	23.0	16.5	17.0	44.8	–	61.8	20.7
All schools	23.5	24.1	27.5	20.0	22.7	52.3	–	61.2	24.7
All school levels									
Government schools	24.8	25.3	29.5	21.4	26.8	56.9	0.2	54.3	26.5
Non-government schools	20.6	21.7	23.8	18.3	18.3	44.9	–	58.5	21.5
All schools	23.4	24.0	27.6	20.3	23.8	53.4	0.1	55.4	24.8
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.0	5.9	3.7	1.0	..	16.7	1.9
Non-government schools	0.5	–	1.0	2.0	1.6	0.9	..	28.5	1.0
All schools	0.5	0.1	1.9	4.8	3.0	1.0	..	19.3	1.6
Secondary									
Government schools	0.5	0.1	1.5	5.0	3.3	0.6	..	16.0	1.3
Non-government schools	–	–	0.4	1.5	1.0	–	..	29.4	0.5
All schools	0.3	0.1	1.0	3.3	2.5	0.4	..	20.7	1.0
All school levels									
Government schools	0.5	0.1	2.0	5.5	3.5	0.8	..	17.0	1.7
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	29.0	0.8

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
All schools	0.4	0.1	1.6	4.3	2.8	0.7	..	20.0	1.4
Very remote areas									
Primary									
Government schools	0.1	..	1.8	3.4	1.4	0.5	..	33.0	1.4
Non-government schools	0.1	..	0.6	1.8	0.1	–	..	16.2	0.5
All schools	0.1	..	1.4	2.9	0.9	0.4	..	29.0	1.0
Secondary									
Government schools	0.1	..	1.0	2.0	1.0	0.3	..	22.7	0.8
Non-government schools	–	..	–	0.3	–	–	..	9.0	0.1
All schools	0.1	..	0.7	1.4	0.6	0.2	..	18.2	0.5
All school levels									
Government schools	0.1	..	1.5	3.0	1.2	0.4	..	29.1	1.0
Non-government schools	0.1	..	0.3	1.2	0.1	–	..	12.5	0.3
All schools	0.1	..	1.0	2.4	0.8	0.3	..	24.7	0.9

(a) Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification. See section 4.6 of the School education chapter for definitions.

(b) Calculated as the number of students enrolled in particular type of school (such as government primary school) in a particular geographic classification (such as metropolitan zone), divided by the total number of students enrolled in that type of school.

(c) Full Time Equivalent students.

(d) There is no metropolitan zone in NT, no remote or very remote areas in ACT and no very remote area in Victoria.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished).

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2012 (per cent) (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</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	94.8 ± 0.3	95.2 ± 0.4	92.7 ± 0.5	91.8 ± 0.7	92.6 ± 0.9	92.9 ± 1.2	96.0 ± 0.9	68.9 ± 6.3	93.6 ± 0.2
Indigenous students (e)	83.0 ± 1.5	84.9 ± 2.8	77.7 ± 2.1	64.1 ± 3.1	72.5 ± 4.9	85.2 ± 4.1	85.7 ± 7.8	39.6 ± 6.6	74.2 ± 1.6
Non-Indigenous students	95.4 ± 0.3	95.5 ± 0.4	93.9 ± 0.4	93.8 ± 0.6	93.5 ± 0.8	93.4 ± 1.2	96.3 ± 0.8	90.8 ± 2.4	94.7 ± 0.2
LBOTE students (f)	94.5 ± 0.5	93.7 ± 0.6	88.5 ± 2.0	90.3 ± 1.5	88.8 ± 2.5	91.9 ± 4.6	94.0 ± 2.0	46.1 ± 7.9	91.9 ± 0.5
Male students	93.2 ± 0.4	93.6 ± 0.5	90.7 ± 0.6	90.0 ± 0.9	90.5 ± 1.1	90.6 ± 1.7	94.8 ± 1.3	65.0 ± 6.6	91.9 ± 0.3
Female students	96.5 ± 0.3	96.8 ± 0.3	94.8 ± 0.4	93.7 ± 0.8	94.8 ± 0.8	95.3 ± 1.1	97.3 ± 0.9	72.7 ± 6.4	95.5 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 3 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	92.9 ± 0.4	94.1 ± 0.4	89.1 ± 0.8	89.6 ± 0.8	90.7 ± 0.9	90.7 ± 1.3	94.9 ± 1.3	61.3 ± 7.2	91.6 ± 0.3
Indigenous students (e)	77.6 ± 1.8	81.4 ± 2.8	65.5 ± 3.1	53.6 ± 3.9	63.8 ± 4.8	80.7 ± 4.3	80.4 ± 8.1	27.4 ± 6.2	64.7 ± 1.9
Non-Indigenous students	93.7 ± 0.3	94.4 ± 0.4	90.9 ± 0.6	92.4 ± 0.6	91.8 ± 0.9	91.4 ± 1.3	95.3 ± 1.2	89.0 ± 2.6	93.1 ± 0.2
LBOTE students (f)	92.0 ± 0.7	92.3 ± 0.7	81.1 ± 3.1	86.9 ± 1.9	84.9 ± 2.5	87.7 ± 5.6	91.9 ± 2.3	33.5 ± 7.8	89.0 ± 0.6
Male students	90.9 ± 0.5	92.2 ± 0.6	86.6 ± 1.0	87.4 ± 1.0	88.1 ± 1.3	88.1 ± 1.9	93.5 ± 1.8	57.8 ± 7.5	89.5 ± 0.4
Female students	95.1 ± 0.3	96.0 ± 0.3	92.0 ± 0.7	91.9 ± 0.9	93.4 ± 0.8	93.3 ± 1.2	96.4 ± 1.2	65.0 ± 7.2	93.9 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 1 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 6 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>
All students	94.7 ± 0.4	95.5 ± 0.5	93.3 ± 0.5	93.7 ± 0.7	93.7 ± 0.7	93.9 ± 1.2	95.7 ± 1.5	69.0 ± 8.9	94.1 ± 0.2
Indigenous students (e)	82.7 ± 1.7	87.8 ± 2.7	77.4 ± 2.5	69.1 ± 3.4	77.4 ± 4.4	89.2 ± 3.5	84.1 ± 7.9	39.1 ± 9.7	75.4 ± 1.6
Non-Indigenous students	95.3 ± 0.4	95.7 ± 0.5	94.5 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	94.5 ± 1.2	96.0 ± 1.4	90.8 ± 3.3	95.1 ± 0.2

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2012 (per cent) (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</i>
LBOTE students (f)	93.8 ± 0.8	93.6 ± 0.9	85.9 ± 2.5	90.9 ± 1.5	89.4 ± 2.0	85.0 ± 9.0	93.4 ± 3.0	43.2 ± 11.7	91.4 ± 0.7
Male students	93.2 ± 0.6	94.1 ± 0.7	91.5 ± 0.6	91.9 ± 0.9	92.1 ± 1.0	92.1 ± 1.7	94.3 ± 2.1	66.4 ± 8.9	92.5 ± 0.3
Female students	96.3 ± 0.4	96.9 ± 0.4	95.1 ± 0.5	95.6 ± 0.6	95.4 ± 0.7	95.7 ± 1.1	97.1 ± 1.4	71.8 ± 9.2	95.8 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 4 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	91.9 ± 0.6	93.0 ± 0.6	90.5 ± 0.8	90.7 ± 1.2	90.8 ± 1.4	89.9 ± 2.0	94.7 ± 1.7	65.3 ± 8.7	91.4 ± 0.4
Indigenous students (e)	74.2 ± 2.2	80.7 ± 3.9	69.8 ± 3.3	57.7 ± 4.6	66.6 ± 5.9	78.9 ± 5.6	82.4 ± 9.9	29.1 ± 8.9	67.2 ± 1.9
Non-Indigenous students	92.8 ± 0.6	93.3 ± 0.6	92.0 ± 0.7	92.8 ± 1.0	91.8 ± 1.3	91.1 ± 1.7	94.9 ± 1.6	87.7 ± 5.2	92.7 ± 0.3
LBOTE students (f)	90.1 ± 1.3	89.8 ± 1.4	80.4 ± 4.4	86.8 ± 2.4	83.4 ± 4.0	75.7 ± 10.3	92.3 ± 3.0	37.7 ± 13.2	87.6 ± 0.9
Male students	90.1 ± 0.8	91.2 ± 0.9	88.1 ± 1.1	88.6 ± 1.6	89.1 ± 1.7	87.4 ± 2.6	93.1 ± 2.4	61.8 ± 8.6	89.4 ± 0.5
Female students	93.9 ± 0.6	94.8 ± 0.6	93.0 ± 0.8	92.9 ± 1.1	92.6 ± 1.4	92.4 ± 1.7	96.3 ± 1.3	69.3 ± 9.4	93.5 ± 0.3

LBOTE = Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2011 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.37

Table 4A.37 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)

	<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</i>
Year 3									
Indigenous students									
Metropolitan	86.9 ± 1.8	86.2 ± 3.7	81.7 ± 2.7	72.7 ± 4.3	79.6 ± 5.3	81.8 ± 8.5	86.2 ± 7.7	..	82.6 ± 1.4
Provincial	81.3 ± 2.2	83.7 ± 3.9	80.5 ± 3.2	70.8 ± 5.8	71.9 ± 7.1	87.5 ± 4.8	np	74.4 ± 8.0	79.9 ± 1.5
Remote	67.7 ± 12.4	np	66.6 ± 8.9	57.9 ± 10.1	np	np	..	54.2 ± 10.4	61.2 ± 5.1
Very remote	65.9 ± 23.1	..	58.5 ± 7.1	49.3 ± 8.1	43.5 ± 13.8	np	..	22.1 ± 5.6	39.9 ± 5.3
Total	83.0 ± 1.5	84.9 ± 2.8	77.7 ± 2.1	64.1 ± 3.1	72.5 ± 4.9	85.2 ± 4.1	85.7 ± 7.8	39.6 ± 6.6	74.2 ± 1.6
Non-Indigenous students									
Metropolitan	95.7 ± 0.3	95.7 ± 0.4	94.4 ± 0.5	94.4 ± 0.6	93.9 ± 0.9	93.3 ± 1.9	96.3 ± 0.8	..	95.2 ± 0.2
Provincial	94.2 ± 0.6	94.8 ± 0.6	92.6 ± 0.7	92.2 ± 1.3	92.0 ± 1.4	93.4 ± 1.6	np	89.9 ± 3.0	93.5 ± 0.3
Remote	93.6 ± 3.8	95.2 ± 8.1	90.3 ± 2.6	90.7 ± 2.9	93.6 ± 2.9	97.8 ± 6.0	..	92.6 ± 4.0	91.6 ± 1.6
Very remote	91.3 ± 10.2	..	89.0 ± 4.8	89.4 ± 3.7	90.7 ± 6.3	np	..	95.8 ± 3.9	90.4 ± 2.4
Total	95.4 ± 0.3	95.5 ± 0.4	93.9 ± 0.4	93.8 ± 0.6	93.5 ± 0.8	93.4 ± 1.2	96.3 ± 0.8	90.8 ± 2.4	94.7 ± 0.2
All students									
Metropolitan	95.5 ± 0.3	95.4 ± 0.4	93.8 ± 0.5	93.6 ± 0.7	93.5 ± 1.0	92.8 ± 2.0	96.0 ± 0.9	..	94.8 ± 0.2
Provincial	92.7 ± 0.7	94.3 ± 0.7	91.5 ± 0.8	90.5 ± 1.4	91.0 ± 1.6	92.9 ± 1.6	np	87.0 ± 3.7	92.3 ± 0.4
Remote	83.8 ± 7.5	95.3 ± 7.9	84.9 ± 4.2	83.5 ± 4.5	92.5 ± 3.4	95.7 ± 6.8	..	76.4 ± 9.4	84.3 ± 2.6
Very remote	79.8 ± 19.1	..	71.4 ± 6.3	67.3 ± 7.6	69.3 ± 11.4	np	..	31.9 ± 10.2	57.6 ± 5.5
Total	94.8 ± 0.3	95.2 ± 0.4	92.7 ± 0.5	91.8 ± 0.7	92.6 ± 0.9	92.9 ± 1.2	96.0 ± 0.9	68.9 ± 6.3	93.6 ± 0.2
Year 5									
Indigenous students									
Metropolitan	81.8 ± 2.5	83.1 ± 3.6	70.9 ± 3.8	66.4 ± 5.2	71.9 ± 5.6	80.2 ± 7.0	80.2 ± 8.5	..	76.0 ± 1.7
Provincial	75.4 ± 2.7	79.7 ± 4.5	72.0 ± 4.5	61.6 ± 5.8	63.8 ± 7.1	81.0 ± 5.9	np	63.6 ± 7.4	72.7 ± 1.8
Remote	64.6 ± 10.0	np	44.7 ± 11.5	49.5 ± 9.1	np	np	..	44.8 ± 9.4	50.5 ± 5.2

TABLE 4A.37

Table 4A.37 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)

	<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</i>
Very remote	51.6 ± 13.9	..	36.0 ± 7.7	28.4 ± 6.6	24.7 ± 14.1	np	..	8.6 ± 3.5	20.3 ± 3.9
Total	77.6 ± 1.8	81.4 ± 2.8	65.5 ± 3.1	53.6 ± 3.9	63.8 ± 4.8	80.7 ± 4.3	80.4 ± 8.1	27.4 ± 6.2	64.7 ± 1.9
Non-Indigenous students									
Metropolitan	94.0 ± 0.4	94.7 ± 0.5	91.7 ± 0.7	93.0 ± 0.7	92.2 ± 1.1	91.3 ± 2.1	95.3 ± 1.2	..	93.6 ± 0.3
Provincial	92.7 ± 0.6	93.5 ± 0.7	89.3 ± 1.1	90.9 ± 1.2	91.1 ± 1.4	91.5 ± 1.5	np	87.8 ± 3.2	91.9 ± 0.4
Remote	88.6 ± 5.5	97.4 ± 6.1	86.2 ± 3.3	90.6 ± 2.1	89.4 ± 4.2	92.1 ± 10.0	..	92.0 ± 3.6	89.7 ± 1.5
Very remote	88.9 ± 8.7	..	85.2 ± 6.3	85.4 ± 5.0	82.4 ± 11.4	np	..	94.1 ± 6.7	86.5 ± 3.4
Total	93.7 ± 0.3	94.4 ± 0.4	90.9 ± 0.6	92.4 ± 0.6	91.8 ± 0.9	91.4 ± 1.3	95.3 ± 1.2	89.0 ± 2.6	93.1 ± 0.2
All students									
Metropolitan	93.7 ± 0.4	94.4 ± 0.5	90.7 ± 0.8	92.0 ± 0.8	91.6 ± 1.1	90.5 ± 2.3	94.9 ± 1.3	..	93.1 ± 0.3
Provincial	91.0 ± 0.8	93.0 ± 0.7	87.7 ± 1.2	88.5 ± 1.6	89.9 ± 1.6	90.8 ± 1.6	np	83.0 ± 4.0	90.4 ± 0.5
Remote	79.0 ± 7.7	97.4 ± 6.1	75.8 ± 6.4	80.6 ± 4.8	88.2 ± 4.5	92.2 ± 11.1	..	71.8 ± 9.8	79.6 ± 2.9
Very remote	71.1 ± 14.6	..	56.8 ± 8.6	53.3 ± 8.8	54.2 ± 16.1	np	..	17.8 ± 10.6	41.8 ± 6.3
Total	92.9 ± 0.4	94.1 ± 0.4	89.1 ± 0.8	89.6 ± 0.8	90.7 ± 0.9	90.7 ± 1.3	94.9 ± 1.3	61.3 ± 7.2	91.6 ± 0.3
Year 7									
Indigenous students									
Metropolitan	85.4 ± 2.1	89.4 ± 4.1	83.0 ± 2.5	79.0 ± 3.7	82.8 ± 4.4	88.4 ± 6.3	84.1 ± 7.9	..	84.0 ± 1.5
Provincial	81.3 ± 2.4	86.3 ± 4.0	80.4 ± 4.0	73.9 ± 5.7	78.7 ± 6.3	89.7 ± 4.4	..	76.1 ± 7.0	80.8 ± 1.7
Remote	72.3 ± 11.7	np	65.1 ± 12.1	70.5 ± 7.9	83.7 ± 14.1	np	..	52.7 ± 14.8	65.4 ± 6.3
Very remote	61.3 ± 24.3	..	52.8 ± 7.4	48.9 ± 7.6	44.1 ± 19.4	np	..	18.1 ± 6.6	37.6 ± 5.4
Total	82.7 ± 1.7	87.8 ± 2.7	77.4 ± 2.5	69.1 ± 3.4	77.4 ± 4.4	89.2 ± 3.5	84.1 ± 7.9	39.1 ± 9.7	75.4 ± 1.6
Non-Indigenous students									
Metropolitan	95.5 ± 0.5	95.9 ± 0.6	94.8 ± 0.5	95.6 ± 0.6	94.7 ± 0.8	94.8 ± 2.0	96.0 ± 1.4	..	95.4 ± 0.3
Provincial	94.8 ± 0.6	95.4 ± 0.9	93.7 ± 0.6	95.0 ± 0.8	93.6 ± 1.2	94.3 ± 1.5	..	90.4 ± 4.4	94.5 ± 0.4

TABLE 4A.37

Table 4A.37 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)

	<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</i>
Remote	93.1 ± 4.7	97.3 ± 4.2	92.7 ± 2.2	95.0 ± 1.8	92.0 ± 4.0	np	..	92.1 ± 3.5	93.4 ± 1.2
Very remote	np	..	92.0 ± 5.1	93.4 ± 2.9	96.5 ± 4.2	np	..	91.6 ± 7.1	92.7 ± 2.8
Total	95.3 ± 0.4	95.7 ± 0.5	94.5 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	94.5 ± 1.2	96.0 ± 1.4	90.8 ± 3.3	95.1 ± 0.2
All students									
Metropolitan	95.2 ± 0.5	95.7 ± 0.6	94.3 ± 0.6	95.1 ± 0.7	94.3 ± 0.8	94.3 ± 2.2	95.7 ± 1.5	..	95.0 ± 0.3
Provincial	93.4 ± 0.7	94.9 ± 0.9	92.5 ± 0.8	93.3 ± 1.1	92.9 ± 1.3	93.7 ± 1.5	..	87.9 ± 4.6	93.4 ± 0.4
Remote	83.1 ± 6.8	97.4 ± 4.1	85.8 ± 4.7	89.0 ± 3.0	91.5 ± 4.2	90.9 ± 8.0	..	75.4 ± 12.0	86.1 ± 2.7
Very remote	69.6 ± 14.6	..	68.6 ± 7.8	67.9 ± 7.6	69.5 ± 18.0	np	..	26.3 ± 13.3	55.6 ± 6.3
Total	94.7 ± 0.4	95.5 ± 0.5	93.3 ± 0.5	93.7 ± 0.7	93.7 ± 0.7	93.9 ± 1.2	95.7 ± 1.5	69.0 ± 8.9	94.1 ± 0.2
Year 9									
Indigenous students									
Metropolitan	77.8 ± 2.6	81.5 ± 5.6	73.5 ± 4.3	64.8 ± 6.5	70.8 ± 7.5	76.5 ± 9.5	82.4 ± 9.9	..	74.6 ± 2.1
Provincial	72.8 ± 3.3	79.9 ± 4.7	71.0 ± 4.3	64.2 ± 6.4	66.2 ± 10.6	80.3 ± 6.6	..	52.3 ± 14.2	70.9 ± 2.4
Remote	51.0 ± 12.9	np	56.3 ± 14.7	54.4 ± 12.9	np	np	..	40.5 ± 15.6	50.9 ± 7.8
Very remote	np	..	38.9 ± 13.5	35.2 ± 12.5	43.2 ± 15.8	np	..	7.4 ± 2.9	24.4 ± 6.4
Total	74.2 ± 2.2	80.7 ± 3.9	69.8 ± 3.3	57.7 ± 4.6	66.6 ± 5.9	78.9 ± 5.6	82.4 ± 9.9	29.1 ± 8.9	67.2 ± 1.9
Non-Indigenous students									
Metropolitan	92.9 ± 0.7	93.4 ± 0.8	92.4 ± 0.9	93.1 ± 1.2	92.2 ± 1.6	92.0 ± 2.7	94.9 ± 1.6	..	92.9 ± 0.4
Provincial	92.6 ± 0.7	92.8 ± 1.0	91.3 ± 1.0	92.2 ± 1.6	90.5 ± 2.0	90.4 ± 2.2	..	86.7 ± 6.3	92.0 ± 0.5
Remote	81.3 ± 5.5	98.4 ± 3.9	88.4 ± 4.9	90.9 ± 3.9	93.4 ± 3.8	np	..	90.7 ± 8.0	90.5 ± 2.4
Very remote	96.3 ± 6.4	..	83.7 ± 6.2	89.6 ± 5.4	84.0 ± 9.7	np	..	94.0 ± 9.2	87.9 ± 4.3
Total	92.8 ± 0.6	93.3 ± 0.6	92.0 ± 0.7	92.8 ± 1.0	91.8 ± 1.3	91.1 ± 1.7	94.9 ± 1.6	87.7 ± 5.2	92.7 ± 0.3
All students									
Metropolitan	92.5 ± 0.7	93.2 ± 0.8	91.4 ± 1.0	92.1 ± 1.4	91.5 ± 1.7	90.9 ± 3.2	94.7 ± 1.7	..	92.4 ± 0.4

TABLE 4A.37

Table 4A.37 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Provincial	90.7 ± 1.0	92.3 ± 1.1	89.4 ± 1.2	89.9 ± 2.1	89.5 ± 2.4	89.2 ± 2.4	..	79.7 ± 6.8	90.3 ± 0.6
Remote	67.9 ± 8.8	97.6 ± 4.4	80.2 ± 7.4	81.9 ± 7.9	92.3 ± 4.6	79.4 ± 10.8	..	69.9 ± 15.9	80.4 ± 4.6
Very remote	71.4 ± 28.4	..	59.8 ± 13.2	59.1 ± 14.4	64.4 ± 13.4	np	..	19.3 ± 15.6	47.4 ± 8.7
Total	91.9 ± 0.6	93.0 ± 0.6	90.5 ± 0.8	90.7 ± 1.2	90.8 ± 1.4	89.9 ± 2.0	94.7 ± 1.7	65.3 ± 8.7	91.4 ± 0.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2011 were included in earlier Reports.
.. Not applicable. **np** Not published.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.1 ± 0.3	97.7 ± 0.3	97.8 ± 0.3	97.5 ± 0.5	97.2 ± 0.9	97.6 ± 1.1	97.7 ± 0.8	94.5 ± 2.5	97.8 ± 0.2
Advanced diploma/diploma	96.6 ± 0.5	96.2 ± 0.5	95.2 ± 0.6	95.1 ± 0.8	95.3 ± 1.3	96.5 ± 1.6	94.1 ± 2.8	87.3 ± 4.8	95.9 ± 0.2
Certificate I to IV (e)	94.1 ± 0.4	94.5 ± 0.5	92.4 ± 0.6	92.4 ± 0.9	93.3 ± 1.1	93.2 ± 1.7	94.4 ± 1.9	80.6 ± 4.8	93.5 ± 0.3
Year 12 or equivalent	93.4 ± 0.8	93.9 ± 0.8	91.4 ± 0.9	91.3 ± 1.4	93.6 ± 1.1	89.0 ± 3.2	94.5 ± 2.7	86.3 ± 5.6	92.8 ± 0.4
Year 11 or equivalent or below	86.5 ± 1.0	88.3 ± 1.0	82.3 ± 1.3	81.5 ± 1.9	84.9 ± 1.9	84.8 ± 3.0	87.4 ± 7.0	52.6 ± 7.1	84.9 ± 0.6
Not stated (f)	90.8 ± 1.2	94.5 ± 1.4	89.2 ± 1.2	84.9 ± 2.1	88.7 ± 2.0	95.5 ± 2.5	96.6 ± 2.1	43.1 ± 12.3	87.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.2	98.3 ± 0.3	97.8 ± 0.3	97.5 ± 0.5	97.5 ± 0.6	97.1 ± 1.2	97.8 ± 1.0	89.8 ± 3.5	97.9 ± 0.2
Other business managers and associated professionals	97.3 ± 0.3	97.0 ± 0.4	96.0 ± 0.4	95.8 ± 0.8	96.1 ± 0.8	96.7 ± 1.3	97.7 ± 1.1	89.2 ± 4.9	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	96.0 ± 0.4	93.4 ± 0.6	93.1 ± 1.2	94.5 ± 1.2	94.3 ± 1.7	95.6 ± 2.0	85.7 ± 4.4	94.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.1 ± 0.6	92.5 ± 0.8	88.6 ± 1.0	89.0 ± 1.4	89.7 ± 1.5	89.5 ± 2.4	92.5 ± 3.7	68.9 ± 7.5	90.8 ± 0.4
Not in paid work in previous 12 months	87.4 ± 1.0	87.1 ± 1.1	81.8 ± 1.9	80.5 ± 2.7	83.8 ± 3.0	81.0 ± 4.3	89.4 ± 4.6	51.1 ± 6.9	85.0 ± 0.7
Not stated (h)	88.9 ± 1.1	94.3 ± 1.5	88.7 ± 1.0	86.2 ± 1.5	86.8 ± 2.0	92.7 ± 3.0	94.3 ± 2.3	43.5 ± 10.7	87.4 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.4 ± 0.3	97.6 ± 0.3	96.4 ± 0.4	97.1 ± 0.5	97.5 ± 0.8	98.1 ± 0.7	97.6 ± 1.0	94.0 ± 2.6	97.3 ± 0.2
Advanced diploma/diploma	95.4 ± 0.5	95.1 ± 0.6	93.1 ± 0.9	94.5 ± 0.8	94.3 ± 1.4	94.5 ± 2.1	94.9 ± 2.2	88.7 ± 5.3	94.7 ± 0.3
Certificate I to IV (e)	92.4 ± 0.5	93.5 ± 0.6	88.7 ± 0.9	90.3 ± 0.9	92.0 ± 1.1	91.1 ± 1.7	91.8 ± 2.6	78.2 ± 4.6	91.6 ± 0.3

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Year 12 or equivalent	91.6 ± 0.8	92.7 ± 0.8	87.3 ± 1.4	89.7 ± 1.6	92.2 ± 1.2	86.8 ± 3.8	94.7 ± 3.1	86.4 ± 5.9	91.0 ± 0.5
Year 11 or equivalent or below	82.7 ± 1.1	86.2 ± 1.2	75.2 ± 1.9	77.1 ± 2.1	82.2 ± 2.1	80.0 ± 2.7	78.2 ± 8.0	39.1 ± 7.5	81.2 ± 0.7
Not stated (f)	89.6 ± 1.1	93.4 ± 1.5	85.2 ± 1.6	81.5 ± 2.0	85.3 ± 2.2	91.2 ± 3.8	94.7 ± 2.3	35.3 ± 13.2	84.9 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	97.8 ± 0.3	98.0 ± 0.3	96.6 ± 0.5	97.1 ± 0.7	97.1 ± 0.8	97.3 ± 1.1	97.9 ± 1.0	91.8 ± 3.0	97.5 ± 0.2
Other business managers and associated professionals	96.2 ± 0.3	96.7 ± 0.4	94.0 ± 0.7	95.0 ± 0.7	95.3 ± 0.8	95.5 ± 1.5	97.0 ± 1.3	87.4 ± 4.6	95.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	93.8 ± 0.5	94.8 ± 0.5	89.8 ± 0.9	91.9 ± 0.9	92.3 ± 1.2	92.1 ± 1.8	94.7 ± 2.2	81.2 ± 4.6	93.0 ± 0.3
Machine operators, hospitality staff, assistants, labourers	89.6 ± 0.8	90.6 ± 0.8	82.3 ± 1.7	85.3 ± 1.6	88.5 ± 1.6	86.3 ± 2.3	89.6 ± 3.8	65.1 ± 7.6	88.1 ± 0.5
Not in paid work in previous 12 months	82.9 ± 1.1	84.7 ± 1.3	74.3 ± 2.4	74.3 ± 3.3	81.9 ± 3.4	76.8 ± 3.9	89.0 ± 4.1	34.6 ± 8.6	81.0 ± 0.8
Not stated (h)	86.7 ± 0.9	93.9 ± 1.5	83.7 ± 1.5	82.0 ± 1.7	82.8 ± 2.1	87.1 ± 3.9	91.2 ± 2.7	35.4 ± 11.6	83.6 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.3	98.2 ± 0.4	98.0 ± 0.3	98.1 ± 0.4	98.1 ± 0.7	98.6 ± 0.8	97.9 ± 1.1	93.9 ± 2.7	98.2 ± 0.2
Advanced diploma/diploma	97.0 ± 0.4	96.8 ± 0.5	96.0 ± 0.5	97.0 ± 0.6	96.7 ± 1.1	96.7 ± 1.6	95.8 ± 2.0	90.4 ± 4.2	96.6 ± 0.3
Certificate I to IV (e)	94.4 ± 0.5	95.2 ± 0.6	93.3 ± 0.5	94.8 ± 0.8	94.7 ± 0.9	94.9 ± 1.4	94.9 ± 2.2	86.2 ± 4.4	94.4 ± 0.3
Year 12 or equivalent	93.4 ± 0.9	94.9 ± 0.9	93.3 ± 0.8	93.6 ± 1.5	95.3 ± 0.9	92.5 ± 3.4	93.1 ± 4.3	82.5 ± 9.5	94.0 ± 0.4
Year 11 or equivalent or below	86.5 ± 1.1	89.3 ± 1.1	85.2 ± 1.5	86.1 ± 1.7	88.8 ± 1.5	87.9 ± 2.2	84.0 ± 6.0	53.5 ± 10.5	86.7 ± 0.6
Not stated (f)	91.8 ± 1.1	94.2 ± 1.5	90.2 ± 1.1	88.6 ± 1.5	90.3 ± 1.5	92.8 ± 3.8	93.2 ± 3.4	39.8 ± 16.6	89.6 ± 0.8
Parental occupation (g)									

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Senior management and qualified professionals	98.4 ± 0.3	98.6 ± 0.3	98.0 ± 0.3	98.0 ± 0.5	98.3 ± 0.6	98.6 ± 0.7	97.8 ± 1.2	93.1 ± 2.5	98.2 ± 0.2
Other business managers and associated professionals	97.6 ± 0.3	97.7 ± 0.3	97.0 ± 0.4	97.2 ± 0.7	96.9 ± 0.7	96.9 ± 1.1	97.2 ± 1.2	93.0 ± 3.6	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	96.2 ± 0.5	93.9 ± 0.5	95.7 ± 0.8	95.5 ± 1.1	96.7 ± 1.3	95.5 ± 2.2	86.4 ± 4.7	95.3 ± 0.2
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.8	92.8 ± 0.8	89.3 ± 1.0	90.6 ± 1.5	91.7 ± 1.2	92.4 ± 1.7	90.9 ± 4.4	65.4 ± 9.8	91.3 ± 0.5
Not in paid work in previous 12 months	85.5 ± 1.3	86.1 ± 1.5	82.9 ± 2.1	83.9 ± 3.2	86.3 ± 2.3	80.3 ± 4.2	88.4 ± 8.6	39.0 ± 12.2	84.5 ± 0.8
Not stated (h)	89.8 ± 1.1	95.7 ± 1.1	89.7 ± 1.0	88.7 ± 1.3	88.9 ± 1.5	90.9 ± 2.9	91.3 ± 3.4	38.6 ± 12.8	89.0 ± 0.7
Year 9									
Parental education (d)									
Bachelor degree or above	97.8 ± 0.3	97.6 ± 0.4	97.4 ± 0.5	97.6 ± 0.6	97.2 ± 0.9	98.0 ± 1.2	97.7 ± 1.1	93.0 ± 4.0	97.6 ± 0.2
Advanced diploma/diploma	95.6 ± 0.6	95.1 ± 0.6	94.4 ± 0.8	94.7 ± 1.1	95.6 ± 1.3	95.8 ± 1.9	94.5 ± 2.2	89.1 ± 4.3	95.1 ± 0.3
Certificate I to IV (e)	91.6 ± 0.6	92.5 ± 0.7	91.0 ± 0.7	91.6 ± 1.2	92.4 ± 1.5	90.2 ± 2.2	92.3 ± 3.5	79.8 ± 5.3	91.6 ± 0.3
Year 12 or equivalent	90.5 ± 1.2	92.2 ± 1.1	89.3 ± 1.4	90.0 ± 2.1	92.4 ± 1.4	89.0 ± 3.9	95.0 ± 2.3	82.2 ± 9.5	90.9 ± 0.6
Year 11 or equivalent or below	81.1 ± 1.2	84.5 ± 1.3	79.9 ± 1.6	81.0 ± 2.5	84.1 ± 2.2	81.6 ± 3.2	85.8 ± 5.7	40.7 ± 11.6	81.6 ± 0.7
Not stated (f)	87.7 ± 1.1	91.4 ± 2.1	86.1 ± 1.9	84.7 ± 3.1	86.6 ± 2.8	85.9 ± 5.3	91.6 ± 3.4	42.4 ± 16.0	86.1 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	97.7 ± 0.3	98.2 ± 0.4	97.2 ± 0.5	97.1 ± 0.6	97.1 ± 0.8	97.5 ± 1.5	97.6 ± 0.9	92.5 ± 3.3	97.6 ± 0.2
Other business managers and associated professionals	96.3 ± 0.4	96.5 ± 0.4	95.0 ± 0.6	95.4 ± 0.8	95.9 ± 0.9	95.0 ± 1.5	96.2 ± 1.6	89.3 ± 4.8	95.9 ± 0.2

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Tradespeople, clerks, skilled office, sales and service staff	93.2 ± 0.8	93.4 ± 0.7	91.1 ± 1.0	92.7 ± 1.1	92.7 ± 1.2	93.6 ± 1.8	95.0 ± 2.5	80.7 ± 5.7	92.6 ± 0.4
Machine operators, hospitality staff, assistants, labourers	87.9 ± 1.1	88.6 ± 1.0	84.5 ± 1.3	85.3 ± 2.4	87.2 ± 1.9	84.9 ± 3.1	89.6 ± 5.6	54.2 ± 10.6	87.0 ± 0.6
Not in paid work in previous 12 months	79.6 ± 2.0	80.9 ± 1.6	77.6 ± 3.2	74.6 ± 4.3	79.3 ± 3.7	76.2 ± 5.3	88.4 ± 6.2	33.9 ± 12.8	78.8 ± 1.1
Not stated (h)	85.4 ± 1.1	93.1 ± 2.0	85.5 ± 1.7	84.1 ± 2.8	84.9 ± 2.7	83.4 ± 3.5	90.1 ± 3.3	40.6 ± 13.1	85.0 ± 0.9

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)

	<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</i>
Year 3									
Indigenous students	356.7 ± 3.8	375.0 ± 6.4	339.8 ± 4.9	304.9 ± 6.5	334.4 ± 8.6	369.0 ± 11.3	372.6 ± 17.7	242.4 ± 20.8	333.3 ± 4.1
Non-Indigenous students	429.6 ± 1.9	432.8 ± 1.9	413.7 ± 2.3	415.1 ± 3.0	412.1 ± 3.5	420.8 ± 6.1	445.9 ± 5.8	400.2 ± 9.3	424.2 ± 1.0
All students	426.0 ± 2.0	432.0 ± 1.9	408.5 ± 2.4	407.6 ± 3.3	408.9 ± 3.6	419.1 ± 7.0	443.8 ± 5.8	332.2 ± 19.8	419.6 ± 1.1
Year 5									
Indigenous students	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
Non-Indigenous students	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0
All students	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
Year 7									
Indigenous students	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Non-Indigenous students	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
All students	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Year 9									
Indigenous students	522.2 ± 3.3	539.2 ± 6.6	513.8 ± 4.6	494.8 ± 7.2	511.9 ± 8.0	536.8 ± 9.2	539.5 ± 12.5	433.5 ± 19.3	509.8 ± 3.2
Non-Indigenous students	580.7 ± 2.8	582.3 ± 3.0	570.6 ± 3.0	576.8 ± 4.3	572.1 ± 4.7	573.6 ± 7.1	598.5 ± 8.8	566.9 ± 14.1	578.0 ± 1.5
All students	577.9 ± 2.8	581.6 ± 3.0	566.8 ± 3.1	572.2 ± 4.7	570.1 ± 5.0	570.6 ± 7.4	597.0 ± 8.8	516.0 ± 20.2	574.8 ± 1.5

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2011). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

TABLE 4A.39

Table 4A.39 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

	<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</i>
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Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Year 3									
Indigenous students									
Metropolitan	372.0 ± 4.7	378.9 ± 9.1	350.7 ± 6.7	327.5 ± 8.8	351.1 ± 10.1	369.5 ± 22.8	375.2 ± 17.7	..	358.0 ± 3.5
Provincial	347.6 ± 5.6	371.6 ± 9.2	347.0 ± 6.6	314.6 ± 10.3	330.3 ± 13.8	370.0 ± 12.3	np	337.4 ± 19.3	346.4 ± 3.7
Remote	313.4 ± 23.3	np	312.2 ± 16.8	290.3 ± 17.3	np	np	..	283.2 ± 25.3	299.1 ± 10.3
Very remote	322.2 ± 47.7	..	287.0 ± 9.3	272.6 ± 13.4	272.3 ± 17.0	np	..	195.4 ± 22.1	243.7 ± 15.0
Total	356.7 ± 3.8	375.0 ± 6.4	339.8 ± 4.9	304.9 ± 6.5	334.4 ± 8.6	369.0 ± 11.3	372.6 ± 17.7	242.4 ± 20.8	333.3 ± 4.1
Non-Indigenous students									
Metropolitan	434.1 ± 2.3	436.6 ± 2.2	418.9 ± 2.9	421.5 ± 3.6	416.4 ± 4.3	426.2 ± 10.9	445.9 ± 5.8	..	429.4 ± 1.3
Provincial	413.6 ± 2.7	420.3 ± 2.6	401.3 ± 2.8	397.2 ± 5.0	400.6 ± 5.2	416.1 ± 6.7	np	397.1 ± 11.6	409.8 ± 1.4
Remote	402.6 ± 15.6	408.9 ± 27.3	386.2 ± 7.8	394.1 ± 9.5	398.8 ± 10.4	425.8 ± 21.2	..	410.9 ± 16.5	396.1 ± 5.2
Very remote	410.9 ± 23.6	..	389.4 ± 15.0	383.6 ± 11.0	383.2 ± 26.9	np	..	402.0 ± 13.0	389.6 ± 7.8
Total	429.6 ± 1.9	432.8 ± 1.9	413.7 ± 2.3	415.1 ± 3.0	412.1 ± 3.5	420.8 ± 6.1	445.9 ± 5.8	400.2 ± 9.3	424.2 ± 1.0
All students									
Metropolitan	432.4 ± 2.3	436.2 ± 2.3	415.7 ± 3.0	418.0 ± 3.7	414.3 ± 4.4	423.9 ± 11.2	443.9 ± 5.8	..	427.4 ± 1.3
Provincial	406.4 ± 2.9	418.8 ± 2.7	396.2 ± 3.0	390.8 ± 5.5	397.4 ± 5.5	415.3 ± 9.1	np	385.9 ± 13.0	404.8 ± 1.6
Remote	369.7 ± 20.9	408.2 ± 27.4	369.6 ± 11.4	371.6 ± 13.2	395.4 ± 11.9	416.6 ± 23.5	..	357.2 ± 29.5	372.8 ± 7.4
Very remote	370.8 ± 51.7	..	330.3 ± 17.4	322.7 ± 18.4	334.7 ± 25.8	np	..	222.8 ± 32.4	295.2 ± 16.2
Total	426.0 ± 2.0	432.0 ± 1.9	408.5 ± 2.4	407.6 ± 3.3	408.9 ± 3.6	419.1 ± 7.0	443.8 ± 5.8	332.2 ± 19.8	419.6 ± 1.1
Year 5									
Indigenous students									
Metropolitan	449.9 ± 4.6	456.6 ± 7.6	423.5 ± 6.4	411.0 ± 8.6	428.0 ± 9.6	449.0 ± 15.3	462.5 ± 17.9	..	436.6 ± 3.1
Provincial	432.2 ± 5.8	443.7 ± 7.1	424.6 ± 8.3	402.9 ± 9.0	407.1 ± 11.4	454.6 ± 11.3	np	415.2 ± 15.9	427.5 ± 3.7
Remote	407.2 ± 12.8	np	374.1 ± 17.5	377.2 ± 18.0	np	np	..	370.1 ± 17.8	381.2 ± 9.4

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Very remote	381.6 ± 14.0	..	358.4 ± 13.5	338.9 ± 13.5	336.5 ± 29.7	np	..	254.8 ± 28.1	301.5 ± 19.9
Total	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
Non-Indigenous students									
Metropolitan	506.2 ± 2.3	508.1 ± 2.1	489.6 ± 2.8	494.9 ± 3.3	491.3 ± 3.7	497.7 ± 8.8	520.3 ± 7.0	..	502.2 ± 1.2
Provincial	491.9 ± 2.3	495.0 ± 2.4	475.5 ± 2.7	478.1 ± 4.1	476.1 ± 4.2	490.8 ± 5.9	np	476.1 ± 9.4	487.0 ± 1.3
Remote	477.8 ± 19.2	497.4 ± 22.5	460.0 ± 7.3	475.8 ± 6.9	470.5 ± 9.3	485.3 ± 26.5	..	501.8 ± 14.2	475.8 ± 4.9
Very remote	469.2 ± 22.9	..	462.5 ± 14.7	460.5 ± 11.2	459.3 ± 24.7	np	..	494.5 ± 21.5	466.7 ± 8.8
Total	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0
All students									
Metropolitan	504.7 ± 2.3	507.6 ± 2.1	486.6 ± 2.9	491.4 ± 3.4	489.4 ± 3.8	494.8 ± 9.2	519.1 ± 7.0	..	500.3 ± 1.2
Provincial	485.9 ± 2.5	493.5 ± 2.5	470.9 ± 3.0	472.2 ± 4.7	473.4 ± 4.6	489.2 ± 6.5	np	464.3 ± 11.4	482.6 ± 1.4
Remote	449.6 ± 17.7	497.4 ± 22.5	438.8 ± 12.0	452.3 ± 12.0	467.4 ± 10.6	485.6 ± 25.2	..	445.9 ± 25.9	451.8 ± 7.0
Very remote	430.1 ± 30.9	..	402.2 ± 17.8	392.2 ± 18.3	401.0 ± 35.4	np	..	280.9 ± 40.1	355.4 ± 21.0
Total	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
Year 7									
Indigenous students									
Metropolitan	497.6 ± 4.4	509.1 ± 7.2	489.4 ± 4.9	480.8 ± 5.7	491.7 ± 8.8	502.1 ± 14.9	507.4 ± 14.2	..	493.7 ± 2.7
Provincial	486.3 ± 4.6	499.8 ± 7.2	482.9 ± 5.7	470.1 ± 7.8	477.8 ± 10.3	507.3 ± 8.1	..	476.1 ± 12.4	485.2 ± 2.9
Remote	453.7 ± 12.0	np	451.3 ± 13.9	461.8 ± 13.3	467.1 ± 21.1	np	..	431.5 ± 29.7	450.7 ± 10.2
Very remote	437.0 ± 27.1	..	433.0 ± 8.6	427.4 ± 8.9	424.1 ± 27.9	np	..	351.6 ± 22.1	398.4 ± 13.5
Total	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Non-Indigenous students									
Metropolitan	551.6 ± 3.7	552.0 ± 3.2	539.7 ± 2.4	546.7 ± 3.6	542.7 ± 3.5	549.8 ± 11.5	559.8 ± 8.3	..	548.3 ± 1.6
Provincial	539.5 ± 3.2	539.9 ± 3.3	530.5 ± 2.2	534.2 ± 3.5	531.5 ± 3.4	538.0 ± 7.9	..	528.6 ± 16.6	536.2 ± 1.5

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Remote	509.9 ± 9.8	548.7 ± 25.6	518.1 ± 5.8	532.5 ± 6.6	529.7 ± 11.0	np	..	539.5 ± 18.8	527.8 ± 4.7
Very remote	np	..	517.5 ± 12.0	522.4 ± 10.7	516.4 ± 13.3	np	..	527.9 ± 18.9	519.6 ± 6.5
Total	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
All students									
Metropolitan	550.3 ± 3.7	551.5 ± 3.2	537.4 ± 2.5	544.3 ± 3.7	541.0 ± 3.6	547.6 ± 12.9	558.6 ± 8.3	..	546.8 ± 1.7
Provincial	534.2 ± 3.5	538.5 ± 3.4	526.3 ± 2.4	529.2 ± 4.0	529.1 ± 3.7	535.6 ± 8.2	..	519.0 ± 16.6	532.3 ± 1.6
Remote	483.7 ± 12.3	549.0 ± 25.1	501.5 ± 9.5	515.5 ± 8.3	525.8 ± 12.1	513.9 ± 7.8	..	494.2 ± 34.8	507.9 ± 7.1
Very remote	459.0 ± 24.3	..	467.1 ± 14.3	467.9 ± 14.0	470.0 ± 30.1	np	..	371.2 ± 34.2	438.2 ± 14.5
Total	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Year 9									
Indigenous students									
Metropolitan	529.1 ± 4.3	543.4 ± 9.8	519.9 ± 6.5	509.1 ± 9.3	518.6 ± 10.0	529.5 ± 15.3	539.5 ± 12.5	..	524.0 ± 3.4
Provincial	519.1 ± 4.5	534.8 ± 8.0	514.7 ± 6.2	504.6 ± 9.4	513.5 ± 15.6	540.6 ± 10.8	..	481.1 ± 25.8	516.4 ± 3.8
Remote	481.4 ± 13.9	np	491.8 ± 22.0	488.5 ± 19.1	np	np	..	464.3 ± 31.8	482.1 ± 13.0
Very remote	np	..	468.8 ± 14.3	455.1 ± 19.0	471.0 ± 23.6	np	..	386.7 ± 13.4	428.8 ± 14.3
Total	522.2 ± 3.3	539.2 ± 6.6	513.8 ± 4.6	494.8 ± 7.2	511.9 ± 8.0	536.8 ± 9.2	539.5 ± 12.5	433.5 ± 19.3	509.8 ± 3.2
Non-Indigenous students									
Metropolitan	583.3 ± 3.6	585.0 ± 3.7	573.6 ± 3.9	579.6 ± 5.3	575.3 ± 6.0	580.5 ± 12.4	598.5 ± 8.8	..	581.1 ± 1.9
Provincial	572.7 ± 2.8	573.9 ± 4.0	563.7 ± 3.4	569.0 ± 5.9	562.9 ± 5.6	568.5 ± 7.5	..	564.8 ± 15.7	569.6 ± 1.8
Remote	533.9 ± 10.5	621.4 ± 34.4	549.9 ± 5.9	564.7 ± 10.2	565.6 ± 11.8	np	..	577.9 ± 36.1	563.7 ± 8.4
Very remote	575.6 ± 20.7	..	544.7 ± 12.9	555.6 ± 8.5	546.8 ± 21.8	np	..	565.2 ± 16.6	553.0 ± 8.1
Total	580.7 ± 2.8	582.3 ± 3.0	570.6 ± 3.0	576.8 ± 4.3	572.1 ± 4.7	573.6 ± 7.1	598.5 ± 8.8	566.9 ± 14.1	578.0 ± 1.5
All students									
Metropolitan	581.7 ± 3.6	584.6 ± 3.7	570.9 ± 4.0	577.6 ± 5.6	573.9 ± 6.4	577.5 ± 13.1	597.0 ± 8.8	..	579.5 ± 1.9

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Provincial	567.4 ± 3.1	572.6 ± 4.0	559.2 ± 3.7	564.0 ± 6.9	561.6 ± 6.3	565.6 ± 7.9	..	547.9 ± 17.3	565.5 ± 1.9
Remote	511.0 ± 12.8	620.1 ± 35.0	535.6 ± 11.0	546.0 ± 15.6	562.2 ± 13.1	537.2 ± 8.5	..	529.9 ± 39.4	543.3 ± 10.3
Very remote	525.3 ± 55.2	..	504.3 ± 20.6	499.6 ± 23.6	512.2 ± 22.3	np	..	411.7 ± 34.6	474.0 ± 17.5
Total	577.9 ± 2.8	581.6 ± 3.0	566.8 ± 3.1	572.2 ± 4.7	570.1 ± 5.0	570.6 ± 7.4	597.0 ± 8.8	516.0 ± 20.2	574.8 ± 1.5

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.
.. Not applicable. **np** Not published.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Year 3									
Parental education (d)									
Bachelor degree or above	467.6 ± 1.8	464.9 ± 1.8	451.1 ± 2.4	453.0 ± 3.0	453.3 ± 4.3	473.8 ± 6.5	470.5 ± 5.9	432.6 ± 9.6	461.7 ± 1.0
Advanced diploma/diploma	427.9 ± 1.8	428.0 ± 2.0	413.0 ± 2.4	413.0 ± 3.5	422.5 ± 4.2	434.7 ± 8.7	413.2 ± 7.4	388.6 ± 11.8	422.8 ± 1.1
Certificate I to IV (e)	403.5 ± 1.7	411.2 ± 1.9	393.8 ± 2.0	393.8 ± 2.9	401.0 ± 3.4	404.3 ± 5.2	412.9 ± 7.1	358.1 ± 11.7	401.7 ± 1.0
Year 12 or equivalent	403.7 ± 3.0	411.9 ± 3.0	390.6 ± 2.8	393.7 ± 4.0	404.7 ± 3.9	395.7 ± 9.3	410.6 ± 10.3	362.2 ± 14.8	401.4 ± 1.4
Year 11 or equivalent or below	368.0 ± 2.5	384.7 ± 2.6	356.7 ± 3.4	351.9 ± 4.5	366.9 ± 4.6	366.0 ± 7.3	377.4 ± 16.8	278.2 ± 16.4	366.5 ± 1.5
Not stated (f)	408.0 ± 5.0	440.2 ± 7.5	393.5 ± 5.3	381.3 ± 7.2	390.6 ± 5.6	442.9 ± 37.2	443.5 ± 9.3	254.6 ± 42.2	395.6 ± 4.0
Parental occupation (g)									
Senior management and qualified professionals	467.5 ± 2.0	468.6 ± 2.0	450.6 ± 2.5	451.2 ± 3.4	449.7 ± 4.2	471.7 ± 7.0	473.9 ± 7.4	413.7 ± 11.9	461.4 ± 1.2
Other business managers and associated professionals	439.8 ± 1.7	441.1 ± 1.9	422.5 ± 2.3	421.6 ± 3.2	421.1 ± 3.5	435.1 ± 7.2	445.4 ± 5.5	392.6 ± 14.7	433.7 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	414.3 ± 1.7	421.1 ± 1.7	399.9 ± 2.2	398.8 ± 3.1	404.8 ± 3.7	411.1 ± 6.1	416.8 ± 6.6	370.7 ± 11.2	410.2 ± 1.0
Machine operators, hospitality staff, assistants, labourers	393.8 ± 2.2	401.7 ± 2.2	377.0 ± 2.8	380.1 ± 3.9	386.0 ± 4.0	385.1 ± 6.4	402.6 ± 12.3	325.4 ± 17.7	390.3 ± 1.3
Not in paid work in previous 12 months	377.7 ± 2.9	389.9 ± 2.9	361.6 ± 4.5	362.5 ± 6.7	375.0 ± 7.4	361.3 ± 10.0	414.2 ± 15.1	280.5 ± 15.8	376.5 ± 1.8
Not stated (h)	393.1 ± 3.8	445.9 ± 8.5	389.7 ± 4.3	382.6 ± 5.4	382.6 ± 5.3	418.8 ± 30.1	432.4 ± 10.4	252.8 ± 34.7	389.8 ± 2.9
Year 5									
Parental education (d)									
Bachelor degree or above	538.3 ± 2.1	535.3 ± 1.7	519.1 ± 2.5	524.5 ± 2.8	525.0 ± 3.3	541.2 ± 5.4	543.3 ± 6.8	509.0 ± 9.2	532.7 ± 1.1
Advanced diploma/diploma	503.6 ± 1.8	502.2 ± 1.8	487.5 ± 2.4	491.0 ± 2.8	495.6 ± 3.9	509.2 ± 6.9	507.3 ± 9.7	474.4 ± 11.0	498.9 ± 1.0
Certificate I to IV (e)	482.9 ± 1.4	488.0 ± 1.5	467.5 ± 1.9	471.2 ± 2.4	478.7 ± 2.8	479.0 ± 4.2	485.5 ± 7.8	445.3 ± 9.5	479.7 ± 0.8

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Year 12 or equivalent	483.9 ± 2.2	490.0 ± 2.7	467.0 ± 3.1	474.2 ± 3.6	484.6 ± 3.3	474.0 ± 9.2	493.4 ± 10.1	450.3 ± 13.0	481.6 ± 1.3
Year 11 or equivalent or below	450.3 ± 2.0	463.8 ± 2.4	433.8 ± 3.3	436.2 ± 4.3	447.4 ± 4.0	449.1 ± 5.7	446.1 ± 13.5	354.8 ± 16.5	448.3 ± 1.4
Not stated (f)	485.2 ± 3.5	511.9 ± 6.1	469.1 ± 5.0	458.1 ± 5.2	469.0 ± 5.0	492.9 ± 21.3	518.0 ± 9.5	328.9 ± 48.8	471.8 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	539.1 ± 2.2	538.8 ± 1.9	518.0 ± 2.6	522.1 ± 3.1	520.0 ± 3.5	536.8 ± 6.3	546.2 ± 8.3	495.2 ± 10.6	532.3 ± 1.2
Other business managers and associated professionals	512.9 ± 1.6	512.4 ± 1.6	493.5 ± 2.3	496.5 ± 2.8	497.2 ± 2.7	508.0 ± 5.1	521.2 ± 6.2	481.1 ± 10.3	507.0 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	490.6 ± 1.5	495.8 ± 1.7	472.6 ± 2.0	477.6 ± 2.7	479.0 ± 2.9	488.9 ± 5.3	502.2 ± 8.2	452.5 ± 10.1	486.6 ± 0.9
Machine operators, hospitality staff, assistants, labourers	471.6 ± 2.0	477.6 ± 2.0	449.7 ± 3.0	456.8 ± 3.6	466.2 ± 3.3	463.4 ± 5.5	477.5 ± 10.4	409.7 ± 15.7	467.8 ± 1.2
Not in paid work in previous 12 months	456.9 ± 2.6	466.6 ± 2.4	438.4 ± 4.5	438.1 ± 6.4	454.8 ± 5.6	441.2 ± 7.9	490.6 ± 15.7	344.0 ± 18.1	454.9 ± 1.7
Not stated (h)	473.5 ± 3.0	517.0 ± 7.4	463.2 ± 4.2	457.8 ± 4.4	459.4 ± 4.8	477.6 ± 18.7	504.8 ± 10.7	329.1 ± 43.5	465.5 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	583.7 ± 3.4	578.6 ± 2.6	568.4 ± 2.0	573.9 ± 3.1	574.6 ± 3.5	589.2 ± 7.1	583.2 ± 6.3	553.3 ± 11.7	578.0 ± 1.6
Advanced diploma/diploma	550.4 ± 2.3	547.8 ± 2.0	538.6 ± 1.9	543.7 ± 2.6	551.2 ± 3.6	555.0 ± 6.3	544.6 ± 7.3	524.0 ± 10.5	546.5 ± 1.2
Certificate I to IV (e)	528.8 ± 1.7	533.0 ± 1.7	522.8 ± 1.5	529.9 ± 2.2	532.3 ± 2.5	531.6 ± 4.7	531.4 ± 5.7	502.2 ± 11.0	528.7 ± 0.8
Year 12 or equivalent	530.3 ± 3.0	537.2 ± 4.9	523.6 ± 2.3	529.4 ± 3.3	536.2 ± 2.7	531.9 ± 10.3	530.3 ± 9.3	500.6 ± 15.8	531.1 ± 1.7
Year 11 or equivalent or below	499.1 ± 2.2	510.7 ± 2.4	496.1 ± 2.4	500.7 ± 3.6	510.0 ± 3.1	504.5 ± 5.8	499.8 ± 11.6	427.9 ± 20.7	501.9 ± 1.2
Not stated (f)	537.5 ± 5.9	559.7 ± 6.0	522.1 ± 3.5	517.2 ± 4.4	526.6 ± 4.2	544.0 ± 18.4	554.7 ± 17.2	408.4 ± 48.7	527.7 ± 2.8
Parental occupation (g)									

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Senior management and qualified professionals	582.3 ± 3.2	580.5 ± 3.0	567.4 ± 2.3	570.8 ± 3.5	571.7 ± 3.6	584.8 ± 7.4	580.6 ± 8.3	539.0 ± 13.7	576.6 ± 1.6
Other business managers and associated professionals	558.0 ± 2.4	557.2 ± 2.2	545.1 ± 1.6	549.2 ± 2.6	548.5 ± 2.6	555.7 ± 6.0	559.9 ± 8.0	530.5 ± 12.3	553.6 ± 1.1
Tradespeople, clerks, skilled office, sales and service staff	535.8 ± 2.0	539.4 ± 1.7	525.7 ± 1.6	533.1 ± 2.4	532.5 ± 2.4	538.0 ± 5.3	540.2 ± 7.1	503.2 ± 11.1	533.9 ± 0.9
Machine operators, hospitality staff, assistants, labourers	518.4 ± 2.7	522.8 ± 2.0	507.9 ± 1.9	516.1 ± 3.2	520.2 ± 3.0	515.5 ± 5.5	520.1 ± 10.0	457.9 ± 18.3	517.0 ± 1.2
Not in paid work in previous 12 months	501.7 ± 2.9	507.6 ± 2.9	496.7 ± 3.7	501.3 ± 5.1	505.2 ± 4.8	489.2 ± 8.3	531.3 ± 16.8	404.2 ± 25.7	501.6 ± 1.7
Not stated (h)	525.3 ± 4.7	561.1 ± 6.4	518.4 ± 3.0	516.5 ± 3.7	519.4 ± 4.0	533.2 ± 15.8	539.0 ± 14.0	403.0 ± 36.0	522.4 ± 2.4
Year 9									
Parental education (d)									
Bachelor degree or above	617.2 ± 3.4	615.6 ± 3.4	603.7 ± 3.2	608.1 ± 4.1	610.1 ± 5.2	619.2 ± 7.4	622.9 ± 8.2	594.5 ± 14.8	613.0 ± 1.7
Advanced diploma/diploma	584.3 ± 2.2	582.9 ± 2.3	572.8 ± 2.3	577.3 ± 3.1	585.1 ± 4.5	592.1 ± 6.9	586.0 ± 7.3	559.4 ± 9.5	580.8 ± 1.2
Certificate I to IV (e)	563.2 ± 1.7	567.0 ± 1.8	557.4 ± 1.9	563.0 ± 3.2	567.6 ± 4.0	560.1 ± 4.7	567.1 ± 7.1	536.4 ± 11.1	562.9 ± 1.0
Year 12 or equivalent	566.4 ± 3.0	571.3 ± 4.6	556.4 ± 3.0	562.2 ± 4.3	570.9 ± 4.2	563.6 ± 8.6	574.9 ± 8.9	543.2 ± 15.9	565.8 ± 1.8
Year 11 or equivalent or below	535.3 ± 2.2	545.6 ± 2.4	532.6 ± 2.6	535.5 ± 4.4	541.9 ± 4.3	539.0 ± 6.1	553.1 ± 10.9	461.1 ± 23.5	537.5 ± 1.3
Not stated (f)	563.3 ± 3.6	586.0 ± 6.0	555.4 ± 6.3	559.3 ± 10.0	558.5 ± 6.2	565.3 ± 17.1	589.7 ± 11.5	466.4 ± 40.7	560.4 ± 3.1
Parental occupation (g)									
Senior management and qualified professionals	614.0 ± 3.2	618.4 ± 3.2	601.6 ± 3.5	604.3 ± 4.5	605.5 ± 5.1	614.0 ± 7.9	621.8 ± 8.3	591.2 ± 14.2	611.0 ± 1.7
Other business managers and associated professionals	591.1 ± 2.4	591.4 ± 2.6	577.8 ± 3.1	580.9 ± 3.2	582.8 ± 3.4	586.8 ± 5.9	596.5 ± 8.5	559.2 ± 10.6	586.6 ± 1.3

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Tradespeople, clerks, skilled office, sales and service staff	570.5 ± 2.1	571.2 ± 2.0	558.8 ± 2.2	565.5 ± 3.1	566.0 ± 3.4	570.8 ± 4.6	580.3 ± 8.5	537.3 ± 11.9	567.3 ± 1.1
Machine operators, hospitality staff, assistants, labourers	553.1 ± 2.7	556.0 ± 2.3	541.5 ± 2.5	546.9 ± 4.2	550.6 ± 4.3	543.1 ± 6.0	565.3 ± 9.0	487.8 ± 19.6	550.7 ± 1.3
Not in paid work in previous 12 months	537.2 ± 3.2	543.1 ± 3.0	533.5 ± 4.6	525.9 ± 7.9	535.5 ± 5.7	529.4 ± 7.6	565.7 ± 14.4	448.5 ± 26.5	536.9 ± 1.9
Not stated (h)	555.8 ± 3.1	591.4 ± 6.6	551.9 ± 5.4	556.1 ± 9.0	552.5 ± 6.6	555.0 ± 12.1	579.7 ± 10.5	461.4 ± 31.9	555.5 ± 2.7

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.

(c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.42

Table 4A.42 Participation rate in reading assessment, 2012, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<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</i>
Year 3									
Indigenous students	94.3	88.8	91.6	85.4	84.3	95.6	85.8	78.1	89.7
Non-Indigenous students	97.2	95.1	95.0	95.9	94.2	96.1	93.7	94.9	95.7
All students	97.0	94.7	94.8	95.1	93.7	95.2	93.4	87.6	95.3
Year 5									
Indigenous students	94.0	89.4	90.3	86.3	87.7	96.3	88.7	79.5	89.6
Non-Indigenous students	97.6	95.3	95.2	96.5	95.2	97.1	95.8	96.3	96.3
All students	97.4	95.1	94.9	95.8	94.8	96.2	95.5	88.7	95.9
Year 7									
Indigenous students	89.9	85.8	91.5	84.8	86.0	93.4	84.1	73.8	87.8
Non-Indigenous students	96.8	95.2	95.7	96.5	95.2	95.4	94.8	96.9	95.9
All students	96.4	94.9	95.4	95.7	94.8	94.4	94.5	87.0	95.5
Year 9									
Indigenous students	79.0	77.2	81.3	70.8	69.5	83.4	79.8	66.0	77.1
Non-Indigenous students	94.6	91.6	92.1	94.2	90.7	91.6	92.6	96.0	92.9
All students	93.8	91.3	91.4	92.7	89.9	90.0	92.2	84.4	92.1

- (a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

Source: ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.43

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2012 (per cent) (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</i>
Year 3									
Indigenous students									
Exempt	3.1	6.1	2.5	1.2	5.7	1.7	4.5	2.0	2.9
Absent	4.4	6.0	5.7	13.5	8.5	3.7	6.0	21.1	8.0
Withdrawn	1.3	5.2	2.6	1.1	7.2	0.7	8.2	0.8	2.2
Assessed	91.2	82.7	89.2	84.2	78.6	93.9	81.3	76.1	86.9
Non-Indigenous students									
Exempt	1.7	2.6	1.5	1.4	2.1	1.4	1.6	2.2	1.9
Absent	1.9	2.6	2.4	2.7	2.5	3.2	2.4	2.9	2.3
Withdrawn	0.9	2.4	2.6	1.4	3.4	0.7	3.8	2.2	1.9
Assessed	95.5	92.4	93.5	94.5	92.0	94.7	92.2	92.7	93.9
All students									
Exempt	1.7	2.8	1.5	1.4	2.3	1.4	1.7	2.1	2.0
Absent	2.0	2.7	2.7	3.5	2.8	3.2	2.6	10.8	2.7
Withdrawn	1.0	2.6	2.6	1.4	3.5	1.6	4.0	1.6	2.0
Assessed	95.3	91.9	93.2	93.7	91.4	93.8	91.7	85.5	93.3
Year 5									
Indigenous students									
Exempt	2.7	6.8	3.0	1.5	4.6	1.5	6.6	2.0	2.9
Absent	5.0	6.7	6.6	12.9	8.1	2.8	7.5	19.9	8.6
Withdrawn	1.0	3.8	3.0	0.8	4.1	0.9	3.8	0.5	1.7
Assessed	91.3	82.7	87.4	84.8	83.2	94.8	82.1	77.6	86.8
Non-Indigenous students									
Exempt	1.5	2.5	2.2	1.4	2.1	1.3	1.8	2.2	1.9
Absent	1.8	2.8	2.3	2.5	2.6	2.4	2.2	2.6	2.3
Withdrawn	0.7	1.9	2.5	1.0	2.1	0.5	2.1	1.1	1.4
Assessed	96.0	92.8	93.0	95.1	93.2	95.8	93.9	94.1	94.4
All students									
Exempt	1.6	2.7	2.3	1.4	2.2	1.3	1.9	2.1	2.0
Absent	1.9	2.9	2.6	3.3	2.9	2.5	2.3	10.5	2.6
Withdrawn	0.7	1.9	2.5	1.0	2.3	1.3	2.2	0.8	1.5
Assessed	95.8	92.5	92.6	94.3	92.6	94.9	93.6	86.6	93.9
Year 7									
Indigenous students									
Exempt	2.1	3.7	2.5	1.4	2.5	1.0	2.7	1.9	2.2
Absent	9.2	12.4	6.2	14.1	9.2	6.1	10.6	24.5	10.5
Withdrawn	0.9	1.8	2.3	1.1	4.8	0.4	5.3	1.7	1.7
Assessed	87.8	82.1	89.0	83.4	83.5	92.5	81.4	71.9	85.6
Non-Indigenous students									

TABLE 4A.43

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2012 (per cent) (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</i>
Exempt	1.2	1.8	1.7	1.3	1.8	1.2	1.5	2.7	1.5
Absent	2.8	3.8	2.6	2.7	2.9	4.2	3.2	2.7	3.1
Withdrawn	0.4	1.0	1.7	0.7	2.0	0.4	2.0	0.4	1.0
Assessed	95.6	93.4	94.0	95.3	93.3	94.2	93.3	94.2	94.4
All students									
Exempt	1.2	2.0	1.7	1.3	1.9	1.3	1.5	2.3	1.6
Absent	3.2	4.0	2.8	3.5	3.2	4.5	3.4	12.0	3.5
Withdrawn	0.4	1.0	1.8	0.8	2.1	1.1	2.1	1.0	1.1
Assessed	95.2	93.0	93.7	94.4	92.8	93.1	93.0	84.7	93.8
Year 9									
Indigenous students									
Exempt	2.5	4.6	2.6	2.1	3.4	2.3	1.8	3.2	2.7
Absent	20.2	20.6	15.7	28.5	26.8	16.6	16.5	33.2	21.2
Withdrawn	0.8	2.3	3.0	0.7	3.6	–	3.7	0.8	1.7
Assessed	76.5	72.5	78.7	68.7	66.2	81.1	78.0	62.8	74.4
Non-Indigenous students									
Exempt	1.3	1.9	1.5	1.2	1.4	0.9	1.3	2.1	1.5
Absent	5.0	7.2	5.0	5.3	7.1	8.0	5.3	3.8	5.8
Withdrawn	0.4	1.2	2.9	0.6	2.2	0.4	2.1	0.2	1.3
Assessed	93.3	89.7	90.6	92.9	89.3	90.7	91.3	93.9	91.4
All students									
Exempt	1.3	2.0	1.6	1.3	1.5	1.1	1.3	2.4	1.6
Absent	5.7	7.5	5.7	6.6	7.9	9.1	5.5	15.2	6.6
Withdrawn	0.5	1.2	2.9	0.7	2.3	0.9	2.2	0.4	1.4
Assessed	92.5	89.3	89.8	91.4	88.3	88.9	91.0	82.0	90.4

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

(d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

Source: ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	412.3 ± 1.8	423.1 ± 2.0	426.0 ± 2.0	↑	●
At or above NMS	%	95.1 ± 0.3	95.2 ± 0.3	94.8 ± 0.3	●	●
Indigenous students (c)						
Mean scale score	no.	347.5 ± 3.6	355.1 ± 3.6	356.7 ± 3.8	●	●
At or above NMS	%	83.5 ± 1.8	85.0 ± 1.5	83.0 ± 1.5	●	●
Non-Indigenous students						
Mean scale score	no.	414.9 ± 1.7	426.2 ± 2.0	429.6 ± 1.9	↑	●
At or above NMS	%	95.7 ± 0.2	95.8 ± 0.3	95.4 ± 0.3	●	●
LBOTE students (d)						
At or above NMS	%	94.5 ± 0.6	94.9 ± 0.5	94.5 ± 0.5	●	●
Male students						
At or above NMS	%	93.8 ± 0.4	93.7 ± 0.4	93.2 ± 0.4	●	●
Female students						
At or above NMS	%	96.5 ± 0.3	96.9 ± 0.3	96.5 ± 0.3	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	494.7 ± 1.9	495.4 ± 2.0	499.8 ± 1.9	●	●
At or above NMS	%	93.5 ± 0.4	93.1 ± 0.4	92.9 ± 0.4	●	●
Indigenous students (c)						
Mean scale score	no.	432.8 ± 3.5	434.4 ± 3.7	438.5 ± 3.7	●	●
At or above NMS	%	77.6 ± 2.0	77.8 ± 1.9	77.6 ± 1.8	●	●
Non-Indigenous students						
Mean scale score	no.	497.4 ± 1.8	498.0 ± 1.9	502.8 ± 1.9	●	●
At or above NMS	%	94.4 ± 0.3	93.8 ± 0.4	93.7 ± 0.3	●	●
LBOTE students (d)						
At or above NMS	%	91.2 ± 0.9	92.4 ± 0.7	92.0 ± 0.7	●	●
Male students						
At or above NMS	%	92.1 ± 0.5	91.5 ± 0.6	90.9 ± 0.5	●	●
Female students						
At or above NMS	%	95.0 ± 0.4	94.8 ± 0.4	95.1 ± 0.3	●	●

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	542.5 ± 3.0	543.5 ± 3.0	546.1 ± 2.9	•	•
At or above NMS	%	95.4 ± 0.4	95.0 ± 0.4	94.7 ± 0.4	•	•
Indigenous students (c)						
Mean scale score	no.	486.5 ± 3.5	485.7 ± 3.1	489.9 ± 3.2	•	•
At or above NMS	%	82.4 ± 1.8	82.6 ± 1.7	82.7 ± 1.7	•	•
Non-Indigenous students						
Mean scale score	no.	544.9 ± 2.9	546.0 ± 3.0	548.7 ± 2.9	•	•
At or above NMS	%	96.1 ± 0.4	95.6 ± 0.4	95.3 ± 0.4	•	•
LBOTE students (d)						
At or above NMS	%	94.0 ± 1.0	94.1 ± 0.9	93.8 ± 0.8	•	•
Male students						
At or above NMS	%	94.2 ± 0.5	93.6 ± 0.6	93.2 ± 0.6	•	•
Female students						
At or above NMS	%	96.7 ± 0.4	96.4 ± 0.4	96.3 ± 0.4	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	583.1 ± 2.8	583.0 ± 2.8	577.9 ± 2.8	•	•
At or above NMS	%	94.4 ± 0.5	93.0 ± 0.6	91.9 ± 0.6	↓	•
Indigenous students (c)						
Mean scale score	no.	531.7 ± 3.6	529.0 ± 3.1	522.2 ± 3.3	↓	•
At or above NMS	%	82.3 ± 2.2	77.9 ± 1.9	74.2 ± 2.2	↓	•
Non-Indigenous students						
Mean scale score	no.	585.5 ± 2.8	585.4 ± 2.8	580.7 ± 2.8	•	•
At or above NMS	%	95.1 ± 0.4	93.7 ± 0.5	92.8 ± 0.6	↓	•
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.1	91.2 ± 1.2	90.1 ± 1.3	•	•
Male students						
At or above NMS	%	93.1 ± 0.6	91.5 ± 0.7	90.1 ± 0.8	↓	•
Female students						
At or above NMS	%	95.8 ± 0.5	94.5 ± 0.6	93.9 ± 0.6	↓	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	419.9 ± 1.6	433.5 ± 1.9	432.0 ± 1.9	↑	•
At or above NMS	%	95.2 ± 0.2	95.3 ± 0.4	95.2 ± 0.4	•	•
Indigenous students (c)						
Mean scale score	no.	368.9 ± 6.3	374.0 ± 6.5	375.0 ± 6.4	•	•
At or above NMS	%	88.1 ± 2.8	88.2 ± 2.8	84.9 ± 2.8	•	•
Non-Indigenous students						
Mean scale score	no.	420.6 ± 1.6	434.3 ± 1.9	432.8 ± 1.9	↑	•
At or above NMS	%	95.6 ± 0.3	95.7 ± 0.4	95.5 ± 0.4	•	•
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	94.0 ± 0.7	93.7 ± 0.6	•	•
Male students						
At or above NMS	%	93.8 ± 0.5	94.0 ± 0.5	93.6 ± 0.5	•	•
Female students						
At or above NMS	%	96.8 ± 0.3	96.7 ± 0.3	96.8 ± 0.3	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	496.7 ± 1.6	503.7 ± 1.8	504.1 ± 1.7	•	•
At or above NMS	%	93.7 ± 0.3	94.3 ± 0.4	94.1 ± 0.4	•	•
Indigenous students (c)						
Mean scale score	no.	449.7 ± 6.3	455.1 ± 6.0	450.2 ± 5.2	•	•
At or above NMS	%	83.0 ± 3.3	83.1 ± 3.0	81.4 ± 2.8	•	•
Non-Indigenous students						
Mean scale score	no.	497.3 ± 1.6	504.3 ± 1.7	504.9 ± 1.7	•	•
At or above NMS	%	94.0 ± 0.4	94.7 ± 0.4	94.4 ± 0.4	•	•
LBOTE students (d)						
At or above NMS	%	91.9 ± 0.7	92.5 ± 0.7	92.3 ± 0.7	•	•
Male students						
At or above NMS	%	92.2 ± 0.5	92.7 ± 0.6	92.2 ± 0.6	•	•
Female students						
At or above NMS	%	95.2 ± 0.4	96.0 ± 0.4	96.0 ± 0.3	•	•

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	543.0 ± 2.6	544.8 ± 2.6	548.3 ± 2.6	•	•
At or above NMS	%	95.8 ± 0.3	95.8 ± 0.5	95.5 ± 0.5	•	•
Indigenous students (c)						
Mean scale score	no.	488.8 ± 5.5	495.4 ± 5.2	504.3 ± 5.5	↑	•
At or above NMS	%	85.5 ± 3.2	87.8 ± 3.2	87.8 ± 2.7	•	•
Non-Indigenous students						
Mean scale score	no.	543.9 ± 2.6	545.7 ± 2.6	549.1 ± 2.6	•	•
At or above NMS	%	96.1 ± 0.4	96.1 ± 0.5	95.7 ± 0.5	•	•
LBOTE students (d)						
At or above NMS	%	94.1 ± 0.8	93.8 ± 0.9	93.6 ± 0.9	•	•
Male students						
At or above NMS	%	94.7 ± 0.6	94.6 ± 0.7	94.1 ± 0.7	•	•
Female students						
At or above NMS	%	97.0 ± 0.4	97.0 ± 0.4	96.9 ± 0.4	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	584.6 ± 3.0	585.0 ± 2.8	581.6 ± 3.0	•	•
At or above NMS	%	94.7 ± 0.4	94.0 ± 0.6	93.0 ± 0.6	↓	•
Indigenous students (c)						
Mean scale score	no.	536.0 ± 6.0	539.1 ± 4.7	539.2 ± 6.6	•	•
At or above NMS	%	79.9 ± 4.1	83.2 ± 2.9	80.7 ± 3.9	•	•
Non-Indigenous students						
Mean scale score	no.	585.2 ± 2.9	585.6 ± 2.8	582.3 ± 3.0	•	•
At or above NMS	%	95.0 ± 0.5	94.2 ± 0.6	93.3 ± 0.6	↓	•
LBOTE students (d)						
At or above NMS	%	92.8 ± 1.0	91.0 ± 1.2	89.8 ± 1.4	↓	•
Male students						
At or above NMS	%	93.5 ± 0.7	92.8 ± 0.8	91.2 ± 0.9	↓	•
Female students						
At or above NMS	%	95.8 ± 0.5	95.4 ± 0.5	94.8 ± 0.6	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	371.1 ± 2.6	399.9 ± 2.3	408.5 ± 2.4	↑	↑
At or above NMS	%	87.1 ± 0.7	92.8 ± 0.5	92.7 ± 0.5	↑	●
Indigenous students (c)						
Mean scale score	no.	309.5 ± 7.6	338.1 ± 4.1	339.8 ± 4.9	↑	●
At or above NMS	%	66.2 ± 3.3	80.0 ± 2.0	77.7 ± 2.1	↑	●
Non-Indigenous students						
Mean scale score	no.	375.9 ± 2.4	405.4 ± 2.2	413.7 ± 2.3	↑	●
At or above NMS	%	88.7 ± 0.6	93.9 ± 0.4	93.9 ± 0.4	↑	●
LBOTE students (d)						
At or above NMS	%	77.2 ± 3.2	88.7 ± 1.7	88.5 ± 2.0	↑	●
Male students						
At or above NMS	%	84.4 ± 0.9	90.8 ± 0.7	90.7 ± 0.6	↑	●
Female students						
At or above NMS	%	90.0 ± 0.7	94.8 ± 0.4	94.8 ± 0.4	↑	●
<i>Year 5</i>						
All students						
Mean scale score	no.	466.1 ± 2.3	469.4 ± 2.1	480.3 ± 2.3	↑	↑
At or above NMS	%	86.9 ± 0.7	88.6 ± 0.7	89.1 ± 0.8	↑	●
Indigenous students (c)						
Mean scale score	no.	404.4 ± 6.4	413.7 ± 4.0	413.0 ± 5.6	●	●
At or above NMS	%	62.9 ± 3.2	68.0 ± 2.4	65.5 ± 3.1	●	●
Non-Indigenous students						
Mean scale score	no.	470.9 ± 2.2	474.2 ± 2.0	485.3 ± 2.2	↑	↑
At or above NMS	%	88.8 ± 0.6	90.4 ± 0.6	90.9 ± 0.6	↑	●
LBOTE students (d)						
At or above NMS	%	74.2 ± 3.4	82.2 ± 2.7	81.1 ± 3.1	↑	●
Male students						
At or above NMS	%	84.3 ± 0.9	86.0 ± 0.9	86.6 ± 1.0	↑	●
Female students						
At or above NMS	%	89.6 ± 0.7	91.4 ± 0.6	92.0 ± 0.7	↑	●

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	528.1 ± 2.1	533.5 ± 2.0	532.7 ± 2.0	•	•
At or above NMS	%	92.9 ± 0.5	94.3 ± 0.5	93.3 ± 0.5	•	•
Indigenous students (c)						
Mean scale score	no.	472.4 ± 7.6	480.0 ± 3.6	478.0 ± 4.0	•	•
At or above NMS	%	74.8 ± 3.2	79.9 ± 2.3	77.4 ± 2.5	•	•
Non-Indigenous students						
Mean scale score	no.	532.3 ± 2.0	537.8 ± 1.9	536.8 ± 1.9	•	•
At or above NMS	%	94.3 ± 0.4	95.5 ± 0.4	94.5 ± 0.4	•	↓
LBOTE students (d)						
At or above NMS	%	82.4 ± 2.8	88.7 ± 2.1	85.9 ± 2.5	•	•
Male students						
At or above NMS	%	91.2 ± 0.6	93.0 ± 0.6	91.5 ± 0.6	•	↓
Female students						
At or above NMS	%	94.6 ± 0.6	95.7 ± 0.4	95.1 ± 0.5	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	568.2 ± 3.3	572.4 ± 3.0	566.8 ± 3.1	•	•
At or above NMS	%	90.5 ± 0.9	91.6 ± 0.8	90.5 ± 0.8	•	•
Indigenous students (c)						
Mean scale score	no.	514.2 ± 9.3	518.5 ± 4.3	513.8 ± 4.6	•	•
At or above NMS	%	70.0 ± 4.0	72.1 ± 3.0	69.8 ± 3.3	•	•
Non-Indigenous students						
Mean scale score	no.	572.2 ± 3.1	576.5 ± 2.9	570.6 ± 3.0	•	•
At or above NMS	%	92.0 ± 0.8	93.1 ± 0.6	92.0 ± 0.7	•	•
LBOTE students (d)						
At or above NMS	%	80.8 ± 3.7	84.8 ± 3.4	80.4 ± 4.4	•	•
Male students						
At or above NMS	%	88.6 ± 1.1	89.6 ± 1.0	88.1 ± 1.1	•	•
Female students						
At or above NMS	%	92.5 ± 0.8	93.6 ± 0.7	93.0 ± 0.8	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.47

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	386.7 ± 3.1	400.3 ± 3.1	407.6 ± 3.3	↑	●
At or above NMS	%	89.4 ± 0.8	92.1 ± 0.7	91.8 ± 0.7	↑	●
Indigenous students (c)						
Mean scale score	no.	292.7 ± 7.1	313.2 ± 5.3	304.9 ± 6.5	●	↑
At or above NMS	%	57.3 ± 3.7	70.4 ± 3.0	64.1 ± 3.1	↑	↓
Non-Indigenous students						
Mean scale score	no.	394.5 ± 2.7	407.4 ± 2.9	415.1 ± 3.0	↑	●
At or above NMS	%	92.1 ± 0.6	93.8 ± 0.6	93.8 ± 0.6	↑	●
LBOTE students (d)						
At or above NMS	%	88.0 ± 2.1	90.8 ± 1.6	90.3 ± 1.5	●	●
Male students						
At or above NMS	%	87.0 ± 1.0	90.1 ± 0.9	90.0 ± 0.9	↑	●
Female students						
At or above NMS	%	91.9 ± 0.8	94.1 ± 0.7	93.7 ± 0.8	↑	●
<i>Year 5</i>						
All students						
Mean scale score	no.	473.6 ± 2.8	480.2 ± 3.0	482.6 ± 3.0	●	●
At or above NMS	%	89.1 ± 0.9	89.7 ± 0.8	89.6 ± 0.8	●	●
Indigenous students (c)						
Mean scale score	no.	381.3 ± 5.8	387.7 ± 6.1	386.6 ± 7.0	●	●
At or above NMS	%	51.8 ± 3.4	55.0 ± 3.6	53.6 ± 3.9	●	●
Non-Indigenous students						
Mean scale score	no.	481.4 ± 2.4	487.2 ± 2.7	490.2 ± 2.7	●	●
At or above NMS	%	92.2 ± 0.6	92.2 ± 0.6	92.4 ± 0.6	●	●
LBOTE students (d)						
At or above NMS	%	86.1 ± 2.1	86.6 ± 1.8	86.9 ± 1.9	●	●
Male students						
At or above NMS	%	87.1 ± 1.0	87.5 ± 1.0	87.4 ± 1.0	●	●
Female students						
At or above NMS	%	91.1 ± 0.9	91.9 ± 0.8	91.9 ± 0.9	●	●

TABLE 4A.47

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	527.0 ± 2.8	541.3 ± 3.2	537.8 ± 3.0	↑	●
At or above NMS	%	92.7 ± 0.8	94.7 ± 0.6	93.7 ± 0.7	●	●
Indigenous students (c)						
Mean scale score	no.	450.0 ± 5.7	466.0 ± 4.9	462.0 ± 5.2	↑	●
At or above NMS	%	63.4 ± 3.7	72.6 ± 3.4	69.1 ± 3.4	●	●
Non-Indigenous students						
Mean scale score	no.	533.2 ± 2.6	547.0 ± 3.0	543.3 ± 2.9	↑	●
At or above NMS	%	95.0 ± 0.5	96.3 ± 0.5	95.4 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	90.3 ± 2.0	91.9 ± 1.6	90.9 ± 1.5	●	●
Male students						
At or above NMS	%	91.0 ± 0.9	93.6 ± 0.8	91.9 ± 0.9	●	↓
Female students						
At or above NMS	%	94.5 ± 0.7	95.9 ± 0.6	95.6 ± 0.6	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	569.8 ± 4.6	577.3 ± 5.0	572.2 ± 4.7	●	●
At or above NMS	%	91.8 ± 1.1	90.9 ± 1.3	90.7 ± 1.2	●	●
Indigenous students (c)						
Mean scale score	no.	498.3 ± 5.7	504.0 ± 7.1	494.8 ± 7.2	●	●
At or above NMS	%	62.8 ± 3.9	63.9 ± 4.6	57.7 ± 4.6	●	●
Non-Indigenous students						
Mean scale score	no.	575.6 ± 4.4	581.8 ± 4.7	576.8 ± 4.3	●	●
At or above NMS	%	94.0 ± 0.9	92.6 ± 1.2	92.8 ± 1.0	●	●
LBOTE students (d)						
At or above NMS	%	89.6 ± 2.4	86.8 ± 3.7	86.8 ± 2.4	●	●
Male students						
At or above NMS	%	90.1 ± 1.3	89.5 ± 1.7	88.6 ± 1.6	●	●
Female students						
At or above NMS	%	93.5 ± 1.0	92.5 ± 1.3	92.9 ± 1.1	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.47

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.48

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 3.3	402.2 ± 3.6	408.9 ± 3.6	•	•
At or above NMS	%	91.5 ± 1.0	92.0 ± 0.9	92.6 ± 0.9	•	•
Indigenous students (c)						
Mean scale score	no.	329.7 ± 8.7	326.7 ± 10.2	334.4 ± 8.6	•	•
At or above NMS	%	71.5 ± 4.4	72.2 ± 5.1	72.5 ± 4.9	•	•
Non-Indigenous students						
Mean scale score	no.	403.9 ± 3.1	405.4 ± 3.5	412.1 ± 3.5	•	•
At or above NMS	%	92.5 ± 0.9	92.8 ± 0.8	93.5 ± 0.8	•	•
LBOTE students (d)						
At or above NMS	%	85.5 ± 4.3	89.6 ± 2.0	88.8 ± 2.5	•	•
Male students						
At or above NMS	%	89.6 ± 1.3	89.6 ± 1.3	90.5 ± 1.1	•	•
Female students						
At or above NMS	%	93.5 ± 0.9	94.4 ± 0.8	94.8 ± 0.8	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	477.9 ± 3.0	478.0 ± 3.2	483.9 ± 3.1	•	•
At or above NMS	%	89.9 ± 1.1	90.1 ± 1.0	90.7 ± 0.9	•	•
Indigenous students (c)						
Mean scale score	no.	405.9 ± 9.8	412.9 ± 7.7	410.4 ± 7.9	•	•
At or above NMS	%	60.6 ± 5.9	67.4 ± 5.3	63.8 ± 4.8	•	•
Non-Indigenous students						
Mean scale score	no.	481.0 ± 2.8	480.6 ± 3.1	486.8 ± 3.0	•	•
At or above NMS	%	91.3 ± 1.0	91.1 ± 1.0	91.8 ± 0.9	•	•
LBOTE students (d)						
At or above NMS	%	81.3 ± 4.1	86.4 ± 2.4	84.9 ± 2.5	•	•
Male students						
At or above NMS	%	88.2 ± 1.4	88.0 ± 1.3	88.1 ± 1.3	•	•
Female students						
At or above NMS	%	91.7 ± 1.1	92.3 ± 1.0	93.4 ± 0.8	•	•

TABLE 4A.48

Table 4A.48 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	533.5 ± 2.9	533.8 ± 2.9	537.0 ± 2.9	●	●
At or above NMS	%	93.4 ± 0.8	94.2 ± 0.7	93.7 ± 0.7	●	●
Indigenous students (c)						
Mean scale score	no.	464.9 ± 8.7	476.2 ± 6.3	478.4 ± 7.6	↑	●
At or above NMS	%	69.6 ± 5.9	76.1 ± 4.6	77.4 ± 4.4	●	●
Non-Indigenous students						
Mean scale score	no.	536.4 ± 2.7	536.1 ± 2.8	539.5 ± 2.8	●	●
At or above NMS	%	94.4 ± 0.7	95.0 ± 0.6	94.4 ± 0.7	●	●
LBOTE students (d)						
At or above NMS	%	85.3 ± 3.5	91.6 ± 1.7	89.4 ± 2.0	●	●
Male students						
At or above NMS	%	92.0 ± 1.0	92.9 ± 0.9	92.1 ± 1.0	●	●
Female students						
At or above NMS	%	94.8 ± 0.8	95.6 ± 0.7	95.4 ± 0.7	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 5.0	572.9 ± 4.7	570.1 ± 5.0	●	●
At or above NMS	%	91.7 ± 1.8	91.6 ± 1.4	90.8 ± 1.4	●	●
Indigenous students (c)						
Mean scale score	no.	506.3 ± 10.1	512.3 ± 7.9	511.9 ± 8.0	●	●
At or above NMS	%	62.5 ± 6.5	69.1 ± 5.8	66.6 ± 5.9	●	●
Non-Indigenous students						
Mean scale score	no.	578.5 ± 4.6	574.8 ± 4.5	572.1 ± 4.7	●	●
At or above NMS	%	93.5 ± 1.1	92.5 ± 1.4	91.8 ± 1.3	●	●
LBOTE students (d)						
At or above NMS	%	85.0 ± 4.8	84.9 ± 5.3	83.4 ± 4.0	●	●
Male students						
At or above NMS	%	90.4 ± 2.0	90.0 ± 1.8	89.1 ± 1.7	●	●
Female students						
At or above NMS	%	92.9 ± 1.7	93.3 ± 1.3	92.6 ± 1.4	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically.

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

	2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
				2008 to 2012	2011 to 2012

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.49

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	401.2 ± 4.9	410.1 ± 6.1	419.1 ± 7.0	↑	•
At or above NMS	%	92.8 ± 1.0	92.4 ± 1.2	92.9 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	376.6 ± 9.4	365.3 ± 10.7	369.0 ± 11.3	•	•
At or above NMS	%	88.4 ± 4.1	85.5 ± 4.3	85.2 ± 4.1	•	•
Non-Indigenous students						
Mean scale score	no.	403.4 ± 5.2	413.7 ± 6.1	420.8 ± 6.1	↑	•
At or above NMS	%	93.0 ± 1.0	93.0 ± 1.1	93.4 ± 1.2	•	•
LBOTE students (d)						
At or above NMS	%	88.9 ± 5.4	88.0 ± 4.4	91.9 ± 4.6	•	•
Male students						
At or above NMS	%	92.0 ± 1.4	90.1 ± 1.6	90.6 ± 1.7	•	•
Female students						
At or above NMS	%	93.7 ± 1.2	94.7 ± 1.1	95.3 ± 1.1	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	476.4 ± 4.9	485.9 ± 5.6	491.7 ± 5.4	↑	•
At or above NMS	%	89.7 ± 1.4	90.0 ± 1.3	90.7 ± 1.3	•	•
Indigenous students (c)						
Mean scale score	no.	456.6 ± 9.8	449.0 ± 7.6	452.8 ± 9.0	•	•
At or above NMS	%	84.5 ± 4.5	81.1 ± 4.3	80.7 ± 4.3	•	•
Non-Indigenous students						
Mean scale score	no.	480.1 ± 4.9	488.9 ± 5.5	493.8 ± 5.1	↑	•
At or above NMS	%	90.7 ± 1.3	90.8 ± 1.3	91.4 ± 1.3	•	•
LBOTE students (d)						
At or above NMS	%	83.8 ± 6.0	83.2 ± 6.8	87.7 ± 5.6	•	•
Male students						
At or above NMS	%	88.7 ± 1.9	88.1 ± 1.9	88.1 ± 1.9	•	•
Female students						
At or above NMS	%	90.7 ± 1.5	92.2 ± 1.5	93.3 ± 1.2	↑	•

TABLE 4A.49

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	534.2 ± 7.2	534.5 ± 7.4	540.6 ± 7.4	•	•
At or above NMS	%	93.9 ± 1.5	93.2 ± 1.6	93.9 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	513.8 ± 8.3	498.4 ± 7.8	505.0 ± 7.9	•	•
At or above NMS	%	89.0 ± 3.5	85.7 ± 4.1	89.2 ± 3.5	•	•
Non-Indigenous students						
Mean scale score	no.	536.6 ± 7.5	539.1 ± 6.9	542.8 ± 6.8	•	•
At or above NMS	%	94.4 ± 1.4	94.1 ± 1.5	94.5 ± 1.2	•	•
LBOTE students (d)						
At or above NMS	%	90.7 ± 4.9	83.3 ± 7.4	85.0 ± 9.0	•	•
Male students						
At or above NMS	%	93.0 ± 1.8	91.3 ± 2.1	92.1 ± 1.7	•	•
Female students						
At or above NMS	%	95.0 ± 1.5	95.2 ± 1.5	95.7 ± 1.1	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	578.8 ± 7.3	574.1 ± 7.4	570.6 ± 7.4	•	•
At or above NMS	%	93.0 ± 1.7	90.6 ± 2.1	89.9 ± 2.0	•	•
Indigenous students (c)						
Mean scale score	no.	564.9 ± 9.4	540.7 ± 9.1	536.8 ± 9.2	↓	•
At or above NMS	%	90.7 ± 3.7	82.2 ± 5.3	78.9 ± 5.6	↓	•
Non-Indigenous students						
Mean scale score	no.	580.9 ± 7.4	578.5 ± 7.0	573.6 ± 7.1	•	•
At or above NMS	%	93.5 ± 1.4	91.9 ± 1.7	91.1 ± 1.7	•	•
LBOTE students (d)						
At or above NMS	%	87.3 ± 6.5	84.3 ± 9.3	75.7 ± 10.3	•	•
Male students						
At or above NMS	%	92.8 ± 2.0	88.8 ± 2.5	87.4 ± 2.6	↓	•
Female students						
At or above NMS	%	93.2 ± 1.8	92.5 ± 2.0	92.4 ± 1.7	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.50

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	421.0 ± 5.9	443.0 ± 6.8	443.8 ± 5.8	↑	●
At or above NMS	%	94.4 ± 1.5	95.6 ± 1.2	96.0 ± 0.9	●	●
Indigenous students (c)						
Mean scale score	no.	359.5 ± 17.6	371.9 ± 23.1	372.6 ± 17.7	●	●
At or above NMS	%	84.9 ± 8.1	86.8 ± 8.5	85.7 ± 7.8	●	●
Non-Indigenous students						
Mean scale score	no.	422.8 ± 5.7	444.4 ± 6.7	445.9 ± 5.8	↑	●
At or above NMS	%	94.8 ± 1.4	95.8 ± 1.2	96.3 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	87.8 ± 6.4	92.9 ± 3.3	94.0 ± 2.0	●	●
Male students						
At or above NMS	%	92.2 ± 2.1	94.0 ± 1.7	94.8 ± 1.3	↑	●
Female students						
At or above NMS	%	96.6 ± 1.1	97.2 ± 1.0	97.3 ± 0.9	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	503.3 ± 5.6	516.3 ± 6.3	519.0 ± 7.0	↑	●
At or above NMS	%	94.8 ± 1.2	94.5 ± 1.3	94.9 ± 1.3	●	●
Indigenous students (c)						
Mean scale score	no.	441.9 ± 16.7	461.0 ± 16.1	459.7 ± 17.7	●	●
At or above NMS	%	81.1 ± 8.0	86.0 ± 8.1	80.4 ± 8.1	●	●
Non-Indigenous students						
Mean scale score	no.	504.9 ± 5.5	517.5 ± 6.2	520.3 ± 7.0	↑	●
At or above NMS	%	95.2 ± 1.1	94.7 ± 1.2	95.3 ± 1.2	●	●
LBOTE students (d)						
At or above NMS	%	88.8 ± 5.6	91.1 ± 2.7	91.9 ± 2.3	●	●
Male students						
At or above NMS	%	93.5 ± 1.7	92.9 ± 2.0	93.5 ± 1.8	●	●
Female students						
At or above NMS	%	96.0 ± 1.2	96.1 ± 1.2	96.4 ± 1.2	●	●

TABLE 4A.50

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	558.2 ± 10.1	561.8 ± 8.5	558.6 ± 8.3	•	•
At or above NMS	%	96.3 ± 1.4	96.8 ± 1.3	95.7 ± 1.5	•	•
Indigenous students (c)						
Mean scale score	no.	519.4 ± 16.5	514.6 ± 16.9	507.4 ± 14.2	•	•
At or above NMS	%	94.3 ± 4.8	86.1 ± 6.9	84.1 ± 7.9	↓	•
Non-Indigenous students						
Mean scale score	no.	559.2 ± 10.2	563.0 ± 8.3	559.8 ± 8.3	•	•
At or above NMS	%	96.4 ± 1.4	97.1 ± 1.3	96.0 ± 1.4	•	•
LBOTE students (d)						
At or above NMS	%	95.2 ± 3.3	95.6 ± 2.3	93.4 ± 3.0	•	•
Male students						
At or above NMS	%	95.0 ± 2.0	95.8 ± 1.9	94.3 ± 2.1	•	•
Female students						
At or above NMS	%	97.6 ± 1.1	97.8 ± 1.0	97.1 ± 1.4	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	601.9 ± 10.0	597.9 ± 9.8	597.0 ± 8.8	•	•
At or above NMS	%	96.6 ± 1.3	94.4 ± 1.9	94.7 ± 1.7	•	•
Indigenous students (c)						
Mean scale score	no.	552.8 ± 17.7	554.2 ± 13.7	539.5 ± 12.5	•	•
At or above NMS	%	84.2 ± 9.0	89.0 ± 8.0	82.4 ± 9.9	•	•
Non-Indigenous students						
Mean scale score	no.	603.1 ± 9.8	599.1 ± 9.7	598.5 ± 8.8	•	•
At or above NMS	%	96.9 ± 1.1	94.6 ± 1.8	94.9 ± 1.6	•	•
LBOTE students (d)						
At or above NMS	%	96.6 ± 2.6	90.1 ± 3.8	92.3 ± 3.0	↓	•
Male students						
At or above NMS	%	95.4 ± 1.8	92.9 ± 2.5	93.1 ± 2.4	•	•
Female students						
At or above NMS	%	97.9 ± 1.1	96.0 ± 1.7	96.3 ± 1.3	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.50

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	306.6 ± 19.9	322.6 ± 18.9	332.2 ± 19.8	●	●
At or above NMS	%	62.7 ± 6.5	67.6 ± 6.3	68.9 ± 6.3	●	●
Indigenous students (c)						
Mean scale score	no.	208.1 ± 19.5	236.0 ± 18.2	242.4 ± 20.8	↑	●
At or above NMS	%	30.4 ± 6.0	39.9 ± 6.5	39.6 ± 6.6	●	●
Non-Indigenous students						
Mean scale score	no.	382.5 ± 8.1	391.0 ± 9.4	400.2 ± 9.3	↑	●
At or above NMS	%	88.2 ± 2.8	89.3 ± 2.7	90.8 ± 2.4	●	●
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.7	46.3 ± 7.7	46.1 ± 7.9	●	●
Male students						
At or above NMS	%	60.1 ± 6.8	64.2 ± 6.8	65.0 ± 6.6	●	●
Female students						
At or above NMS	%	65.5 ± 6.5	71.1 ± 6.1	72.7 ± 6.4	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	405.1 ± 18.0	403.3 ± 19.8	404.8 ± 23.2	●	●
At or above NMS	%	62.5 ± 6.6	61.8 ± 7.1	61.3 ± 7.2	●	●
Indigenous students (c)						
Mean scale score	no.	307.3 ± 17.7	317.7 ± 21.0	310.2 ± 26.1	●	●
At or above NMS	%	25.8 ± 5.7	28.5 ± 6.2	27.4 ± 6.2	●	●
Non-Indigenous students						
Mean scale score	no.	474.5 ± 6.9	473.7 ± 6.9	482.3 ± 8.1	●	●
At or above NMS	%	88.9 ± 2.5	89.1 ± 2.4	89.0 ± 2.6	●	●
LBOTE students (d)						
At or above NMS	%	31.3 ± 8.1	34.9 ± 7.6	33.5 ± 7.8	●	●
Male students						
At or above NMS	%	60.2 ± 6.4	58.0 ± 7.4	57.8 ± 7.5	●	●
Female students						
At or above NMS	%	65.1 ± 7.0	65.6 ± 7.2	65.0 ± 7.2	●	●

TABLE 4A.51

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	468.4 ± 21.9	480.2 ± 19.3	474.3 ± 22.2	•	•
At or above NMS	%	67.1 ± 9.4	71.0 ± 8.4	69.0 ± 8.9	•	•
Indigenous students (c)						
Mean scale score	no.	386.1 ± 17.6	408.7 ± 16.5	397.3 ± 22.7	•	•
At or above NMS	%	32.4 ± 8.6	42.9 ± 8.3	39.1 ± 9.7	•	•
Non-Indigenous students						
Mean scale score	no.	531.0 ± 10.8	534.8 ± 13.0	530.8 ± 13.2	•	•
At or above NMS	%	93.5 ± 2.8	92.4 ± 3.7	90.8 ± 3.3	•	•
LBOTE students (d)						
At or above NMS	%	38.2 ± 13.1	46.3 ± 11.6	43.2 ± 11.7	•	•
Male students						
At or above NMS	%	65.5 ± 9.0	69.2 ± 9.0	66.4 ± 8.9	•	•
Female students						
At or above NMS	%	69.0 ± 9.9	72.9 ± 8.2	71.8 ± 9.2	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	524.2 ± 21.6	525.8 ± 16.8	516.0 ± 20.2	•	•
At or above NMS	%	69.9 ± 8.3	69.1 ± 8.1	65.3 ± 8.7	•	•
Indigenous students (c)						
Mean scale score	no.	446.5 ± 23.3	452.5 ± 17.3	433.5 ± 19.3	•	•
At or above NMS	%	37.9 ± 9.6	37.2 ± 9.1	29.1 ± 8.9	•	•
Non-Indigenous students						
Mean scale score	no.	578.1 ± 9.7	572.7 ± 10.5	566.9 ± 14.1	•	•
At or above NMS	%	92.2 ± 2.3	89.3 ± 5.1	87.7 ± 5.2	•	•
LBOTE students (d)						
At or above NMS	%	46.2 ± 14.6	44.7 ± 12.9	37.7 ± 13.2	•	•
Male students						
At or above NMS	%	68.5 ± 8.3	65.8 ± 8.6	61.8 ± 8.6	•	•
Female students						
At or above NMS	%	71.4 ± 8.5	72.5 ± 8.1	69.3 ± 9.4	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically.

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

	2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
				<i>2008 to 2012</i>	<i>2011 to 2012</i>

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 1.2	415.7 ± 1.2	419.6 ± 1.1	↑	●
At or above NMS	%	92.1 ± 0.3	93.8 ± 0.2	93.6 ± 0.2	↑	●
Indigenous students (c)						
Mean scale score	no.	313.7 ± 4.9	331.6 ± 4.0	333.3 ± 4.1	↑	●
At or above NMS	%	68.3 ± 2.0	76.3 ± 1.7	74.2 ± 1.6	↑	●
Non-Indigenous students						
Mean scale score	no.	405.0 ± 1.1	420.4 ± 1.1	424.2 ± 1.0	↑	●
At or above NMS	%	93.5 ± 0.2	94.9 ± 0.2	94.7 ± 0.2	↑	●
LBOTE students (d)						
At or above NMS	%	90.4 ± 0.7	92.1 ± 0.6	91.9 ± 0.5	↑	●
Male students						
At or above NMS	%	90.3 ± 0.3	92.1 ± 0.3	91.9 ± 0.3	↑	●
Female students						
At or above NMS	%	94.1 ± 0.2	95.6 ± 0.2	95.5 ± 0.2	↑	●
<i>Year 5</i>						
All students						
Mean scale score	no.	484.4 ± 1.1	488.1 ± 1.1	493.6 ± 1.1	↑	●
At or above NMS	%	91.0 ± 0.3	91.5 ± 0.3	91.6 ± 0.3	●	●
Indigenous students (c)						
Mean scale score	no.	403.4 ± 4.1	409.8 ± 4.1	409.0 ± 5.5	●	●
At or above NMS	%	63.4 ± 1.8	66.4 ± 1.7	64.7 ± 1.9	●	●
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	492.3 ± 1.0	498.0 ± 1.0	↑	●
At or above NMS	%	92.6 ± 0.2	92.9 ± 0.2	93.1 ± 0.2	●	●
LBOTE students (d)						
At or above NMS	%	87.5 ± 0.7	89.1 ± 0.6	89.0 ± 0.6	●	●
Male students						
At or above NMS	%	89.3 ± 0.3	89.5 ± 0.4	89.5 ± 0.4	●	●
Female students						
At or above NMS	%	92.8 ± 0.3	93.5 ± 0.3	93.9 ± 0.2	↑	●

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	536.5 ± 1.4	540.2 ± 1.3	541.5 ± 1.3	•	•
At or above NMS	%	94.2 ± 0.3	94.7 ± 0.3	94.1 ± 0.2	•	•
Indigenous students (c)						
Mean scale score	no.	466.5 ± 4.2	475.3 ± 2.6	474.8 ± 3.4	•	•
At or above NMS	%	71.9 ± 2.0	77.1 ± 1.4	75.4 ± 1.6	•	•
Non-Indigenous students						
Mean scale score	no.	540.2 ± 1.3	543.7 ± 1.3	545.0 ± 1.3	•	•
At or above NMS	%	95.4 ± 0.2	95.7 ± 0.2	95.1 ± 0.2	•	•
LBOTE students (d)						
At or above NMS	%	90.8 ± 0.8	92.0 ± 0.6	91.4 ± 0.7	•	•
Male students						
At or above NMS	%	92.8 ± 0.3	93.4 ± 0.3	92.5 ± 0.3	•	•
Female students						
At or above NMS	%	95.6 ± 0.2	96.0 ± 0.2	95.8 ± 0.2	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	578.0 ± 1.5	579.5 ± 1.5	574.8 ± 1.5	•	•
At or above NMS	%	92.9 ± 0.4	92.4 ± 0.3	91.4 ± 0.4	•	•
Indigenous students (c)						
Mean scale score	no.	513.8 ± 4.6	518.1 ± 2.7	509.8 ± 3.2	•	↓
At or above NMS	%	70.7 ± 2.1	71.9 ± 1.6	67.2 ± 1.9	•	↓
Non-Indigenous students						
Mean scale score	no.	581.3 ± 1.5	582.5 ± 1.5	578.0 ± 1.5	•	•
At or above NMS	%	94.2 ± 0.3	93.5 ± 0.3	92.7 ± 0.3	↓	•
LBOTE students (d)						
At or above NMS	%	90.0 ± 0.8	89.0 ± 0.9	87.6 ± 0.9	↓	•
Male students						
At or above NMS	%	91.5 ± 0.4	90.9 ± 0.4	89.4 ± 0.5	↓	•
Female students						
At or above NMS	%	94.4 ± 0.3	94.0 ± 0.3	93.5 ± 0.3	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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</i>
Year 3 - Year 5 - Year 7									
All students									
2008 Year 3	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
2010 Year 5	496.2 ± 1.9	502.2 ± 1.7	468.7 ± 2.1	477.5 ± 2.8	476.5 ± 3.0	484.6 ± 5.5	508.6 ± 5.5	412.1 ± 18.1	487.4 ± 1.1
2012 Year 7	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Gain 2008-2010	83.9 ± 8.2	82.3 ± 8.1	97.6 ± 8.4	90.8 ± 8.8	76.0 ± 9.0	83.4 ± 10.7	87.6 ± 11.1	105.5 ± 27.7	86.9 ± 7.9
Gain 2010-2012	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1
Indigenous students (d)									
2008 Year 3	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
2010 Year 5	433.3 ± 3.4	454.4 ± 6.5	411.3 ± 4.7	387.3 ± 6.1	408.8 ± 7.5	451.9 ± 8.8	430.6 ± 14.7	326.7 ± 18.8	409.6 ± 3.8
2012 Year 7	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Gain 2008-2010	85.8 ± 9.2	85.5 ± 11.9	101.8 ± 11.8	94.6 ± 12.2	79.1 ± 13.9	75.3 ± 15.0	71.1 ± 24.1	118.6 ± 28.2	95.9 ± 10.0
Gain 2010-2012	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
Non-Indigenous students									
2008 Year 3	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
2010 Year 5	498.7 ± 1.9	502.7 ± 1.7	473.4 ± 1.9	484.5 ± 2.6	479.1 ± 2.9	488.0 ± 5.3	510.4 ± 5.4	475.4 ± 6.1	491.4 ± 1.0
2012 Year 7	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
Gain 2008-2010	83.8 ± 8.2	82.1 ± 8.1	97.5 ± 8.4	90.0 ± 8.6	75.2 ± 8.9	84.6 ± 10.7	87.6 ± 11.0	92.9 ± 12.8	86.4 ± 7.9
Gain 2010-2012	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
Year 5 - Year 7 - Year 9									
All students									
2008 Year 5	494.7 ± 1.9	496.7 ± 1.6	466.1 ± 2.3	473.6 ± 2.8	477.9 ± 3.0	476.4 ± 4.9	503.3 ± 5.6	405.1 ± 18.0	484.4 ± 1.1
2010 Year 7	548.6 ± 3.0	553.3 ± 2.8	537.5 ± 1.9	544.5 ± 3.0	543.2 ± 2.8	541.8 ± 7.5	567.3 ± 8.5	487.7 ± 19.1	546.0 ± 1.4
2012 Year 9	577.9 ± 2.8	581.6 ± 3.0	566.8 ± 3.1	572.2 ± 4.7	570.1 ± 5.0	570.6 ± 7.4	597.0 ± 8.8	516.0 ± 20.2	574.8 ± 1.5
Gain 2008-2010	53.9 ± 6.7	56.6 ± 6.5	71.4 ± 6.4	70.9 ± 7.0	65.3 ± 7.0	65.4 ± 10.5	64.0 ± 11.6	82.6 ± 26.6	61.6 ± 5.9

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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</i>
Gain 2010-2012	29.3 ± 6.9	28.3 ± 6.9	29.3 ± 6.6	27.7 ± 7.8	26.9 ± 7.9	28.8 ± 11.9	29.7 ± 13.4	28.3 ± 28.4	28.8 ± 5.9
Indigenous students (d)									
2008 Year 5	432.8 ± 3.5	449.7 ± 6.3	404.4 ± 6.4	381.3 ± 5.8	405.9 ± 9.8	456.6 ± 9.8	441.9 ± 16.7	307.3 ± 17.7	403.4 ± 4.1
2010 Year 7	488.3 ± 3.1	504.9 ± 5.3	480.8 ± 3.8	463.5 ± 5.8	482.3 ± 7.5	502.9 ± 8.7	511.3 ± 16.4	412.4 ± 16.6	477.0 ± 2.8
2012 Year 9	522.2 ± 3.3	539.2 ± 6.6	513.8 ± 4.6	494.8 ± 7.2	511.9 ± 8.0	536.8 ± 9.2	539.5 ± 12.5	433.5 ± 19.3	509.8 ± 3.2
Gain 2008-2010	55.5 ± 7.4	55.2 ± 10.0	76.4 ± 9.4	82.2 ± 10.0	76.4 ± 13.6	46.3 ± 14.3	69.4 ± 24.0	105.1 ± 24.9	73.6 ± 7.6
Gain 2010-2012	33.9 ± 7.2	34.3 ± 10.1	33.0 ± 8.1	31.3 ± 10.7	29.6 ± 12.3	33.9 ± 13.8	28.2 ± 21.4	21.1 ± 26.0	32.8 ± 7.0
Non-Indigenous students									
2008 Year 5	497.4 ± 1.8	497.3 ± 1.6	470.9 ± 2.2	481.4 ± 2.4	481.0 ± 2.8	480.1 ± 4.9	504.9 ± 5.5	474.5 ± 6.9	488.7 ± 1.0
2010 Year 7	551.2 ± 3.0	554.0 ± 2.7	541.9 ± 1.8	550.3 ± 2.8	545.3 ± 2.8	546.7 ± 7.1	568.8 ± 8.4	539.2 ± 10.6	549.6 ± 1.3
2012 Year 9	580.7 ± 2.8	582.3 ± 3.0	570.6 ± 3.0	576.8 ± 4.3	572.1 ± 4.7	573.6 ± 7.1	598.5 ± 8.8	566.9 ± 14.1	578.0 ± 1.5
Gain 2008-2010	53.8 ± 6.7	56.7 ± 6.5	71.0 ± 6.4	68.9 ± 6.8	64.3 ± 6.9	66.6 ± 10.3	63.9 ± 11.5	64.7 ± 13.8	60.9 ± 5.9
Gain 2010-2012	29.5 ± 6.9	28.3 ± 6.8	28.7 ± 6.5	26.5 ± 7.5	26.8 ± 7.8	26.9 ± 11.4	29.7 ± 13.4	27.7 ± 18.4	28.4 ± 5.9
Year 3 - Year 5									
All students									
2010 Year 3	421.7 ± 1.8	430.6 ± 1.8	393.0 ± 2.4	398.7 ± 3.2	401.6 ± 3.3	414.0 ± 5.6	439.1 ± 6.6	328.7 ± 18.0	414.3 ± 1.1
2012 Year 5	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
Gain 2010-2012	78.1 ± 8.3	73.5 ± 8.2	87.3 ± 8.5	83.9 ± 9.0	82.3 ± 9.1	77.7 ± 11.0	79.9 ± 12.4	76.1 ± 30.4	79.3 ± 8.0
Indigenous students (d)									
2010 Year 3	357.8 ± 3.9	374.3 ± 6.5	333.2 ± 4.4	308.4 ± 6.8	330.4 ± 9.3	376.5 ± 11.1	374.8 ± 20.6	246.3 ± 17.6	330.8 ± 4.3
2012 Year 5	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
Gain 2010-2012	80.7 ± 9.5	75.9 ± 11.4	79.8 ± 10.6	78.2 ± 12.5	80.0 ± 14.5	76.3 ± 16.4	84.9 ± 28.3	63.9 ± 32.5	78.2 ± 10.5
Non-Indigenous students									
2010 Year 3	424.4 ± 1.8	431.2 ± 1.8	397.7 ± 2.3	407.0 ± 2.9	404.2 ± 3.2	416.5 ± 5.4	440.5 ± 6.5	392.0 ± 7.8	418.6 ± 1.0
2012 Year 5	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0

TABLE 4A.53

Table 4A.53 **Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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</i>
Gain 2010-2012	78.4 ± 8.3	73.7 ± 8.2	87.6 ± 8.5	83.2 ± 8.8	82.6 ± 9.0	77.3 ± 10.8	79.8 ± 12.4	90.3 ± 13.7	79.4 ± 8.0

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008 , 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2012 (per cent) (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</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	96.3 ± 0.3	96.1 ± 0.3	94.7 ± 0.4	94.7 ± 0.6	95.3 ± 0.7	95.6 ± 0.8	96.4 ± 1.0	69.3 ± 6.9	95.3 ± 0.2
Indigenous students (e)	87.4 ± 1.8	90.5 ± 2.2	81.7 ± 2.5	71.2 ± 3.6	79.5 ± 4.6	90.4 ± 3.4	88.4 ± 6.9	37.1 ± 7.3	78.3 ± 1.7
Non-Indigenous students	96.7 ± 0.2	96.6 ± 0.3	95.7 ± 0.3	96.3 ± 0.4	96.0 ± 0.6	96.0 ± 0.8	96.6 ± 0.9	93.5 ± 2.1	96.4 ± 0.1
LBOTE students (f)	96.2 ± 0.4	95.2 ± 0.5	90.7 ± 2.0	93.3 ± 1.3	92.2 ± 2.2	94.0 ± 3.1	95.0 ± 1.9	43.2 ± 8.6	93.7 ± 0.5
Male students	94.6 ± 0.4	94.6 ± 0.5	92.7 ± 0.6	92.9 ± 0.8	93.5 ± 1.0	93.4 ± 1.3	94.8 ± 1.6	63.7 ± 7.5	93.6 ± 0.3
Female students	98.0 ± 0.2	97.7 ± 0.2	96.9 ± 0.3	96.5 ± 0.5	97.2 ± 0.5	97.9 ± 0.7	98.2 ± 0.7	75.1 ± 6.8	97.2 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 3 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	93.8 ± 0.4	94.5 ± 0.4	88.3 ± 0.7	91.0 ± 0.8	90.6 ± 1.0	92.1 ± 1.2	93.6 ± 1.5	62.2 ± 7.2	92.1 ± 0.3
Indigenous students (e)	78.7 ± 1.9	81.7 ± 3.1	65.3 ± 3.3	58.9 ± 3.5	65.7 ± 5.5	85.2 ± 3.7	74.3 ± 9.5	28.8 ± 6.4	66.3 ± 1.9
Non-Indigenous students	94.6 ± 0.3	95.0 ± 0.4	90.0 ± 0.6	93.5 ± 0.6	91.6 ± 0.9	92.8 ± 1.1	94.1 ± 1.5	89.5 ± 2.6	93.6 ± 0.2
LBOTE students (f)	95.0 ± 0.5	94.5 ± 0.6	84.4 ± 3.0	90.2 ± 1.7	87.5 ± 2.3	93.7 ± 3.4	92.2 ± 2.6	35.3 ± 8.2	91.7 ± 0.6
Male students	91.2 ± 0.5	92.1 ± 0.6	84.2 ± 1.0	87.7 ± 1.0	86.7 ± 1.4	88.4 ± 1.9	90.9 ± 2.3	56.9 ± 7.5	89.0 ± 0.4
Female students	96.6 ± 0.3	97.1 ± 0.3	92.9 ± 0.6	94.3 ± 0.7	94.7 ± 0.8	96.0 ± 0.9	96.3 ± 1.2	67.9 ± 7.2	95.4 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 1 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 6 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>
All students	90.2 ± 0.7	91.8 ± 0.7	88.8 ± 0.7	90.6 ± 0.8	90.2 ± 0.9	87.7 ± 2.1	89.8 ± 2.5	60.3 ± 9.8	89.9 ± 0.4
Indigenous students (e)	68.3 ± 2.2	76.9 ± 3.4	67.1 ± 3.1	59.6 ± 4.1	67.4 ± 5.2	79.1 ± 4.2	71.9 ± 10.6	25.3 ± 8.5	63.7 ± 1.8
Non-Indigenous students	91.3 ± 0.6	92.2 ± 0.6	90.4 ± 0.6	92.7 ± 0.7	91.2 ± 0.9	88.7 ± 2.0	90.2 ± 2.4	85.8 ± 4.4	91.4 ± 0.3

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2012 (per cent) (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</i>
LBOTE students (f)	92.4 ± 0.9	92.3 ± 1.0	83.1 ± 2.9	90.0 ± 1.7	88.0 ± 2.2	80.9 ± 9.5	88.9 ± 3.7	33.3 ± 13.0	89.7 ± 0.7
Male students	85.8 ± 1.0	87.9 ± 1.0	84.3 ± 0.9	86.6 ± 1.2	86.2 ± 1.4	81.8 ± 2.9	84.9 ± 3.9	54.3 ± 9.7	85.7 ± 0.5
Female students	94.7 ± 0.5	95.8 ± 0.4	93.6 ± 0.6	94.7 ± 0.7	94.4 ± 0.8	93.8 ± 1.6	94.9 ± 1.9	66.5 ± 10.1	94.4 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 4 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	81.5 ± 1.1	85.9 ± 1.0	78.3 ± 1.4	82.7 ± 1.8	81.0 ± 2.4	78.7 ± 3.5	83.4 ± 3.6	55.0 ± 8.8	81.7 ± 0.6
Indigenous students (e)	51.5 ± 2.5	66.2 ± 5.1	50.3 ± 2.7	44.2 ± 5.3	49.6 ± 5.8	61.6 ± 5.6	63.9 ± 10.8	19.8 ± 6.4	48.8 ± 1.7
Non-Indigenous students	83.1 ± 1.0	86.4 ± 1.0	80.4 ± 1.3	85.2 ± 1.5	82.3 ± 2.2	80.5 ± 3.2	83.8 ± 3.5	76.7 ± 6.5	83.4 ± 0.6
LBOTE students (f)	85.1 ± 1.5	86.6 ± 1.5	73.4 ± 4.5	83.2 ± 2.5	78.5 ± 4.5	69.8 ± 11.1	83.3 ± 5.3	34.1 ± 13.4	83.1 ± 1.1
Male students	74.9 ± 1.5	80.2 ± 1.5	70.3 ± 1.9	76.4 ± 2.5	74.6 ± 3.1	71.0 ± 4.5	76.6 ± 5.1	48.4 ± 8.3	75.0 ± 0.9
Female students	88.6 ± 0.9	91.9 ± 0.8	86.7 ± 1.1	89.4 ± 1.5	87.8 ± 2.0	86.6 ± 3.1	90.3 ± 2.7	62.4 ± 9.9	88.7 ± 0.5

LBOTE = Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Year 3									
Indigenous students									
Metropolitan	90.4 ± 2.0	92.6 ± 3.0	85.9 ± 2.3	80.4 ± 4.0	85.0 ± 5.4	87.9 ± 7.8	88.0 ± 7.0	..	87.3 ± 1.3
Provincial	86.1 ± 2.1	88.8 ± 3.4	85.9 ± 2.9	78.5 ± 5.1	81.6 ± 6.9	91.8 ± 3.3	np	77.4 ± 8.2	85.2 ± 1.4
Remote	72.0 ± 15.7	np	63.0 ± 11.9	65.4 ± 8.6	np	np	..	53.1 ± 10.6	63.2 ± 5.4
Very remote	75.9 ± 24.9	..	60.8 ± 11.8	54.8 ± 7.8	49.3 ± 16.1	np	..	17.2 ± 4.9	40.2 ± 6.4
Total	87.4 ± 1.8	90.5 ± 2.2	81.7 ± 2.5	71.2 ± 3.6	79.5 ± 4.6	90.4 ± 3.4	88.4 ± 6.9	37.1 ± 7.3	78.3 ± 1.7
Non-Indigenous students									
Metropolitan	97.0 ± 0.3	96.7 ± 0.4	96.1 ± 0.4	96.6 ± 0.5	96.1 ± 0.8	96.1 ± 1.3	96.6 ± 0.9	..	96.6 ± 0.2
Provincial	95.8 ± 0.5	96.2 ± 0.6	94.9 ± 0.6	95.7 ± 0.9	95.6 ± 1.0	95.9 ± 0.9	np	93.0 ± 2.7	95.6 ± 0.3
Remote	95.2 ± 3.8	99.3 ± 3.2	94.7 ± 2.0	95.5 ± 1.6	96.8 ± 1.9	97.8 ± 3.7	..	95.2 ± 3.0	95.5 ± 0.9
Very remote	97.8 ± 4.6	..	94.4 ± 3.1	93.6 ± 3.0	94.5 ± 3.6	np	..	93.8 ± 4.1	94.3 ± 1.7
Total	96.7 ± 0.2	96.6 ± 0.3	95.7 ± 0.3	96.3 ± 0.4	96.0 ± 0.6	96.0 ± 0.8	96.6 ± 0.9	93.5 ± 2.1	96.4 ± 0.1
All students									
Metropolitan	96.8 ± 0.3	96.3 ± 0.4	95.6 ± 0.5	96.0 ± 0.5	95.7 ± 0.8	95.6 ± 1.4	96.4 ± 1.0	..	96.2 ± 0.2
Provincial	94.7 ± 0.5	95.5 ± 0.6	94.0 ± 0.7	94.4 ± 1.1	94.8 ± 1.1	95.6 ± 1.0	np	90.1 ± 3.5	94.6 ± 0.3
Remote	86.2 ± 9.2	99.3 ± 3.1	87.6 ± 5.0	89.0 ± 3.8	95.9 ± 2.5	96.8 ± 4.4	..	77.5 ± 9.1	87.7 ± 2.5
Very remote	87.4 ± 14.0	..	75.0 ± 8.9	72.2 ± 7.6	73.8 ± 11.5	np	..	27.3 ± 10.7	59.2 ± 6.4
Total	96.3 ± 0.3	96.1 ± 0.3	94.7 ± 0.4	94.7 ± 0.6	95.3 ± 0.7	95.6 ± 0.8	96.4 ± 1.0	69.3 ± 6.9	95.3 ± 0.2
Year 5									
Indigenous students									
Metropolitan	84.4 ± 2.2	82.5 ± 4.3	70.2 ± 3.6	70.6 ± 4.6	70.5 ± 6.1	83.6 ± 6.0	74.0 ± 9.7	..	77.3 ± 1.8
Provincial	75.4 ± 2.9	81.0 ± 4.1	68.5 ± 4.7	68.2 ± 5.0	68.4 ± 8.9	85.8 ± 4.6	np	64.7 ± 6.9	73.3 ± 2.0
Remote	65.7 ± 9.5	np	47.9 ± 13.5	52.5 ± 9.7	np	np	..	47.0 ± 11.2	53.2 ± 6.1

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Very remote	48.9 ± 18.9	..	46.0 ± 11.3	35.9 ± 7.5	30.4 ± 18.4	np	..	9.9 ± 3.8	24.9 ± 4.8
Total	78.7 ± 1.9	81.7 ± 3.1	65.3 ± 3.3	58.9 ± 3.5	65.7 ± 5.5	85.2 ± 3.7	74.3 ± 9.5	28.8 ± 6.4	66.3 ± 1.9
Non-Indigenous students									
Metropolitan	95.4 ± 0.3	95.4 ± 0.5	90.9 ± 0.8	94.1 ± 0.6	92.3 ± 1.1	93.2 ± 1.8	94.1 ± 1.5	..	94.3 ± 0.2
Provincial	92.1 ± 0.7	93.8 ± 0.7	88.0 ± 1.1	92.2 ± 1.2	90.1 ± 1.5	92.4 ± 1.5	np	88.5 ± 3.3	91.6 ± 0.4
Remote	89.4 ± 4.9	96.2 ± 7.7	88.3 ± 3.0	91.0 ± 2.9	90.3 ± 3.5	94.4 ± 5.7	..	92.5 ± 3.7	90.6 ± 1.6
Very remote	93.0 ± 6.5	..	85.2 ± 6.6	86.9 ± 4.7	79.1 ± 9.6	np	..	92.6 ± 6.6	86.7 ± 3.2
Total	94.6 ± 0.3	95.0 ± 0.4	90.0 ± 0.6	93.5 ± 0.6	91.6 ± 0.9	92.8 ± 1.1	94.1 ± 1.5	89.5 ± 2.6	93.6 ± 0.2
All students									
Metropolitan	95.0 ± 0.4	95.0 ± 0.5	89.9 ± 0.8	93.1 ± 0.7	91.6 ± 1.2	92.5 ± 2.0	93.6 ± 1.5	..	93.7 ± 0.3
Provincial	90.4 ± 0.8	93.2 ± 0.7	86.2 ± 1.2	90.3 ± 1.4	89.2 ± 1.7	91.8 ± 1.5	np	83.8 ± 3.9	90.2 ± 0.5
Remote	79.9 ± 6.7	96.2 ± 7.7	78.2 ± 6.3	81.7 ± 5.0	89.7 ± 3.8	93.9 ± 6.4	..	73.0 ± 9.6	81.0 ± 3.0
Very remote	72.0 ± 18.0	..	62.6 ± 8.7	58.1 ± 8.4	54.9 ± 14.5	np	..	18.9 ± 10.3	45.0 ± 6.3
Total	93.8 ± 0.4	94.5 ± 0.4	88.3 ± 0.7	91.0 ± 0.8	90.6 ± 1.0	92.1 ± 1.2	93.6 ± 1.5	62.2 ± 7.2	92.1 ± 0.3
Year 7									
Indigenous students									
Metropolitan	74.4 ± 2.9	79.1 ± 5.2	74.3 ± 3.0	71.6 ± 4.8	75.3 ± 4.9	78.3 ± 7.6	71.9 ± 10.6	..	74.5 ± 1.7
Provincial	64.5 ± 3.1	74.8 ± 4.6	69.9 ± 4.9	67.8 ± 6.4	67.2 ± 8.9	80.4 ± 4.7	..	62.8 ± 7.5	68.0 ± 2.1
Remote	50.1 ± 10.3	np	42.9 ± 12.8	59.6 ± 9.4	np	np	..	30.9 ± 14.0	47.0 ± 7.1
Very remote	np	..	43.2 ± 11.4	34.0 ± 7.6	29.1 ± 20.0	np	..	7.1 ± 4.5	25.6 ± 5.5
Total	68.3 ± 2.2	76.9 ± 3.4	67.1 ± 3.1	59.6 ± 4.1	67.4 ± 5.2	79.1 ± 4.2	71.9 ± 10.6	25.3 ± 8.5	63.7 ± 1.8
Non-Indigenous students									
Metropolitan	92.5 ± 0.7	93.1 ± 0.7	91.3 ± 0.7	93.2 ± 0.8	92.1 ± 1.0	89.6 ± 3.5	90.2 ± 2.4	..	92.4 ± 0.4
Provincial	87.5 ± 1.2	89.2 ± 1.3	88.6 ± 0.9	91.4 ± 1.4	88.8 ± 1.6	88.1 ± 2.2	..	86.0 ± 5.5	88.6 ± 0.6

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Remote	77.4 ± 9.6	95.8 ± 5.4	87.7 ± 3.0	91.4 ± 2.6	86.6 ± 5.6	np	..	84.6 ± 7.2	88.0 ± 1.9
Very remote	np	..	88.0 ± 6.4	90.7 ± 4.1	91.0 ± 9.5	np	..	87.9 ± 8.6	89.1 ± 3.5
Total	91.3 ± 0.6	92.2 ± 0.6	90.4 ± 0.6	92.7 ± 0.7	91.2 ± 0.9	88.7 ± 2.0	90.2 ± 2.4	85.8 ± 4.4	91.4 ± 0.3
All students									
Metropolitan	91.9 ± 0.7	92.8 ± 0.7	90.5 ± 0.8	92.5 ± 0.9	91.6 ± 1.1	88.6 ± 3.7	89.8 ± 2.5	..	91.8 ± 0.4
Provincial	85.2 ± 1.4	88.5 ± 1.3	86.9 ± 1.1	89.5 ± 1.6	87.8 ± 1.8	87.1 ± 2.3	..	81.8 ± 6.2	87.0 ± 0.6
Remote	64.3 ± 8.4	95.8 ± 5.3	76.6 ± 6.6	83.8 ± 4.1	85.5 ± 5.8	82.9 ± 9.7	..	62.0 ± 16.3	77.3 ± 3.9
Very remote	58.8 ± 16.7	..	61.2 ± 10.2	58.4 ± 9.8	58.9 ± 22.0	np	..	16.0 ± 13.0	46.4 ± 6.9
Total	90.2 ± 0.7	91.8 ± 0.7	88.8 ± 0.7	90.6 ± 0.8	90.2 ± 0.9	87.7 ± 2.1	89.8 ± 2.5	60.3 ± 9.8	89.9 ± 0.4
Year 9									
Indigenous students									
Metropolitan	56.8 ± 3.1	70.5 ± 6.8	55.1 ± 4.1	53.4 ± 6.7	56.3 ± 7.1	54.2 ± 10.2	63.9 ± 10.8	..	56.9 ± 2.2
Provincial	48.7 ± 3.6	61.8 ± 7.3	48.4 ± 3.9	46.6 ± 9.3	47.2 ± 10.2	65.8 ± 6.6	..	38.4 ± 10.2	49.7 ± 2.2
Remote	26.9 ± 10.4	np	36.3 ± 13.9	36.8 ± 11.4	np	np	..	27.1 ± 11.3	32.6 ± 6.2
Very remote	np	..	31.2 ± 8.2	26.8 ± 10.3	26.8 ± 19.3	np	..	3.3 ± 2.1	17.0 ± 5.0
Total	51.5 ± 2.5	66.2 ± 5.1	50.3 ± 2.7	44.2 ± 5.3	49.6 ± 5.8	61.6 ± 5.6	63.9 ± 10.8	19.8 ± 6.4	48.8 ± 1.7
Non-Indigenous students									
Metropolitan	84.8 ± 1.2	88.0 ± 1.1	81.8 ± 1.6	86.2 ± 1.8	83.9 ± 2.7	81.1 ± 5.6	83.8 ± 3.5	..	85.0 ± 0.7
Provincial	77.6 ± 1.6	81.4 ± 2.0	77.2 ± 1.9	82.3 ± 2.7	77.7 ± 3.2	80.2 ± 3.8	..	76.8 ± 7.8	79.0 ± 0.9
Remote	59.0 ± 10.6	93.0 ± 8.9	69.0 ± 5.7	80.4 ± 4.2	77.3 ± 8.7	np	..	76.7 ± 14.3	75.9 ± 3.8
Very remote	80.0 ± 29.7	..	71.6 ± 9.9	78.8 ± 6.2	69.2 ± 15.7	np	..	76.6 ± 7.3	74.6 ± 5.3
Total	83.1 ± 1.0	86.4 ± 1.0	80.4 ± 1.3	85.2 ± 1.5	82.3 ± 2.2	80.5 ± 3.2	83.8 ± 3.5	76.7 ± 6.5	83.4 ± 0.6
All students									
Metropolitan	84.0 ± 1.2	87.7 ± 1.1	80.4 ± 1.7	85.1 ± 2.0	83.1 ± 2.9	79.2 ± 6.2	83.4 ± 3.6	..	84.1 ± 0.7

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Provincial	74.8 ± 1.8	80.6 ± 2.0	74.5 ± 2.1	79.3 ± 3.4	76.7 ± 3.7	78.5 ± 3.9	..	68.9 ± 8.3	76.6 ± 1.0
Remote	44.7 ± 9.7	92.6 ± 9.0	60.7 ± 7.9	69.5 ± 7.9	75.3 ± 9.8	58.3 ± 11.9	..	56.5 ± 17.9	64.9 ± 5.2
Very remote	50.8 ± 39.2	..	50.1 ± 11.9	49.5 ± 12.7	50.1 ± 15.5	np	..	13.5 ± 12.8	37.9 ± 7.6
Total	81.5 ± 1.1	85.9 ± 1.0	78.3 ± 1.4	82.7 ± 1.8	81.0 ± 2.4	78.7 ± 3.5	83.4 ± 3.6	55.0 ± 8.8	81.7 ± 0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
.. Not applicable. **np** Not published.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.7 ± 0.3	98.1 ± 0.3	98.3 ± 0.3	98.3 ± 0.7	98.4 ± 0.7	97.8 ± 0.7	95.7 ± 2.5	98.1 ± 0.1
Advanced diploma/diploma	97.6 ± 0.3	97.1 ± 0.4	96.9 ± 0.5	96.9 ± 0.6	96.8 ± 1.0	97.1 ± 1.5	94.8 ± 2.4	90.5 ± 4.8	97.1 ± 0.2
Certificate I to IV (e)	96.1 ± 0.4	95.8 ± 0.5	95.0 ± 0.5	96.3 ± 0.6	96.2 ± 0.7	95.7 ± 1.2	95.5 ± 2.0	84.1 ± 4.8	95.7 ± 0.2
Year 12 or equivalent	95.7 ± 0.6	95.1 ± 0.7	94.3 ± 0.8	94.6 ± 1.1	95.7 ± 0.8	93.3 ± 2.3	95.5 ± 2.7	86.6 ± 6.3	95.1 ± 0.3
Year 11 or equivalent or below	90.8 ± 0.9	91.9 ± 0.9	86.2 ± 1.5	87.9 ± 1.6	90.6 ± 1.7	91.8 ± 2.3	90.5 ± 5.0	53.3 ± 7.2	89.3 ± 0.5
Not stated (f)	92.3 ± 1.1	93.7 ± 1.6	91.7 ± 1.0	88.6 ± 1.9	92.2 ± 1.8	96.3 ± 2.0	95.8 ± 2.4	39.9 ± 13.2	89.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.3 ± 0.3	98.3 ± 0.3	98.3 ± 0.3	98.3 ± 0.5	97.7 ± 1.0	97.9 ± 0.9	92.7 ± 3.6	98.3 ± 0.1
Other business managers and associated professionals	98.0 ± 0.2	97.4 ± 0.3	97.5 ± 0.3	97.8 ± 0.5	97.9 ± 0.5	98.2 ± 1.1	98.1 ± 0.9	91.6 ± 4.6	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	97.0 ± 0.4	97.0 ± 0.4	95.8 ± 0.5	96.3 ± 0.6	97.1 ± 0.7	96.9 ± 1.1	96.9 ± 1.5	89.1 ± 3.6	96.6 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.0 ± 0.5	94.4 ± 0.6	92.3 ± 0.8	93.5 ± 1.0	93.8 ± 1.1	94.3 ± 1.5	91.5 ± 4.3	69.2 ± 8.2	93.8 ± 0.3
Not in paid work in previous 12 months	90.8 ± 1.0	90.1 ± 1.0	84.3 ± 2.0	87.1 ± 2.4	88.5 ± 2.3	87.4 ± 4.1	90.6 ± 4.2	50.1 ± 7.4	88.4 ± 0.6
Not stated (h)	92.0 ± 0.8	93.3 ± 2.0	91.4 ± 0.9	90.0 ± 1.4	90.7 ± 1.7	94.8 ± 2.1	94.6 ± 2.2	40.5 ± 11.5	90.1 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	97.4 ± 0.3	97.4 ± 0.3	95.7 ± 0.5	96.9 ± 0.5	97.1 ± 0.8	97.6 ± 0.9	96.7 ± 1.2	92.1 ± 2.7	97.0 ± 0.2
Advanced diploma/diploma	96.0 ± 0.4	95.7 ± 0.6	91.8 ± 1.0	95.0 ± 0.8	94.0 ± 1.4	94.6 ± 2.2	94.0 ± 2.7	89.8 ± 4.7	95.0 ± 0.3

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Certificate I to IV (e)	93.4 ± 0.5	93.9 ± 0.5	88.0 ± 0.9	92.4 ± 0.9	91.2 ± 1.1	92.7 ± 1.5	89.7 ± 3.0	80.1 ± 4.4	92.2 ± 0.3
Year 12 or equivalent	93.6 ± 0.8	94.0 ± 0.8	86.3 ± 1.3	91.3 ± 1.4	92.6 ± 1.4	88.6 ± 3.8	92.1 ± 3.2	84.2 ± 7.5	92.0 ± 0.5
Year 11 or equivalent or below	85.0 ± 1.0	88.2 ± 1.1	74.8 ± 1.9	81.2 ± 2.1	82.2 ± 2.2	84.3 ± 2.6	78.5 ± 7.0	42.9 ± 8.0	83.1 ± 0.7
Not stated (f)	90.7 ± 1.0	93.7 ± 1.4	83.9 ± 1.7	83.2 ± 1.9	86.2 ± 2.1	92.6 ± 3.5	92.4 ± 3.1	36.0 ± 13.2	85.3 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	97.7 ± 0.3	97.8 ± 0.4	95.7 ± 0.6	97.0 ± 0.5	96.9 ± 0.8	97.2 ± 1.1	96.7 ± 1.5	91.3 ± 2.8	97.2 ± 0.2
Other business managers and associated professionals	96.5 ± 0.4	96.7 ± 0.4	93.4 ± 0.7	95.5 ± 0.6	95.0 ± 0.9	95.7 ± 1.3	96.0 ± 1.5	86.5 ± 4.5	95.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.0 ± 0.5	95.2 ± 0.5	89.0 ± 0.9	93.5 ± 1.1	92.0 ± 1.1	93.6 ± 1.5	93.1 ± 2.6	84.4 ± 4.0	93.5 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.3 ± 0.7	92.1 ± 0.8	82.1 ± 1.6	88.2 ± 1.7	88.0 ± 1.7	88.2 ± 2.4	86.4 ± 4.2	67.8 ± 7.6	89.4 ± 0.5
Not in paid work in previous 12 months	85.3 ± 1.3	86.4 ± 1.3	73.0 ± 2.3	77.4 ± 3.1	81.5 ± 3.0	80.8 ± 4.1	87.4 ± 4.9	35.9 ± 8.4	82.6 ± 0.8
Not stated (h)	88.4 ± 0.9	93.9 ± 1.5	82.3 ± 1.6	84.2 ± 1.6	83.6 ± 2.2	90.7 ± 3.1	90.0 ± 3.3	36.0 ± 11.5	84.5 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	96.6 ± 0.4	96.6 ± 0.5	96.1 ± 0.4	96.7 ± 0.5	96.4 ± 0.8	96.1 ± 1.3	94.4 ± 1.9	90.5 ± 4.5	96.4 ± 0.2
Advanced diploma/diploma	93.5 ± 0.6	93.4 ± 0.7	92.6 ± 0.7	94.4 ± 0.8	94.0 ± 1.5	93.1 ± 2.5	89.7 ± 3.0	82.4 ± 5.8	93.2 ± 0.4
Certificate I to IV (e)	88.7 ± 0.8	90.0 ± 0.8	88.6 ± 0.8	91.0 ± 1.2	90.9 ± 1.3	88.1 ± 2.4	86.2 ± 4.1	76.8 ± 5.9	89.2 ± 0.4
Year 12 or equivalent	89.2 ± 1.1	91.7 ± 1.1	88.4 ± 1.1	90.8 ± 1.4	92.6 ± 1.3	83.9 ± 4.8	83.3 ± 5.3	78.4 ± 9.6	90.0 ± 0.6
Year 11 or equivalent or below	77.3 ± 1.4	82.8 ± 1.3	77.3 ± 1.6	81.8 ± 1.9	83.6 ± 1.8	78.7 ± 3.2	72.1 ± 6.5	40.3 ± 10.5	79.2 ± 0.7
Not stated (f)	85.6 ± 1.7	91.2 ± 1.8	84.5 ± 1.4	84.1 ± 2.0	86.0 ± 2.0	86.7 ± 5.4	86.8 ± 4.6	29.6 ± 17.9	84.3 ± 1.0

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Parental occupation (g)									
Senior management and qualified professionals	96.3 ± 0.4	96.9 ± 0.5	95.9 ± 0.5	96.4 ± 0.6	96.6 ± 0.8	96.3 ± 1.3	94.0 ± 2.0	85.8 ± 4.5	96.2 ± 0.3
Other business managers and associated professionals	94.5 ± 0.5	94.8 ± 0.6	93.9 ± 0.5	94.6 ± 0.9	94.3 ± 0.9	93.1 ± 1.7	92.1 ± 2.5	85.6 ± 5.1	94.3 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	90.8 ± 0.7	92.1 ± 0.7	89.8 ± 0.8	92.6 ± 1.0	92.3 ± 1.2	90.6 ± 2.4	87.7 ± 3.7	77.6 ± 6.4	91.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	85.5 ± 1.2	87.4 ± 1.1	83.4 ± 1.1	87.3 ± 1.7	87.7 ± 1.4	82.3 ± 3.1	84.2 ± 6.1	57.8 ± 11.5	85.6 ± 0.6
Not in paid work in previous 12 months	76.9 ± 1.7	79.3 ± 1.7	74.6 ± 2.1	78.3 ± 2.8	78.3 ± 3.1	68.6 ± 6.0	76.9 ± 11.4	26.5 ± 11.0	76.6 ± 1.0
Not stated (h)	82.6 ± 1.5	92.6 ± 1.6	83.4 ± 1.4	84.4 ± 1.7	84.2 ± 1.8	85.1 ± 4.2	82.3 ± 4.7	28.7 ± 13.4	83.2 ± 0.8
Year 9									
Parental education (d)									
Bachelor degree or above	93.3 ± 0.6	94.3 ± 0.7	90.9 ± 1.0	93.7 ± 0.9	92.7 ± 1.5	92.7 ± 2.1	91.0 ± 2.5	84.2 ± 6.3	93.0 ± 0.4
Advanced diploma/diploma	87.2 ± 1.0	88.5 ± 1.0	83.9 ± 1.3	87.1 ± 1.6	87.5 ± 2.3	86.7 ± 4.2	82.2 ± 5.4	75.4 ± 5.0	86.7 ± 0.6
Certificate I to IV (e)	78.8 ± 1.2	83.0 ± 1.1	76.8 ± 1.3	82.2 ± 1.8	81.2 ± 2.6	77.4 ± 3.3	75.7 ± 5.6	65.2 ± 6.6	79.7 ± 0.6
Year 12 or equivalent	80.9 ± 1.5	86.1 ± 1.5	76.3 ± 1.8	81.0 ± 2.8	83.9 ± 2.3	78.6 ± 6.5	78.5 ± 5.4	68.5 ± 11.1	81.5 ± 0.9
Year 11 or equivalent or below	63.6 ± 1.6	72.9 ± 1.7	62.3 ± 2.0	68.7 ± 3.1	70.1 ± 3.2	66.2 ± 4.7	66.6 ± 9.9	32.4 ± 9.4	66.7 ± 0.9
Not stated (f)	73.6 ± 1.8	85.6 ± 2.5	72.3 ± 2.6	75.6 ± 3.9	76.2 ± 3.5	75.6 ± 6.4	79.0 ± 4.7	34.9 ± 16.7	74.3 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	92.6 ± 0.7	94.9 ± 0.6	90.6 ± 1.0	92.1 ± 1.2	92.4 ± 1.5	91.9 ± 2.8	91.1 ± 2.5	82.1 ± 6.5	92.5 ± 0.4

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Other business managers and associated professionals	88.5 ± 0.8	90.8 ± 0.8	85.3 ± 1.2	88.6 ± 1.5	88.1 ± 1.6	86.6 ± 2.9	85.1 ± 3.7	75.2 ± 4.7	88.3 ± 0.5
Tradespeople, clerks, skilled office, sales and service staff	81.7 ± 1.1	85.4 ± 1.1	77.5 ± 1.4	83.6 ± 1.7	81.9 ± 2.5	81.4 ± 3.6	80.4 ± 6.2	65.5 ± 7.8	81.8 ± 0.6
Machine operators, hospitality staff, assistants, labourers	74.1 ± 1.5	78.2 ± 1.5	68.6 ± 1.8	75.4 ± 2.8	74.3 ± 3.1	69.9 ± 4.7	71.1 ± 7.6	46.7 ± 9.5	74.3 ± 0.9
Not in paid work in previous 12 months	63.6 ± 2.1	69.7 ± 2.0	59.0 ± 3.4	62.1 ± 5.1	63.5 ± 5.3	57.4 ± 5.7	72.0 ± 11.0	24.9 ± 10.5	64.7 ± 1.3
Not stated (h)	70.7 ± 1.6	88.5 ± 2.6	70.7 ± 2.5	74.5 ± 3.6	73.3 ± 3.7	72.5 ± 6.0	75.5 ± 5.0	33.7 ± 13.3	72.2 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.57

Table 4A.57 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

	<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</i>
Year 3									
Indigenous students	367.3 ± 3.9	389.0 ± 5.4	345.3 ± 5.9	315.9 ± 7.2	345.0 ± 9.0	376.1 ± 9.2	372.5 ± 15.5	226.2 ± 22.3	339.8 ± 4.8
Non-Indigenous students	427.3 ± 1.4	429.6 ± 1.3	407.8 ± 1.8	413.5 ± 2.2	405.7 ± 2.8	413.9 ± 4.5	417.3 ± 5.4	395.4 ± 7.1	420.1 ± 0.8
All students	424.3 ± 1.5	428.1 ± 1.4	403.3 ± 2.0	406.8 ± 2.6	403.3 ± 2.9	411.6 ± 4.5	416.0 ± 5.5	322.9 ± 21.1	415.8 ± 0.9
Year 5									
Indigenous students	428.6 ± 4.0	442.0 ± 5.3	398.4 ± 6.4	382.1 ± 8.0	401.7 ± 9.4	441.6 ± 7.9	434.5 ± 20.9	299.1 ± 22.4	398.8 ± 5.3
Non-Indigenous students	488.5 ± 1.5	489.9 ± 1.4	462.1 ± 2.0	476.9 ± 2.3	465.8 ± 2.7	474.0 ± 4.5	486.4 ± 5.6	466.3 ± 7.3	481.3 ± 0.9
All students	485.6 ± 1.6	488.7 ± 1.4	457.7 ± 2.1	469.9 ± 2.6	463.2 ± 2.8	471.5 ± 4.5	485.2 ± 5.7	390.9 ± 21.7	477.0 ± 1.0
Year 7									
Indigenous students	455.0 ± 4.2	475.0 ± 6.5	453.8 ± 6.7	435.8 ± 8.2	453.6 ± 10.6	475.6 ± 7.2	458.5 ± 16.9	328.9 ± 29.5	442.2 ± 4.8
Non-Indigenous students	523.5 ± 2.9	526.6 ± 2.8	516.0 ± 1.9	527.1 ± 3.0	519.2 ± 3.0	511.1 ± 7.1	521.0 ± 9.1	512.9 ± 13.7	522.4 ± 1.3
All students	520.3 ± 3.0	525.5 ± 2.9	511.7 ± 2.1	520.9 ± 3.2	516.5 ± 3.1	508.3 ± 7.4	519.5 ± 9.1	434.8 ± 30.2	518.3 ± 1.4
Year 9									
Indigenous students	479.7 ± 4.9	512.3 ± 8.8	477.5 ± 6.0	460.7 ± 10.5	476.8 ± 11.2	504.7 ± 11.5	500.8 ± 23.1	359.6 ± 29.3	469.4 ± 4.4
Non-Indigenous students	560.4 ± 3.6	567.6 ± 3.7	543.9 ± 3.5	563.7 ± 5.5	552.2 ± 6.4	547.9 ± 9.4	563.2 ± 11.5	541.6 ± 17.4	558.1 ± 1.9
All students	556.4 ± 3.6	566.3 ± 3.7	539.4 ± 3.7	557.5 ± 5.9	549.7 ± 6.6	543.7 ± 9.4	561.9 ± 11.7	472.2 ± 28.4	553.7 ± 2.0

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2011). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.

TABLE 4A.57

Table 4A.57 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

	<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</i>
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Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Year 3									
Indigenous students									
Metropolitan	384.3 ± 4.5	395.6 ± 7.9	358.2 ± 6.5	338.8 ± 8.7	360.0 ± 10.9	373.4 ± 17.6	373.5 ± 15.9	..	368.1 ± 3.5
Provincial	357.5 ± 5.5	383.4 ± 7.4	355.3 ± 6.6	329.9 ± 11.6	345.7 ± 13.3	378.4 ± 11.1	np	337.5 ± 20.4	356.1 ± 3.6
Remote	319.3 ± 28.9	np	300.8 ± 25.0	302.4 ± 20.6	np	np	..	273.7 ± 32.1	298.4 ± 13.3
Very remote	322.4 ± 44.4	..	285.7 ± 23.6	278.4 ± 14.0	277.6 ± 27.2	np	..	171.1 ± 18.7	234.7 ± 17.7
Total	367.3 ± 3.9	389.0 ± 5.4	345.3 ± 5.9	315.9 ± 7.2	345.0 ± 9.0	376.1 ± 9.2	372.5 ± 15.5	226.2 ± 22.3	339.8 ± 4.8
Non-Indigenous students									
Metropolitan	432.7 ± 1.6	433.8 ± 1.5	412.6 ± 2.2	418.1 ± 2.6	409.0 ± 3.3	416.6 ± 7.4	417.3 ± 5.4	..	425.3 ± 0.9
Provincial	408.0 ± 2.4	415.7 ± 2.3	396.4 ± 2.6	400.8 ± 4.2	397.5 ± 4.2	411.5 ± 5.6	np	393.8 ± 8.5	405.7 ± 1.3
Remote	401.2 ± 17.2	399.3 ± 17.0	387.4 ± 7.8	399.0 ± 7.5	393.5 ± 14.3	418.7 ± 19.1	..	402.4 ± 14.3	396.0 ± 4.9
Very remote	414.9 ± 22.7	..	391.4 ± 11.1	387.7 ± 11.8	373.7 ± 20.7	np	..	392.8 ± 17.1	389.7 ± 7.4
Total	427.3 ± 1.4	429.6 ± 1.3	407.8 ± 1.8	413.5 ± 2.2	405.7 ± 2.8	413.9 ± 4.5	417.3 ± 5.4	395.4 ± 7.1	420.1 ± 0.8
All students									
Metropolitan	431.4 ± 1.6	432.6 ± 1.5	410.0 ± 2.4	415.0 ± 2.7	407.4 ± 3.4	414.5 ± 7.5	416.1 ± 5.5	..	423.4 ± 1.0
Provincial	402.4 ± 2.6	413.5 ± 2.4	392.5 ± 2.8	395.2 ± 4.9	395.5 ± 4.5	409.1 ± 5.7	np	383.5 ± 10.6	401.4 ± 1.4
Remote	370.5 ± 23.8	399.1 ± 17.0	368.0 ± 13.7	378.1 ± 12.7	390.6 ± 15.2	411.3 ± 23.8	..	348.4 ± 30.4	372.6 ± 7.8
Very remote	370.2 ± 45.0	..	330.4 ± 22.8	327.5 ± 19.4	331.7 ± 23.1	np	..	200.7 ± 34.2	289.4 ± 18.6
Total	424.3 ± 1.5	428.1 ± 1.4	403.3 ± 2.0	406.8 ± 2.6	403.3 ± 2.9	411.6 ± 4.5	416.0 ± 5.5	322.9 ± 21.1	415.8 ± 0.9
Year 5									
Indigenous students									
Metropolitan	444.8 ± 4.1	446.5 ± 7.8	410.2 ± 6.0	408.9 ± 8.4	414.1 ± 9.8	438.1 ± 15.1	436.2 ± 21.9	..	428.2 ± 3.1
Provincial	418.1 ± 6.3	437.4 ± 7.0	406.5 ± 7.5	402.9 ± 9.1	406.2 ± 11.9	443.6 ± 8.6	np	400.8 ± 16.1	415.6 ± 3.7
Remote	396.2 ± 17.5	np	358.6 ± 30.5	363.6 ± 24.2	np	np	..	362.4 ± 23.0	369.8 ± 12.9

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Very remote	364.3 ± 22.5	..	350.7 ± 26.4	333.0 ± 16.6	319.3 ± 42.0	np	..	243.5 ± 21.0	291.9 ± 17.7
Total	428.6 ± 4.0	442.0 ± 5.3	398.4 ± 6.4	382.1 ± 8.0	401.7 ± 9.4	441.6 ± 7.9	434.5 ± 20.9	299.1 ± 22.4	398.8 ± 5.3
Non-Indigenous students									
Metropolitan	494.6 ± 1.7	494.9 ± 1.6	466.7 ± 2.5	481.9 ± 2.7	470.2 ± 3.3	476.8 ± 6.9	486.4 ± 5.6	..	486.9 ± 1.0
Provincial	468.5 ± 2.2	474.3 ± 2.1	452.0 ± 2.7	464.6 ± 3.4	454.6 ± 3.9	471.9 ± 6.0	np	462.6 ± 8.3	465.8 ± 1.2
Remote	460.8 ± 16.1	465.7 ± 21.5	444.4 ± 6.8	460.7 ± 7.2	455.9 ± 12.2	472.8 ± 19.6	..	476.1 ± 17.4	459.0 ± 4.9
Very remote	454.6 ± 11.0	..	440.1 ± 14.4	447.5 ± 12.2	437.4 ± 22.3	np	..	479.3 ± 22.1	449.2 ± 9.1
Total	488.5 ± 1.5	489.9 ± 1.4	462.1 ± 2.0	476.9 ± 2.3	465.8 ± 2.7	474.0 ± 4.5	486.4 ± 5.6	466.3 ± 7.3	481.3 ± 0.9
All students									
Metropolitan	493.1 ± 1.8	493.9 ± 1.7	464.1 ± 2.6	478.6 ± 2.9	468.5 ± 3.4	474.1 ± 7.3	485.3 ± 5.7	..	485.1 ± 1.1
Provincial	463.4 ± 2.4	472.7 ± 2.1	447.9 ± 2.8	459.7 ± 3.8	452.8 ± 4.2	469.5 ± 5.8	np	450.3 ± 10.4	461.8 ± 1.3
Remote	435.1 ± 16.5	465.7 ± 21.5	423.3 ± 13.5	437.6 ± 12.8	454.0 ± 12.0	470.7 ± 19.0	..	428.0 ± 26.4	436.4 ± 7.4
Very remote	411.6 ± 32.0	..	388.4 ± 21.2	383.1 ± 19.6	379.9 ± 37.2	np	..	269.3 ± 35.4	343.1 ± 19.4
Total	485.6 ± 1.6	488.7 ± 1.4	457.7 ± 2.1	469.9 ± 2.6	463.2 ± 2.8	471.5 ± 4.5	485.2 ± 5.7	390.9 ± 21.7	477.0 ± 1.0
Year 7									
Indigenous students									
Metropolitan	466.3 ± 5.6	482.6 ± 9.8	470.7 ± 5.6	464.7 ± 8.2	471.4 ± 9.8	477.4 ± 13.4	458.5 ± 16.9	..	469.4 ± 3.1
Provincial	448.7 ± 5.8	467.9 ± 8.2	458.6 ± 9.8	451.5 ± 11.4	457.4 ± 12.1	474.5 ± 7.7	..	440.8 ± 13.8	454.6 ± 4.0
Remote	411.3 ± 22.0	np	404.8 ± 33.9	433.1 ± 18.1	np	np	..	362.1 ± 47.1	405.9 ± 18.1
Very remote	np	..	400.7 ± 27.5	381.0 ± 17.3	358.6 ± 47.6	np	..	269.1 ± 22.9	340.7 ± 19.6
Total	455.0 ± 4.2	475.0 ± 6.5	453.8 ± 6.7	435.8 ± 8.2	453.6 ± 10.6	475.6 ± 7.2	458.5 ± 16.9	328.9 ± 29.5	442.2 ± 4.8
Non-Indigenous students									
Metropolitan	529.7 ± 3.4	533.1 ± 3.3	520.1 ± 2.5	531.0 ± 3.8	524.6 ± 3.6	519.3 ± 12.5	521.0 ± 9.1	..	528.1 ± 1.6
Provincial	503.7 ± 3.6	506.4 ± 3.8	506.9 ± 2.5	515.7 ± 4.3	505.9 ± 4.3	505.2 ± 7.7	..	513.2 ± 17.6	506.6 ± 1.7

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Remote	476.0 ± 15.7	526.8 ± 21.6	498.0 ± 6.4	516.5 ± 7.5	498.0 ± 11.7	np	..	514.0 ± 20.2	505.7 ± 5.2
Very remote	np	..	500.7 ± 14.8	513.4 ± 12.0	496.6 ± 19.7	np	..	504.4 ± 13.4	504.9 ± 8.1
Total	523.5 ± 2.9	526.6 ± 2.8	516.0 ± 1.9	527.1 ± 3.0	519.2 ± 3.0	511.1 ± 7.1	521.0 ± 9.1	512.9 ± 13.7	522.4 ± 1.3
All students									
Metropolitan	528.0 ± 3.5	532.2 ± 3.3	517.9 ± 2.6	528.6 ± 3.8	522.9 ± 3.7	516.6 ± 13.2	519.5 ± 9.1	..	526.3 ± 1.6
Provincial	498.2 ± 4.0	504.8 ± 3.8	502.6 ± 2.8	510.7 ± 4.6	503.8 ± 4.4	502.0 ± 7.6	..	499.5 ± 19.3	502.5 ± 1.8
Remote	445.8 ± 17.6	527.3 ± 21.0	474.9 ± 15.2	496.4 ± 10.4	495.2 ± 12.6	493.5 ± 17.3	..	450.2 ± 46.6	479.8 ± 9.6
Very remote	427.5 ± 25.3	..	441.0 ± 24.2	437.5 ± 21.5	426.7 ± 49.9	np	..	295.4 ± 42.0	394.6 ± 20.5
Total	520.3 ± 3.0	525.5 ± 2.9	511.7 ± 2.1	520.9 ± 3.2	516.5 ± 3.1	508.3 ± 7.4	519.5 ± 9.1	434.8 ± 30.2	518.3 ± 1.4
Year 9									
Indigenous students									
Metropolitan	492.4 ± 5.4	522.1 ± 14.0	488.4 ± 7.8	482.2 ± 13.9	490.2 ± 11.5	491.8 ± 20.0	500.8 ± 23.1	..	492.0 ± 4.1
Provincial	472.5 ± 7.4	502.1 ± 9.9	474.0 ± 8.5	469.0 ± 14.3	476.4 ± 16.9	511.4 ± 13.3	..	440.9 ± 33.4	475.2 ± 4.9
Remote	432.1 ± 21.4	np	440.4 ± 51.9	441.0 ± 28.6	np	np	..	402.1 ± 46.4	429.0 ± 21.2
Very remote	np	..	430.6 ± 19.9	419.3 ± 26.0	412.2 ± 60.3	np	..	284.3 ± 19.4	360.4 ± 23.1
Total	479.7 ± 4.9	512.3 ± 8.8	477.5 ± 6.0	460.7 ± 10.5	476.8 ± 11.2	504.7 ± 11.5	500.8 ± 23.1	359.6 ± 29.3	469.4 ± 4.4
Non-Indigenous students									
Metropolitan	567.5 ± 4.3	574.2 ± 4.3	548.5 ± 4.5	568.5 ± 6.6	558.6 ± 7.9	552.5 ± 17.0	563.2 ± 11.5	..	564.5 ± 2.3
Provincial	537.7 ± 4.0	547.0 ± 5.4	533.2 ± 4.7	549.0 ± 8.2	534.6 ± 7.6	544.8 ± 9.9	..	540.9 ± 19.6	540.1 ± 2.4
Remote	495.3 ± 19.0	616.4 ± 58.8	514.2 ± 8.5	544.0 ± 11.5	532.8 ± 20.3	np	..	549.1 ± 46.0	535.6 ± 11.6
Very remote	540.9 ± 61.3	..	522.9 ± 17.2	543.8 ± 11.0	518.7 ± 29.4	np	..	527.9 ± 16.5	530.8 ± 10.3
Total	560.4 ± 3.6	567.6 ± 3.7	543.9 ± 3.5	563.7 ± 5.5	552.2 ± 6.4	547.9 ± 9.4	563.2 ± 11.5	541.6 ± 17.4	558.1 ± 1.9
All students									
Metropolitan	565.1 ± 4.4	573.4 ± 4.3	545.6 ± 4.6	565.9 ± 6.9	556.8 ± 8.3	548.1 ± 17.3	561.9 ± 11.7	..	562.3 ± 2.4

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Provincial	531.2 ± 4.4	544.8 ± 5.4	527.8 ± 5.0	542.2 ± 9.3	533.4 ± 8.4	540.7 ± 9.9	..	520.6 ± 21.5	534.9 ± 2.6
Remote	467.5 ± 19.2	615.0 ± 59.2	496.1 ± 18.9	518.6 ± 19.8	529.1 ± 22.3	495.9 ± 10.0	..	488.6 ± 53.9	509.3 ± 14.3
Very remote	473.3 ± 88.9	..	473.7 ± 26.2	473.5 ± 30.0	471.7 ± 41.0	np	..	318.5 ± 47.7	422.4 ± 25.4
Total	556.4 ± 3.6	566.3 ± 3.7	539.4 ± 3.7	557.5 ± 5.9	549.7 ± 6.6	543.7 ± 9.4	561.9 ± 11.7	472.2 ± 28.4	553.7 ± 2.0

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
.. Not applicable. **np** Not published.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Year 3									
Parental education (d)									
Bachelor degree or above	449.1 ± 1.4	445.0 ± 1.4	430.2 ± 1.7	433.8 ± 2.2	429.1 ± 2.9	443.1 ± 4.7	431.1 ± 5.4	415.8 ± 7.7	441.3 ± 0.8
Advanced diploma/diploma	428.6 ± 1.5	427.7 ± 1.6	410.7 ± 2.3	414.3 ± 2.7	412.5 ± 3.7	420.6 ± 6.6	401.2 ± 8.0	387.4 ± 11.5	421.8 ± 0.9
Certificate I to IV (e)	411.8 ± 1.5	416.1 ± 1.5	395.8 ± 2.0	403.3 ± 2.5	398.6 ± 2.9	404.0 ± 4.3	401.0 ± 7.1	358.7 ± 12.7	406.7 ± 0.9
Year 12 or equivalent	414.8 ± 2.5	422.1 ± 2.2	394.9 ± 2.6	402.1 ± 3.5	402.5 ± 3.3	400.5 ± 7.6	397.2 ± 8.0	371.7 ± 17.3	408.2 ± 1.3
Year 11 or equivalent or below	383.9 ± 2.4	401.6 ± 2.4	363.5 ± 3.9	369.2 ± 4.6	375.5 ± 4.7	382.2 ± 6.5	372.9 ± 14.8	272.0 ± 18.9	380.0 ± 1.6
Not stated (f)	407.0 ± 4.1	429.6 ± 6.8	389.7 ± 3.7	382.2 ± 5.9	393.3 ± 4.5	415.6 ± 11.5	412.0 ± 8.5	234.2 ± 41.9	391.4 ± 3.5
Parental occupation (g)									
Senior management and qualified professionals	448.2 ± 1.5	446.1 ± 1.6	429.9 ± 1.8	431.8 ± 2.4	427.1 ± 2.9	442.5 ± 5.2	430.5 ± 6.2	403.1 ± 10.2	440.1 ± 0.9
Other business managers and associated professionals	434.2 ± 1.4	433.6 ± 1.5	416.5 ± 1.8	418.9 ± 2.4	412.8 ± 2.6	422.4 ± 5.2	421.0 ± 5.6	390.2 ± 15.6	427.1 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	420.2 ± 1.6	423.6 ± 1.5	400.8 ± 2.0	407.1 ± 2.7	402.2 ± 3.1	409.0 ± 4.7	406.8 ± 6.2	369.3 ± 10.5	413.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	406.6 ± 2.2	413.9 ± 2.1	382.0 ± 2.7	393.7 ± 3.5	389.3 ± 3.8	393.2 ± 4.9	390.7 ± 13.5	324.8 ± 18.9	400.4 ± 1.3
Not in paid work in previous 12 months	389.2 ± 2.9	403.0 ± 2.4	362.6 ± 4.8	375.0 ± 6.1	376.2 ± 5.1	372.8 ± 8.7	391.8 ± 12.2	266.4 ± 19.5	385.7 ± 1.8
Not stated (h)	400.8 ± 3.0	433.0 ± 8.1	388.0 ± 3.3	385.9 ± 4.6	386.7 ± 4.9	407.1 ± 10.4	406.6 ± 8.3	235.3 ± 36.1	390.3 ± 2.6
Year 5									
Parental education (d)									
Bachelor degree or above	513.4 ± 1.8	509.3 ± 1.5	486.1 ± 2.5	499.8 ± 2.6	491.1 ± 3.3	504.4 ± 5.3	502.5 ± 5.4	483.2 ± 8.5	505.3 ± 1.0
Advanced diploma/diploma	490.6 ± 1.6	488.8 ± 1.6	463.9 ± 2.6	478.7 ± 2.7	473.9 ± 3.5	482.0 ± 6.3	479.6 ± 7.1	465.7 ± 9.4	483.4 ± 1.0
Certificate I to IV (e)	472.5 ± 1.4	475.9 ± 1.4	449.7 ± 2.0	464.6 ± 2.4	458.1 ± 2.8	464.1 ± 4.1	462.6 ± 6.8	432.9 ± 10.8	467.1 ± 0.9

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Year 12 or equivalent	479.4 ± 1.9	483.3 ± 2.4	448.8 ± 2.8	464.5 ± 3.6	465.4 ± 3.1	457.4 ± 8.3	470.6 ± 8.9	437.5 ± 15.7	471.1 ± 1.3
Year 11 or equivalent or below	448.1 ± 2.2	461.4 ± 2.1	420.7 ± 3.6	435.3 ± 4.4	436.7 ± 3.9	444.3 ± 5.4	432.9 ± 13.8	344.2 ± 21.3	443.6 ± 1.4
Not stated (f)	471.9 ± 3.2	494.5 ± 5.3	448.2 ± 4.2	447.5 ± 4.7	453.4 ± 4.8	469.6 ± 10.4	478.9 ± 11.3	316.5 ± 43.1	455.9 ± 3.3
Parental occupation (g)									
Senior management and qualified professionals	512.6 ± 1.9	510.2 ± 1.7	485.2 ± 2.6	497.8 ± 2.8	489.9 ± 3.6	502.3 ± 5.5	503.9 ± 7.2	473.8 ± 8.9	503.8 ± 1.1
Other business managers and associated professionals	494.9 ± 1.6	494.4 ± 1.5	469.4 ± 2.4	481.7 ± 2.4	473.8 ± 2.6	483.0 ± 4.8	488.8 ± 5.2	460.6 ± 10.3	487.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	480.7 ± 1.5	483.6 ± 1.5	453.3 ± 2.1	470.5 ± 2.7	460.8 ± 2.9	470.5 ± 4.6	475.7 ± 6.7	445.2 ± 10.4	473.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	468.2 ± 2.0	473.0 ± 1.9	436.1 ± 3.1	453.3 ± 3.6	450.1 ± 3.1	452.3 ± 5.0	450.7 ± 10.7	405.7 ± 18.2	461.3 ± 1.3
Not in paid work in previous 12 months	453.0 ± 2.7	462.4 ± 2.3	420.3 ± 4.4	432.3 ± 6.7	437.4 ± 4.9	433.9 ± 7.7	462.1 ± 12.0	325.2 ± 23.3	447.8 ± 1.8
Not stated (h)	465.0 ± 2.6	498.6 ± 6.8	443.2 ± 3.3	448.5 ± 3.9	444.7 ± 4.5	462.3 ± 9.8	474.1 ± 8.8	316.6 ± 37.8	452.4 ± 2.6
Year 7									
Parental education (d)									
Bachelor degree or above	554.8 ± 3.2	553.6 ± 2.9	543.0 ± 2.2	553.3 ± 3.8	548.6 ± 3.7	550.7 ± 7.8	539.9 ± 8.3	530.2 ± 14.4	551.2 ± 1.6
Advanced diploma/diploma	525.6 ± 2.4	525.1 ± 2.6	518.8 ± 2.2	527.6 ± 3.1	527.1 ± 4.5	521.2 ± 7.2	507.6 ± 6.9	501.0 ± 14.5	523.8 ± 1.2
Certificate I to IV (e)	503.7 ± 2.1	508.5 ± 2.3	504.2 ± 1.8	514.1 ± 2.9	512.7 ± 3.3	501.0 ± 5.8	498.2 ± 8.3	480.3 ± 13.9	506.1 ± 1.1
Year 12 or equivalent	512.1 ± 3.1	519.6 ± 5.3	505.7 ± 2.5	514.9 ± 3.9	520.5 ± 3.3	503.8 ± 13.6	497.0 ± 12.2	491.5 ± 22.3	513.5 ± 1.8
Year 11 or equivalent or below	475.6 ± 3.0	491.6 ± 2.8	476.1 ± 3.4	487.9 ± 4.4	492.2 ± 3.5	476.4 ± 6.8	469.1 ± 11.4	376.1 ± 37.4	481.1 ± 1.7
Not stated (f)	510.4 ± 6.0	538.5 ± 7.0	500.8 ± 3.6	500.6 ± 5.1	504.9 ± 4.7	507.7 ± 13.1	514.9 ± 20.8	341.2 ± 60.2	504.1 ± 3.1

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Parental occupation (g)									
Senior management and qualified professionals	551.6 ± 3.2	554.0 ± 3.4	541.4 ± 2.6	549.8 ± 4.2	545.5 ± 3.8	548.5 ± 7.7	536.3 ± 9.0	512.6 ± 15.4	548.7 ± 1.6
Other business managers and associated professionals	531.7 ± 2.6	532.9 ± 2.8	524.3 ± 1.9	531.0 ± 3.4	528.2 ± 3.3	522.5 ± 6.5	522.5 ± 9.2	509.4 ± 15.6	529.7 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	511.9 ± 2.3	517.0 ± 2.4	507.5 ± 1.9	518.5 ± 3.2	515.3 ± 3.1	506.2 ± 6.2	506.7 ± 11.1	479.9 ± 14.8	512.6 ± 1.2
Machine operators, hospitality staff, assistants, labourers	499.2 ± 3.4	503.9 ± 2.9	491.0 ± 2.6	505.2 ± 4.0	503.2 ± 3.3	485.8 ± 6.8	490.9 ± 11.0	436.1 ± 25.6	498.7 ± 1.6
Not in paid work in previous 12 months	478.7 ± 3.6	488.1 ± 3.3	475.9 ± 4.4	484.9 ± 6.0	484.0 ± 5.9	461.2 ± 10.8	484.8 ± 15.1	330.1 ± 51.0	479.8 ± 2.2
Not stated (h)	499.3 ± 4.8	540.6 ± 7.8	496.9 ± 3.2	500.8 ± 4.3	498.8 ± 4.3	500.0 ± 11.3	502.4 ± 14.8	339.2 ± 46.1	499.4 ± 2.7
Year 9									
Parental education (d)									
Bachelor degree or above	601.3 ± 4.1	602.2 ± 4.0	577.5 ± 4.0	598.6 ± 5.8	591.9 ± 6.8	592.1 ± 10.2	589.7 ± 11.0	568.1 ± 17.4	595.7 ± 2.2
Advanced diploma/diploma	566.4 ± 3.0	568.4 ± 3.3	547.9 ± 3.1	565.2 ± 4.6	566.3 ± 6.5	564.1 ± 8.6	553.8 ± 12.6	538.9 ± 14.2	562.6 ± 1.7
Certificate I to IV (e)	539.3 ± 2.7	548.5 ± 2.9	529.8 ± 2.7	547.7 ± 4.4	546.1 ± 5.9	535.1 ± 7.9	532.1 ± 11.0	503.1 ± 16.6	540.3 ± 1.5
Year 12 or equivalent	547.9 ± 3.9	561.4 ± 5.4	531.4 ± 3.7	546.2 ± 6.5	553.6 ± 6.4	541.4 ± 13.4	539.8 ± 12.8	514.7 ± 21.9	548.1 ± 2.4
Year 11 or equivalent or below	506.2 ± 3.3	527.4 ± 3.5	502.1 ± 3.7	516.4 ± 6.3	519.0 ± 6.2	509.1 ± 8.5	505.1 ± 17.5	403.2 ± 35.7	512.2 ± 2.0
Not stated (f)	535.8 ± 4.9	572.1 ± 7.3	526.2 ± 7.1	540.6 ± 11.7	536.3 ± 8.3	536.4 ± 13.9	550.3 ± 14.3	401.3 ± 54.0	534.6 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	596.6 ± 4.0	603.8 ± 4.0	576.3 ± 4.3	592.3 ± 6.3	587.9 ± 6.6	590.4 ± 10.8	587.8 ± 12.0	562.3 ± 18.6	592.6 ± 2.2

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Other business managers and associated professionals	572.6 ± 3.2	577.0 ± 3.6	552.7 ± 3.9	569.7 ± 5.0	565.6 ± 5.4	561.3 ± 8.3	565.3 ± 12.0	530.7 ± 13.1	568.3 ± 1.8
Tradespeople, clerks, skilled office, sales and service staff	549.1 ± 3.1	555.6 ± 3.0	532.3 ± 2.9	550.5 ± 4.5	546.6 ± 5.9	545.1 ± 7.8	547.1 ± 15.5	508.1 ± 20.5	546.8 ± 1.6
Machine operators, hospitality staff, assistants, labourers	531.1 ± 4.0	539.8 ± 3.5	514.4 ± 3.4	533.0 ± 6.0	528.0 ± 6.2	515.8 ± 8.6	523.1 ± 14.8	453.4 ± 24.4	529.9 ± 2.0
Not in paid work in previous 12 months	509.7 ± 4.1	524.4 ± 4.0	497.0 ± 5.7	504.0 ± 9.7	508.9 ± 7.9	493.0 ± 9.4	534.0 ± 17.4	372.2 ± 46.1	511.1 ± 2.6
Not stated (h)	527.7 ± 4.2	580.1 ± 8.4	521.6 ± 6.2	537.2 ± 10.6	529.0 ± 8.6	526.7 ± 12.4	538.7 ± 13.4	398.7 ± 43.5	528.8 ± 3.4

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.60

Table 4A.60 Participation rate in persuasive writing assessment, 2012, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<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</i>
Year 3									
Indigenous students	94.4	88.8	91.0	86.1	83.6	95.8	89.6	80.7	89.9
Non-Indigenous students	97.1	94.8	95.0	95.8	93.8	96.3	93.9	95.0	95.6
All students	97.0	94.5	94.7	95.1	93.4	95.4	93.7	88.8	95.2
Year 5									
Indigenous students	93.8	88.0	90.8	86.1	86.3	95.4	90.6	80.6	89.5
Non-Indigenous students	97.6	95.3	95.0	96.6	95.0	97.2	96.0	96.3	96.2
All students	97.4	95.0	94.7	95.9	94.6	96.3	95.8	89.2	95.8
Year 7									
Indigenous students	90.0	86.3	91.1	84.3	84.2	92.4	88.5	74.9	87.6
Non-Indigenous students	96.9	95.4	95.7	96.6	95.3	96.0	94.7	97.2	96.1
All students	96.6	95.1	95.4	95.7	94.8	94.9	94.5	87.6	95.6
Year 9									
Indigenous students	79.4	78.0	82.0	71.4	67.8	86.3	82.6	67.1	77.7
Non-Indigenous students	94.9	92.0	92.5	94.6	90.5	92.2	92.7	96.2	93.2
All students	94.1	91.6	91.7	93.1	89.6	90.8	92.4	84.9	92.4

- (a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.

Source: ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.61

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Year 3									
Indigenous students									
Exempt	3.1	5.7	2.6	1.2	5.7	1.7	4.5	2.3	2.9
Absent	4.4	6.1	6.3	12.7	9.4	3.4	2.2	18.5	7.9
Withdrawn	1.2	5.1	2.6	1.2	7.0	0.7	8.2	0.8	2.2
Assessed	91.3	83.1	88.5	84.9	77.9	94.2	85.1	78.4	87.0
Non-Indigenous students									
Exempt	1.7	2.6	1.6	1.4	2.1	1.4	1.6	2.1	1.9
Absent	1.9	2.8	2.5	2.8	2.9	3.0	2.2	2.9	2.4
Withdrawn	0.9	2.4	2.6	1.4	3.3	0.7	3.9	2.1	1.9
Assessed	95.5	92.2	93.3	94.4	91.7	94.9	92.3	92.9	93.8
All students									
Exempt	1.8	2.8	1.7	1.4	2.3	1.4	1.7	2.2	2.0
Absent	2.0	2.9	2.7	3.4	3.2	3.0	2.2	9.6	2.7
Withdrawn	1.0	2.6	2.6	1.4	3.5	1.6	4.1	1.6	2.0
Assessed	95.2	91.7	93.0	93.8	91.0	94.0	92.0	86.6	93.3
Year 5									
Indigenous students									
Exempt	2.7	6.8	3.3	1.5	4.6	1.5	6.6	2.2	3.0
Absent	5.1	8.0	6.2	13.1	9.5	3.7	5.7	18.8	8.7
Withdrawn	1.0	4.0	3.0	0.8	4.1	0.9	3.8	0.6	1.8
Assessed	91.2	81.2	87.5	84.6	81.8	93.9	83.9	78.4	86.5
Non-Indigenous students									
Exempt	1.6	2.5	2.3	1.4	2.1	1.3	1.9	2.3	1.9
Absent	1.7	2.9	2.4	2.4	2.8	2.3	1.9	2.6	2.3
Withdrawn	0.7	1.9	2.6	0.9	2.2	0.5	2.1	1.1	1.5
Assessed	96.0	92.7	92.7	95.3	92.9	95.9	94.1	94.0	94.3
All students									
Exempt	1.6	2.7	2.3	1.4	2.2	1.3	2.0	2.3	2.0
Absent	1.9	3.0	2.7	3.2	3.1	2.4	2.0	9.9	2.7
Withdrawn	0.7	2.0	2.6	0.9	2.3	1.3	2.2	0.9	1.5
Assessed	95.8	92.3	92.4	94.5	92.4	95.0	93.8	86.9	93.8
Year 7									
Indigenous students									
Exempt	2.2	3.7	2.6	1.4	2.6	1.0	2.7	2.1	2.3
Absent	9.2	11.8	6.7	14.7	10.9	7.2	6.2	23.4	10.7
Withdrawn	0.9	1.9	2.3	1.0	4.9	0.4	5.3	1.7	1.7
Assessed	87.7	82.6	88.4	82.9	81.6	91.4	85.8	72.8	85.3
Non-Indigenous students									

TABLE 4A.61

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Exempt	1.2	1.8	1.7	1.3	1.9	1.2	1.5	2.7	1.5
Absent	2.7	3.7	2.6	2.7	2.8	3.5	3.3	2.3	3.0
Withdrawn	0.4	0.9	1.7	0.7	1.9	0.4	2.0	0.5	1.0
Assessed	95.7	93.6	94.0	95.3	93.4	94.9	93.2	94.5	94.5
All students									
Exempt	1.2	2.0	1.8	1.3	1.9	1.3	1.5	2.4	1.6
Absent	3.0	3.9	2.8	3.5	3.1	4.0	3.4	11.3	3.4
Withdrawn	0.4	1.0	1.8	0.8	2.1	1.1	2.1	1.1	1.0
Assessed	95.4	93.1	93.6	94.4	92.9	93.6	93.0	85.2	94.0
Year 9									
Indigenous students									
Exempt	2.5	4.5	2.8	2.1	3.3	2.3	1.8	3.3	2.8
Absent	19.7	19.6	15.1	27.9	28.9	13.7	13.8	32.1	20.7
Withdrawn	0.9	2.4	2.9	0.7	3.3	–	3.7	0.8	1.7
Assessed	76.9	73.5	79.2	69.3	64.5	84.0	80.7	63.8	74.8
Non-Indigenous students									
Exempt	1.3	1.9	1.5	1.2	1.4	0.9	1.3	2.1	1.5
Absent	4.7	6.9	4.7	4.9	7.3	7.4	5.3	3.6	5.5
Withdrawn	0.4	1.2	2.9	0.6	2.2	0.4	2.0	0.2	1.3
Assessed	93.6	90.0	90.9	93.3	89.1	91.3	91.4	94.1	91.7
All students									
Exempt	1.3	2.0	1.6	1.3	1.5	1.1	1.3	2.5	1.6
Absent	5.4	7.2	5.4	6.2	8.1	8.3	5.5	14.6	6.3
Withdrawn	0.5	1.2	2.9	0.7	2.2	0.9	2.2	0.4	1.3
Assessed	92.8	89.6	90.1	91.8	88.2	89.7	91.0	82.5	90.8

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (d) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.

Source: ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, NSW (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
<i>Year 3</i>				
All students				
Mean scale score	no.	429.2 ± 1.5	424.3 ± 1.5	↓
At or above NMS	%	96.5 ± 0.3	96.3 ± 0.3	●
Indigenous students (c)				
Mean scale score	no.	370.6 ± 4.0	367.3 ± 3.9	●
At or above NMS	%	88.1 ± 1.3	87.4 ± 1.8	●
Non-Indigenous students				
Mean scale score	no.	432.1 ± 1.4	427.3 ± 1.4	↓
At or above NMS	%	96.9 ± 0.2	96.7 ± 0.2	●
LBOTE students (d)				
At or above NMS	%	96.7 ± 0.4	96.2 ± 0.4	●
Male students				
At or above NMS	%	95.0 ± 0.4	94.6 ± 0.4	●
Female students				
At or above NMS	%	98.0 ± 0.2	98.0 ± 0.2	●
<i>Year 5</i>				
All students				
Mean scale score	no.	492.6 ± 1.5	485.6 ± 1.6	↓
At or above NMS	%	95.0 ± 0.3	93.8 ± 0.4	↓
Indigenous students (c)				
Mean scale score	no.	436.2 ± 3.5	428.6 ± 4.0	↓
At or above NMS	%	81.8 ± 1.7	78.7 ± 1.9	↓
Non-Indigenous students				
Mean scale score	no.	495.1 ± 1.5	488.5 ± 1.5	↓
At or above NMS	%	95.7 ± 0.3	94.6 ± 0.3	↓
LBOTE students (d)				
At or above NMS	%	96.0 ± 0.4	95.0 ± 0.5	↓
Male students				
At or above NMS	%	92.9 ± 0.4	91.2 ± 0.5	↓
Female students				
At or above NMS	%	97.3 ± 0.2	96.6 ± 0.3	↓

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, NSW (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
<i>Year 7</i>				
All students				
Mean scale score	no.	527.5 ± 3.0	520.3 ± 3.0	↓
At or above NMS	%	92.1 ± 0.6	90.2 ± 0.7	↓
Indigenous students (c)				
Mean scale score	no.	464.0 ± 4.0	455.0 ± 4.2	↓
At or above NMS	%	72.5 ± 2.3	68.3 ± 2.2	↓
Non-Indigenous students				
Mean scale score	no.	530.4 ± 2.9	523.5 ± 2.9	↓
At or above NMS	%	93.0 ± 0.5	91.3 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	93.7 ± 0.9	92.4 ± 0.9	↓
Male students				
At or above NMS	%	88.5 ± 0.9	85.8 ± 1.0	↓
Female students				
At or above NMS	%	95.8 ± 0.4	94.7 ± 0.5	↓
<i>Year 9</i>				
All students				
Mean scale score	no.	562.8 ± 3.6	556.4 ± 3.6	↓
At or above NMS	%	84.9 ± 1.0	81.5 ± 1.1	↓
Indigenous students (c)				
Mean scale score	no.	487.6 ± 4.6	479.7 ± 4.9	↓
At or above NMS	%	55.9 ± 2.5	51.5 ± 2.5	↓
Non-Indigenous students				
Mean scale score	no.	566.3 ± 3.5	560.4 ± 3.6	↓
At or above NMS	%	86.3 ± 0.9	83.1 ± 1.0	↓
LBOTE students (d)				
At or above NMS	%	88.0 ± 1.4	85.1 ± 1.5	↓
Male students				
At or above NMS	%	79.1 ± 1.5	74.9 ± 1.5	↓
Female students				
At or above NMS	%	91.0 ± 0.8	88.6 ± 0.9	↓

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, NSW (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(a)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.		
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.		
(c)	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.		
(d)	A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.		

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney; ACARA (unpublished).

TABLE 4A.63

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Victoria (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	423.6 ± 1.4	428.1 ± 1.4	↑
At or above NMS	%	96.2 ± 0.3	96.1 ± 0.3	●
Indigenous students (c)				
Mean scale score	no.	380.0 ± 5.5	389.0 ± 5.4	↑
At or above NMS	%	91.3 ± 2.3	90.5 ± 2.2	●
Non-Indigenous students				
Mean scale score	no.	424.5 ± 1.4	429.6 ± 1.3	↑
At or above NMS	%	96.6 ± 0.3	96.6 ± 0.3	●
LBOTE students (d)				
At or above NMS	%	95.6 ± 0.6	95.2 ± 0.5	●
Male students				
At or above NMS	%	94.9 ± 0.5	94.6 ± 0.5	●
Female students				
At or above NMS	%	97.7 ± 0.3	97.7 ± 0.2	●
Year 5				
All students				
Mean scale score	no.	492.8 ± 1.5	488.7 ± 1.4	↓
At or above NMS	%	94.4 ± 0.4	94.5 ± 0.4	●
Indigenous students (c)				
Mean scale score	no.	448.4 ± 5.5	442.0 ± 5.3	●
At or above NMS	%	83.3 ± 3.1	81.7 ± 3.1	●
Non-Indigenous students				
Mean scale score	no.	493.6 ± 1.5	489.9 ± 1.4	↓
At or above NMS	%	94.7 ± 0.4	95.0 ± 0.4	●
LBOTE students (d)				
At or above NMS	%	94.2 ± 0.6	94.5 ± 0.6	●
Male students				
At or above NMS	%	92.1 ± 0.6	92.1 ± 0.6	●
Female students				
At or above NMS	%	96.8 ± 0.3	97.1 ± 0.3	●
Year 7				
All students				
Mean scale score	no.	533.3 ± 3.1	525.5 ± 2.9	↓

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Victoria (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.6 ± 0.7	91.8 ± 0.7	●
Indigenous students (c)				
Mean scale score	no.	474.1 ± 7.2	475.0 ± 6.5	●
At or above NMS	%	74.0 ± 3.7	76.9 ± 3.4	●
Non-Indigenous students				
Mean scale score	no.	534.3 ± 3.0	526.6 ± 2.8	↓
At or above NMS	%	92.1 ± 0.7	92.2 ± 0.6	●
LBOTE students (d)				
At or above NMS	%	91.7 ± 1.1	92.3 ± 1.0	●
Male students				
At or above NMS	%	87.8 ± 1.1	87.9 ± 1.0	●
Female students				
At or above NMS	%	95.6 ± 0.5	95.8 ± 0.4	●
Year 9				
All students				
Mean scale score	no.	578.5 ± 3.9	566.3 ± 3.7	↓
At or above NMS	%	87.5 ± 0.9	85.9 ± 1.0	↓
Indigenous students (c)				
Mean scale score	no.	512.2 ± 7.0	512.3 ± 8.8	●
At or above NMS	%	66.7 ± 4.6	66.2 ± 5.1	●
Non-Indigenous students				
Mean scale score	no.	579.7 ± 3.8	567.6 ± 3.7	↓
At or above NMS	%	88.0 ± 0.9	86.4 ± 1.0	↓
LBOTE students (d)				
At or above NMS	%	88.5 ± 1.4	86.6 ± 1.5	●
Male students				
At or above NMS	%	82.5 ± 1.4	80.2 ± 1.5	↓
Female students				
At or above NMS	%	92.9 ± 0.7	91.9 ± 0.8	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Victoria (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Queensland (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	404.1 ± 2.1	403.3 ± 2.0	●
At or above NMS	%	94.3 ± 0.4	94.7 ± 0.4	●
Indigenous students (c)				
Mean scale score	no.	349.9 ± 4.6	345.3 ± 5.9	●
At or above NMS	%	84.0 ± 1.8	81.7 ± 2.5	●
Non-Indigenous students				
Mean scale score	no.	408.9 ± 1.9	407.8 ± 1.8	●
At or above NMS	%	95.3 ± 0.4	95.7 ± 0.3	●
LBOTE students (d)				
At or above NMS	%	91.0 ± 1.6	90.7 ± 2.0	●
Male students				
At or above NMS	%	92.1 ± 0.6	92.7 ± 0.6	●
Female students				
At or above NMS	%	96.7 ± 0.3	96.9 ± 0.3	●
Year 5				
All students				
Mean scale score	no.	470.9 ± 2.0	457.7 ± 2.1	↓
At or above NMS	%	90.2 ± 0.6	88.3 ± 0.7	↓
Indigenous students (c)				
Mean scale score	no.	416.5 ± 4.9	398.4 ± 6.4	↓
At or above NMS	%	72.1 ± 2.3	65.3 ± 3.3	↓
Non-Indigenous students				
Mean scale score	no.	475.6 ± 1.9	462.1 ± 2.0	↓
At or above NMS	%	91.7 ± 0.5	90.0 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	85.6 ± 2.3	84.4 ± 3.0	●
Male students				
At or above NMS	%	86.1 ± 0.9	84.2 ± 1.0	↓
Female students				
At or above NMS	%	94.4 ± 0.5	92.9 ± 0.6	↓
Year 7				
All students				
Mean scale score	no.	532.9 ± 2.2	511.7 ± 2.1	↓

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Queensland (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.6 ± 0.5	88.8 ± 0.7	↓
Indigenous students (c)				
Mean scale score	no.	474.1 ± 5.5	453.8 ± 6.7	↓
At or above NMS	%	74.0 ± 2.5	67.1 ± 3.1	↓
Non-Indigenous students				
Mean scale score	no.	537.6 ± 2.0	516.0 ± 1.9	↓
At or above NMS	%	93.0 ± 0.4	90.4 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	87.9 ± 2.2	83.1 ± 2.9	↓
Male students				
At or above NMS	%	88.2 ± 0.8	84.3 ± 0.9	↓
Female students				
At or above NMS	%	95.1 ± 0.4	93.6 ± 0.6	↓
Year 9				
All students				
Mean scale score	no.	564.4 ± 3.9	539.4 ± 3.7	↓
At or above NMS	%	85.0 ± 1.1	78.3 ± 1.4	↓
Indigenous students (c)				
Mean scale score	no.	498.2 ± 6.8	477.5 ± 6.0	↓
At or above NMS	%	60.8 ± 3.1	50.3 ± 2.7	↓
Non-Indigenous students				
Mean scale score	no.	569.5 ± 3.7	543.9 ± 3.5	↓
At or above NMS	%	86.9 ± 1.0	80.4 ± 1.3	↓
LBOTE students (d)				
At or above NMS	%	81.4 ± 3.7	73.4 ± 4.5	↓
Male students				
At or above NMS	%	78.8 ± 1.6	70.3 ± 1.9	↓
Female students				
At or above NMS	%	91.4 ± 0.9	86.7 ± 1.1	↓

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Queensland (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Western Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	403.9 ± 2.5	406.8 ± 2.6	●
At or above NMS	%	94.8 ± 0.6	94.7 ± 0.6	●
Indigenous students (c)				
Mean scale score	no.	321.9 ± 7.4	315.9 ± 7.2	●
At or above NMS	%	74.6 ± 3.4	71.2 ± 3.6	●
Non-Indigenous students				
Mean scale score	no.	410.3 ± 2.2	413.5 ± 2.2	↑
At or above NMS	%	96.3 ± 0.4	96.3 ± 0.4	●
LBOTE students (d)				
At or above NMS	%	93.3 ± 1.5	93.3 ± 1.3	●
Male students				
At or above NMS	%	92.9 ± 0.8	92.9 ± 0.8	●
Female students				
At or above NMS	%	96.7 ± 0.5	96.5 ± 0.5	●
Year 5				
All students				
Mean scale score	no.	472.2 ± 2.8	469.9 ± 2.6	●
At or above NMS	%	90.5 ± 0.8	91.0 ± 0.8	●
Indigenous students (c)				
Mean scale score	no.	379.8 ± 7.9	382.1 ± 8.0	●
At or above NMS	%	56.4 ± 4.0	58.9 ± 3.5	●
Non-Indigenous students				
Mean scale score	no.	479.3 ± 2.4	476.9 ± 2.3	●
At or above NMS	%	93.0 ± 0.6	93.5 ± 0.6	●
LBOTE students (d)				
At or above NMS	%	89.9 ± 1.7	90.2 ± 1.7	●
Male students				
At or above NMS	%	87.2 ± 1.1	87.7 ± 1.0	●
Female students				
At or above NMS	%	94.0 ± 0.8	94.3 ± 0.7	●
Year 7				
All students				
Mean scale score	no.	529.5 ± 3.3	520.9 ± 3.2	↓

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Western Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.3 ± 0.9	90.6 ± 0.8	•
Indigenous students (c)				
Mean scale score	no.	442.6 ± 8.1	435.8 ± 8.2	•
At or above NMS	%	60.7 ± 4.1	59.6 ± 4.1	•
Non-Indigenous students				
Mean scale score	no.	535.9 ± 3.0	527.1 ± 3.0	↓
At or above NMS	%	93.5 ± 0.6	92.7 ± 0.7	•
LBOTE students (d)				
At or above NMS	%	89.9 ± 1.7	90.0 ± 1.7	•
Male students				
At or above NMS	%	88.2 ± 1.2	86.6 ± 1.2	•
Female students				
At or above NMS	%	94.6 ± 0.7	94.7 ± 0.7	•
Year 9				
All students				
Mean scale score	no.	561.8 ± 6.6	557.5 ± 5.9	•
At or above NMS	%	83.1 ± 2.0	82.7 ± 1.8	•
Indigenous students (c)				
Mean scale score	no.	465.2 ± 12.1	460.7 ± 10.5	•
At or above NMS	%	47.4 ± 5.2	44.2 ± 5.3	•
Non-Indigenous students				
Mean scale score	no.	568.0 ± 6.1	563.7 ± 5.5	•
At or above NMS	%	85.4 ± 1.7	85.2 ± 1.5	•
LBOTE students (d)				
At or above NMS	%	83.1 ± 3.8	83.2 ± 2.5	•
Male students				
At or above NMS	%	77.6 ± 2.8	76.4 ± 2.5	•
Female students				
At or above NMS	%	89.3 ± 1.6	89.4 ± 1.5	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Western Australia (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.		
(c)	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.		
(d)	A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.		
Source:	ACARA (2012 and unpublished) <i>NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012</i> , ACARA, Sydney; ACARA (unpublished).		

TABLE 4A.66

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, South Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	400.1 ± 2.9	403.3 ± 2.9	●
At or above NMS	%	94.1 ± 0.7	95.3 ± 0.7	↑
Indigenous students (c)				
Mean scale score	no.	335.3 ± 10.5	345.0 ± 9.0	●
At or above NMS	%	77.5 ± 5.5	79.5 ± 4.6	●
Non-Indigenous students				
Mean scale score	no.	402.6 ± 2.7	405.7 ± 2.8	●
At or above NMS	%	94.9 ± 0.7	96.0 ± 0.6	↑
LBOTE students (d)				
At or above NMS	%	92.3 ± 1.9	92.2 ± 2.2	●
Male students				
At or above NMS	%	92.1 ± 1.0	93.5 ± 1.0	●
Female students				
At or above NMS	%	96.3 ± 0.6	97.2 ± 0.5	↑
Year 5				
All students				
Mean scale score	no.	469.7 ± 3.2	463.2 ± 2.8	↓
At or above NMS	%	90.3 ± 1.0	90.6 ± 1.0	●
Indigenous students (c)				
Mean scale score	no.	399.2 ± 9.6	401.7 ± 9.4	●
At or above NMS	%	65.5 ± 5.5	65.7 ± 5.5	●
Non-Indigenous students				
Mean scale score	no.	472.2 ± 3.1	465.8 ± 2.7	↓
At or above NMS	%	91.4 ± 0.9	91.6 ± 0.9	●
LBOTE students (d)				
At or above NMS	%	88.8 ± 2.4	87.5 ± 2.3	●
Male students				
At or above NMS	%	86.7 ± 1.5	86.7 ± 1.4	●
Female students				
At or above NMS	%	94.2 ± 0.8	94.7 ± 0.8	●
Year 7				
All students				
Mean scale score	no.	528.8 ± 3.6	516.5 ± 3.1	↓

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, South Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.2 ± 0.9	90.2 ± 0.9	●
Indigenous students (c)				
Mean scale score	no.	450.7 ± 11.9	453.6 ± 10.6	●
At or above NMS	%	64.3 ± 5.5	67.4 ± 5.2	●
Non-Indigenous students				
Mean scale score	no.	531.6 ± 3.4	519.2 ± 3.0	↓
At or above NMS	%	92.4 ± 0.8	91.2 ± 0.9	↓
LBOTE students (d)				
At or above NMS	%	90.2 ± 1.9	88.0 ± 2.2	●
Male students				
At or above NMS	%	87.7 ± 1.3	86.2 ± 1.4	●
Female students				
At or above NMS	%	94.8 ± 0.7	94.4 ± 0.8	●
Year 9				
All students				
Mean scale score	no.	560.3 ± 7.1	549.7 ± 6.6	↓
At or above NMS	%	82.2 ± 2.4	81.0 ± 2.4	●
Indigenous students (c)				
Mean scale score	no.	472.6 ± 11.4	476.8 ± 11.2	●
At or above NMS	%	48.7 ± 6.1	49.6 ± 5.8	●
Non-Indigenous students				
Mean scale score	no.	562.7 ± 6.9	552.2 ± 6.4	↓
At or above NMS	%	83.3 ± 2.2	82.3 ± 2.2	●
LBOTE students (d)				
At or above NMS	%	79.3 ± 5.4	78.5 ± 4.5	●
Male students				
At or above NMS	%	75.8 ± 3.1	74.6 ± 3.1	●
Female students				
At or above NMS	%	89.0 ± 1.9	87.8 ± 2.0	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, South Australia (a), (b)**

	2011	2012	Statistical significance of difference in average achievement 2011 to 2012
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source:</i> ACARA (2012 and unpublished) <i>NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012</i> , ACARA, Sydney; ACARA (unpublished).			

TABLE 4A.67

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Tasmania (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	400.7 ± 4.5	411.6 ± 4.5	↑
At or above NMS	%	95.2 ± 0.8	95.6 ± 0.8	●
Indigenous students (c)				
Mean scale score	no.	366.7 ± 9.7	376.1 ± 9.2	●
At or above NMS	%	90.4 ± 3.7	90.4 ± 3.4	●
Non-Indigenous students				
Mean scale score	no.	403.6 ± 4.5	413.9 ± 4.5	↑
At or above NMS	%	95.6 ± 0.8	96.0 ± 0.8	●
LBOTE students (d)				
At or above NMS	%	90.1 ± 3.5	94.0 ± 3.1	●
Male students				
At or above NMS	%	93.2 ± 1.3	93.4 ± 1.3	●
Female students				
At or above NMS	%	97.3 ± 0.6	97.9 ± 0.7	●
Year 5				
All students				
Mean scale score	no.	465.2 ± 4.8	471.5 ± 4.5	●
At or above NMS	%	90.3 ± 1.4	92.1 ± 1.2	●
Indigenous students (c)				
Mean scale score	no.	433.6 ± 6.4	441.6 ± 7.9	●
At or above NMS	%	79.6 ± 4.3	85.2 ± 3.7	●
Non-Indigenous students				
Mean scale score	no.	468.1 ± 4.9	474.0 ± 4.5	●
At or above NMS	%	91.1 ± 1.4	92.8 ± 1.1	●
LBOTE students (d)				
At or above NMS	%	84.9 ± 5.3	93.7 ± 3.4	↑
Male students				
At or above NMS	%	86.4 ± 2.1	88.4 ± 1.9	●
Female students				
At or above NMS	%	94.5 ± 1.1	96.0 ± 0.9	↑
Year 7				
All students				
Mean scale score	no.	507.5 ± 9.0	508.3 ± 7.4	●

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Tasmania (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	84.3 ± 3.0	87.7 ± 2.1	●
Indigenous students (c)				
Mean scale score	no.	464.6 ± 11.8	475.6 ± 7.2	●
At or above NMS	%	69.5 ± 6.3	79.1 ± 4.2	↑
Non-Indigenous students				
Mean scale score	no.	512.7 ± 8.3	511.1 ± 7.1	●
At or above NMS	%	86.1 ± 2.6	88.7 ± 2.0	●
LBOTE students (d)				
At or above NMS	%	78.8 ± 8.6	80.9 ± 9.5	●
Male students				
At or above NMS	%	77.3 ± 4.2	81.8 ± 2.9	●
Female students				
At or above NMS	%	91.7 ± 2.2	93.8 ± 1.6	●
Year 9				
All students				
Mean scale score	no.	545.8 ± 11.0	543.7 ± 9.4	●
At or above NMS	%	77.0 ± 3.9	78.7 ± 3.5	●
Indigenous students (c)				
Mean scale score	no.	499.7 ± 12.3	504.7 ± 11.5	●
At or above NMS	%	60.0 ± 6.8	61.6 ± 5.6	●
Non-Indigenous students				
Mean scale score	no.	552.0 ± 10.3	547.9 ± 9.4	●
At or above NMS	%	79.5 ± 3.5	80.5 ± 3.2	●
LBOTE students (d)				
At or above NMS	%	74.8 ± 11.4	69.8 ± 11.1	●
Male students				
At or above NMS	%	68.5 ± 4.8	71.0 ± 4.5	●
Female students				
At or above NMS	%	86.0 ± 3.5	86.6 ± 3.1	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Tasmania (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

TABLE 4A.68

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australian Capital Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	419.7 ± 5.0	416.0 ± 5.5	●
At or above NMS	%	96.2 ± 1.1	96.4 ± 1.0	●
Indigenous students (c)				
Mean scale score	no.	366.1 ± 17.7	372.5 ± 15.5	●
At or above NMS	%	90.5 ± 5.3	88.4 ± 6.9	●
Non-Indigenous students				
Mean scale score	no.	420.9 ± 4.9	417.3 ± 5.4	●
At or above NMS	%	96.3 ± 1.1	96.6 ± 0.9	●
LBOTE students (d)				
At or above NMS	%	94.0 ± 3.1	95.0 ± 1.9	●
Male students				
At or above NMS	%	94.5 ± 1.6	94.8 ± 1.6	●
Female students				
At or above NMS	%	98.0 ± 0.8	98.2 ± 0.7	●
Year 5				
All students				
Mean scale score	no.	495.0 ± 5.5	485.2 ± 5.7	↓
At or above NMS	%	93.7 ± 1.4	93.6 ± 1.5	●
Indigenous students (c)				
Mean scale score	no.	448.9 ± 17.0	434.5 ± 20.9	●
At or above NMS	%	87.0 ± 7.3	74.3 ± 9.5	↓
Non-Indigenous students				
Mean scale score	no.	496.0 ± 5.6	486.4 ± 5.6	↓
At or above NMS	%	93.9 ± 1.3	94.1 ± 1.5	●
LBOTE students (d)				
At or above NMS	%	92.4 ± 2.9	92.2 ± 2.6	●
Male students				
At or above NMS	%	90.9 ± 2.3	90.9 ± 2.3	●
Female students				
At or above NMS	%	96.6 ± 1.0	96.3 ± 1.2	●
Year 7				
All students				
Mean scale score	no.	535.7 ± 10.0	519.5 ± 9.1	↓

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australian Capital Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.8 ± 2.5	89.8 ± 2.5	●
Indigenous students (c)				
Mean scale score	no.	478.9 ± 21.8	458.5 ± 16.9	●
At or above NMS	%	69.3 ± 11.6	71.9 ± 10.6	●
Non-Indigenous students				
Mean scale score	no.	537.0 ± 9.8	521.0 ± 9.1	↓
At or above NMS	%	92.4 ± 2.4	90.2 ± 2.4	●
LBOTE students (d)				
At or above NMS	%	92.1 ± 2.8	88.9 ± 3.7	●
Male students				
At or above NMS	%	88.3 ± 3.8	84.9 ± 3.9	●
Female students				
At or above NMS	%	95.4 ± 1.8	94.9 ± 1.9	●
Year 9				
All students				
Mean scale score	no.	574.9 ± 12.5	561.9 ± 11.7	●
At or above NMS	%	85.5 ± 3.4	83.4 ± 3.6	●
Indigenous students (c)				
Mean scale score	no.	500.4 ± 25.0	500.8 ± 23.1	●
At or above NMS	%	62.7 ± 13.4	63.9 ± 10.8	●
Non-Indigenous students				
Mean scale score	no.	576.9 ± 12.2	563.2 ± 11.5	●
At or above NMS	%	86.1 ± 3.3	83.8 ± 3.5	●
LBOTE students (d)				
At or above NMS	%	83.1 ± 4.7	83.3 ± 5.3	●
Male students				
At or above NMS	%	78.5 ± 5.0	76.6 ± 5.1	●
Female students				
At or above NMS	%	92.8 ± 2.5	90.3 ± 2.7	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australian Capital Territory (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Northern Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	330.0 ± 17.2	322.9 ± 21.1	•
At or above NMS	%	70.4 ± 6.2	69.3 ± 6.9	•
Indigenous students (c)				
Mean scale score	no.	250.9 ± 14.2	226.2 ± 22.3	•
At or above NMS	%	42.0 ± 6.5	37.1 ± 7.3	•
Non-Indigenous students				
Mean scale score	no.	393.4 ± 8.1	395.4 ± 7.1	•
At or above NMS	%	92.6 ± 2.2	93.5 ± 2.1	•
LBOTE students (d)				
At or above NMS	%	48.2 ± 7.8	43.2 ± 8.6	•
Male students				
At or above NMS	%	66.1 ± 7.0	63.7 ± 7.5	•
Female students				
At or above NMS	%	74.7 ± 5.9	75.1 ± 6.8	•
Year 5				
All students				
Mean scale score	no.	396.5 ± 18.2	390.9 ± 21.7	•
At or above NMS	%	61.7 ± 7.2	62.2 ± 7.2	•
Indigenous students (c)				
Mean scale score	no.	314.3 ± 16.0	299.1 ± 22.4	•
At or above NMS	%	29.1 ± 6.2	28.8 ± 6.4	•
Non-Indigenous students				
Mean scale score	no.	464.8 ± 6.6	466.3 ± 7.3	•
At or above NMS	%	88.7 ± 2.7	89.5 ± 2.6	•
LBOTE students (d)				
At or above NMS	%	35.7 ± 7.8	35.3 ± 8.2	•
Male students				
At or above NMS	%	55.9 ± 7.5	56.9 ± 7.5	•
Female students				
At or above NMS	%	67.4 ± 7.2	67.9 ± 7.2	•
Year 7				
All students				
Mean scale score	no.	446.3 ± 27.5	434.8 ± 30.2	•

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Northern Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	59.2 ± 9.4	60.3 ± 9.8	●
Indigenous students (c)				
Mean scale score	no.	350.6 ± 21.5	328.9 ± 29.5	●
At or above NMS	%	26.0 ± 7.5	25.3 ± 8.5	●
Non-Indigenous students				
Mean scale score	no.	520.9 ± 16.2	512.9 ± 13.7	●
At or above NMS	%	84.8 ± 5.0	85.8 ± 4.4	●
LBOTE students (d)				
At or above NMS	%	35.3 ± 12.9	33.3 ± 13.0	●
Male students				
At or above NMS	%	53.7 ± 9.8	54.3 ± 9.7	●
Female students				
At or above NMS	%	65.3 ± 9.8	66.5 ± 10.1	●
Year 9				
All students				
Mean scale score	no.	491.9 ± 24.9	472.2 ± 28.4	●
At or above NMS	%	57.5 ± 8.5	55.0 ± 8.8	●
Indigenous students (c)				
Mean scale score	no.	384.5 ± 24.6	359.6 ± 29.3	●
At or above NMS	%	22.5 ± 6.7	19.8 ± 6.4	●
Non-Indigenous students				
Mean scale score	no.	561.5 ± 11.3	541.6 ± 17.4	●
At or above NMS	%	79.6 ± 5.8	76.7 ± 6.5	●
LBOTE students (d)				
At or above NMS	%	37.3 ± 13.1	34.1 ± 13.4	●
Male students				
At or above NMS	%	50.2 ± 8.6	48.4 ± 8.3	●
Female students				
At or above NMS	%	65.1 ± 8.6	62.4 ± 9.9	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

● = No significant difference, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Northern Territory (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

TABLE 4A.70

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	415.9 ± 0.9	415.8 ± 0.9	●
At or above NMS	%	95.3 ± 0.2	95.3 ± 0.2	●
Indigenous students (c)				
Mean scale score	no.	343.5 ± 4.0	339.8 ± 4.8	●
At or above NMS	%	79.9 ± 1.6	78.3 ± 1.7	●
Non-Indigenous students				
Mean scale score	no.	420.1 ± 0.8	420.1 ± 0.8	●
At or above NMS	%	96.2 ± 0.2	96.4 ± 0.1	●
LBOTE students (d)				
At or above NMS	%	93.9 ± 0.5	93.7 ± 0.5	●
Male students				
At or above NMS	%	93.5 ± 0.3	93.6 ± 0.3	●
Female students				
At or above NMS	%	97.1 ± 0.2	97.2 ± 0.2	●
Year 5				
All students				
Mean scale score	no.	482.6 ± 1.0	477.0 ± 1.0	↓
At or above NMS	%	92.5 ± 0.3	92.1 ± 0.3	↓
Indigenous students (c)				
Mean scale score	no.	408.1 ± 4.0	398.8 ± 5.3	↓
At or above NMS	%	68.9 ± 1.8	66.3 ± 1.9	●
Non-Indigenous students				
Mean scale score	no.	486.7 ± 0.9	481.3 ± 0.9	↓
At or above NMS	%	93.9 ± 0.2	93.6 ± 0.2	↓
LBOTE students (d)				
At or above NMS	%	92.0 ± 0.6	91.7 ± 0.6	●
Male students				
At or above NMS	%	89.6 ± 0.3	89.0 ± 0.4	↓
Female students				
At or above NMS	%	95.5 ± 0.2	95.4 ± 0.2	●
Year 7				
All students				
Mean scale score	no.	529.1 ± 1.4	518.3 ± 1.4	↓

TABLE 4A.70

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.1 ± 0.3	89.9 ± 0.4	↓
Indigenous students (c)				
Mean scale score	no.	454.5 ± 3.9	442.2 ± 4.8	↓
At or above NMS	%	66.9 ± 1.6	63.7 ± 1.8	↓
Non-Indigenous students				
Mean scale score	no.	533.2 ± 1.4	522.4 ± 1.3	↓
At or above NMS	%	92.6 ± 0.3	91.4 ± 0.3	↓
LBOTE students (d)				
At or above NMS	%	90.6 ± 0.7	89.7 ± 0.7	●
Male students				
At or above NMS	%	87.5 ± 0.5	85.7 ± 0.5	↓
Female students				
At or above NMS	%	95.0 ± 0.3	94.4 ± 0.3	↓
Year 9				
All students				
Mean scale score	no.	565.9 ± 2.0	553.7 ± 2.0	↓
At or above NMS	%	84.8 ± 0.6	81.7 ± 0.6	↓
Indigenous students (c)				
Mean scale score	no.	483.0 ± 4.0	469.4 ± 4.4	↓
At or above NMS	%	55.0 ± 1.7	48.8 ± 1.7	↓
Non-Indigenous students				
Mean scale score	no.	570.2 ± 1.9	558.1 ± 1.9	↓
At or above NMS	%	86.4 ± 0.5	83.4 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	85.7 ± 1.0	83.1 ± 1.1	↓
Male students				
At or above NMS	%	79.0 ± 0.8	75.0 ± 0.9	↓
Female students				
At or above NMS	%	91.0 ± 0.4	88.7 ± 0.5	↓

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australia (a), (b)**

	2011	2012	Statistical significance of difference in average achievement 2011 to 2012
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source:</i> ACARA (2012 and unpublished) <i>NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012</i> , ACARA, Sydney; ACARA (unpublished).			

TABLE 4A.71

Table 4A.71 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2012 (per cent) (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</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	95.1 ± 0.3	95.6 ± 0.4	92.7 ± 0.5	92.5 ± 0.7	91.9 ± 0.9	93.9 ± 1.0	96.5 ± 0.8	70.0 ± 6.4	93.9 ± 0.2
Indigenous students (e)	82.9 ± 1.9	85.9 ± 3.1	74.1 ± 2.6	63.9 ± 3.2	66.7 ± 5.0	86.0 ± 3.6	84.0 ± 7.6	39.5 ± 6.8	72.7 ± 1.6
Non-Indigenous students	95.7 ± 0.3	95.9 ± 0.3	94.2 ± 0.4	94.5 ± 0.6	93.0 ± 0.8	94.5 ± 1.0	96.8 ± 0.8	92.9 ± 2.5	95.1 ± 0.2
LBOTE students (f)	95.0 ± 0.5	94.1 ± 0.6	87.7 ± 2.3	91.1 ± 1.5	87.4 ± 2.7	93.4 ± 3.7	95.1 ± 1.9	45.7 ± 7.9	92.2 ± 0.5
Male students	94.3 ± 0.4	94.8 ± 0.5	92.2 ± 0.7	92.2 ± 0.9	91.3 ± 1.2	93.1 ± 1.3	96.2 ± 1.1	67.5 ± 6.8	93.3 ± 0.3
Female students	95.8 ± 0.3	96.4 ± 0.3	93.2 ± 0.5	92.7 ± 0.8	92.5 ± 0.9	94.7 ± 1.2	96.8 ± 1.0	72.4 ± 6.5	94.6 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 3 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	94.5 ± 0.3	95.0 ± 0.4	91.7 ± 0.6	91.7 ± 0.8	91.7 ± 0.9	92.6 ± 1.2	95.8 ± 1.2	66.5 ± 6.9	93.3 ± 0.2
Indigenous students (e)	80.8 ± 1.7	83.2 ± 2.8	69.5 ± 3.1	60.4 ± 4.0	66.8 ± 4.5	85.3 ± 3.8	81.5 ± 8.9	34.9 ± 6.5	69.2 ± 1.9
Non-Indigenous students	95.2 ± 0.3	95.3 ± 0.4	93.4 ± 0.5	94.1 ± 0.5	92.7 ± 0.8	93.1 ± 1.1	96.2 ± 1.1	92.3 ± 2.3	94.6 ± 0.2
LBOTE students (f)	94.4 ± 0.5	93.8 ± 0.6	85.2 ± 3.0	89.6 ± 1.7	87.2 ± 2.4	91.3 ± 4.4	93.1 ± 2.5	40.9 ± 8.0	91.4 ± 0.6
Male students	93.8 ± 0.4	94.2 ± 0.5	91.2 ± 0.8	91.3 ± 0.9	90.8 ± 1.1	92.2 ± 1.5	95.4 ± 1.5	64.8 ± 7.4	92.6 ± 0.3
Female students	95.2 ± 0.4	95.8 ± 0.3	92.3 ± 0.7	92.1 ± 0.8	92.7 ± 1.0	93.1 ± 1.3	96.2 ± 1.3	68.4 ± 7.0	94.0 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 1 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 6 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>
All students	93.8 ± 0.5	95.0 ± 0.5	93.8 ± 0.5	93.9 ± 0.6	93.5 ± 0.8	93.2 ± 1.5	95.0 ± 1.6	70.5 ± 8.4	93.8 ± 0.3
Indigenous students (e)	77.6 ± 1.8	85.7 ± 2.9	78.7 ± 2.4	70.9 ± 3.6	74.1 ± 4.4	87.8 ± 3.6	81.9 ± 9.2	41.8 ± 8.5	74.4 ± 1.5
Non-Indigenous students	94.6 ± 0.4	95.3 ± 0.5	94.9 ± 0.4	95.5 ± 0.5	94.3 ± 0.7	93.9 ± 1.4	95.4 ± 1.5	91.6 ± 3.3	94.9 ± 0.2

TABLE 4A.71

Table 4A.71 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2012 (per cent) (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</i>
LBOTE students (f)	94.4 ± 0.8	94.3 ± 0.9	88.7 ± 2.3	92.8 ± 1.3	90.4 ± 2.0	87.6 ± 7.5	93.0 ± 3.0	47.0 ± 11.2	92.4 ± 0.6
Male students	93.5 ± 0.6	94.6 ± 0.7	93.5 ± 0.6	93.6 ± 0.7	93.5 ± 0.9	92.8 ± 1.8	94.8 ± 2.0	69.9 ± 8.6	93.5 ± 0.3
Female students	94.1 ± 0.5	95.4 ± 0.5	94.1 ± 0.5	94.3 ± 0.8	93.5 ± 0.9	93.6 ± 1.7	95.3 ± 1.8	71.2 ± 8.7	94.1 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 4 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	93.7 ± 0.5	95.0 ± 0.5	93.7 ± 0.6	93.1 ± 1.0	92.9 ± 1.2	92.4 ± 1.8	95.5 ± 1.4	74.0 ± 7.1	93.7 ± 0.3
Indigenous students (e)	78.1 ± 2.1	83.1 ± 3.1	78.1 ± 2.6	67.7 ± 4.3	72.0 ± 4.7	84.3 ± 4.6	86.8 ± 7.0	44.7 ± 7.8	74.2 ± 1.6
Non-Indigenous students	94.5 ± 0.5	95.2 ± 0.5	94.8 ± 0.5	94.7 ± 0.8	93.8 ± 1.2	93.3 ± 1.6	95.7 ± 1.3	92.2 ± 4.0	94.7 ± 0.3
LBOTE students (f)	94.5 ± 0.9	94.4 ± 0.9	88.5 ± 3.2	92.8 ± 1.7	89.4 ± 3.6	82.6 ± 7.9	94.4 ± 2.4	53.2 ± 11.3	92.8 ± 0.7
Male students	94.1 ± 0.6	95.0 ± 0.7	93.7 ± 0.7	93.3 ± 1.1	93.4 ± 1.3	93.0 ± 2.0	95.5 ± 1.8	74.6 ± 7.0	93.9 ± 0.3
Female students	93.4 ± 0.6	95.0 ± 0.5	93.7 ± 0.7	92.9 ± 1.1	92.4 ± 1.5	91.7 ± 2.0	95.5 ± 1.4	73.4 ± 7.8	93.5 ± 0.3

LBOTE = Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2011 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.72

Table 4A.72 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Year 3									
Indigenous students									
Metropolitan	86.9 ± 2.2	88.1 ± 4.4	78.9 ± 3.1	72.1 ± 4.4	73.8 ± 5.1	83.4 ± 7.3	84.3 ± 7.8	..	81.4 ± 1.6
Provincial	81.0 ± 2.4	84.0 ± 3.9	78.5 ± 3.4	68.6 ± 6.1	66.9 ± 8.3	87.8 ± 4.6	np	73.5 ± 8.7	78.8 ± 1.6
Remote	64.9 ± 13.7	np	61.3 ± 11.5	58.2 ± 8.1	np	np	..	50.9 ± 10.4	58.6 ± 5.0
Very remote	72.3 ± 15.0	..	47.1 ± 8.9	51.3 ± 6.9	35.6 ± 10.2	np	..	23.3 ± 6.4	37.9 ± 5.2
Total	82.9 ± 1.9	85.9 ± 3.1	74.1 ± 2.6	63.9 ± 3.2	66.7 ± 5.0	86.0 ± 3.6	84.0 ± 7.6	39.5 ± 6.8	72.7 ± 1.6
Non-Indigenous students									
Metropolitan	96.1 ± 0.3	96.0 ± 0.4	94.7 ± 0.5	95.0 ± 0.7	93.5 ± 1.0	94.2 ± 1.7	96.8 ± 0.8	..	95.5 ± 0.2
Provincial	94.4 ± 0.6	95.4 ± 0.6	92.9 ± 0.7	93.0 ± 1.1	91.5 ± 1.5	94.6 ± 1.1	np	92.0 ± 3.1	93.9 ± 0.3
Remote	94.3 ± 4.5	97.0 ± 7.1	91.5 ± 2.6	92.9 ± 2.6	92.5 ± 3.5	98.4 ± 3.1	..	94.7 ± 3.4	93.0 ± 1.4
Very remote	92.6 ± 8.3	..	88.9 ± 5.0	92.2 ± 3.5	87.9 ± 6.9	np	..	97.8 ± 2.5	91.4 ± 2.5
Total	95.7 ± 0.3	95.9 ± 0.3	94.2 ± 0.4	94.5 ± 0.6	93.0 ± 0.8	94.5 ± 1.0	96.8 ± 0.8	92.9 ± 2.5	95.1 ± 0.2
All students									
Metropolitan	95.8 ± 0.3	95.8 ± 0.4	94.0 ± 0.6	94.2 ± 0.7	92.9 ± 1.1	93.7 ± 1.8	96.5 ± 0.8	..	95.1 ± 0.2
Provincial	92.9 ± 0.8	94.8 ± 0.6	91.6 ± 0.9	91.1 ± 1.5	90.2 ± 1.7	94.0 ± 1.2	np	88.5 ± 4.0	92.6 ± 0.4
Remote	83.0 ± 8.7	97.1 ± 7.0	84.7 ± 5.1	85.3 ± 4.3	91.2 ± 4.1	97.3 ± 3.6	..	76.2 ± 9.4	84.6 ± 2.6
Very remote	83.4 ± 13.2	..	64.8 ± 8.2	69.6 ± 7.5	64.9 ± 11.6	np	..	33.2 ± 10.9	56.7 ± 5.8
Total	95.1 ± 0.3	95.6 ± 0.4	92.7 ± 0.5	92.5 ± 0.7	91.9 ± 0.9	93.9 ± 1.0	96.5 ± 0.8	70.0 ± 6.4	93.9 ± 0.2
Year 5									
Indigenous students									
Metropolitan	85.2 ± 2.2	84.3 ± 3.7	74.7 ± 3.6	72.3 ± 4.7	72.8 ± 5.4	85.2 ± 6.4	81.2 ± 9.7	..	79.5 ± 1.5
Provincial	78.3 ± 2.5	82.0 ± 4.3	75.8 ± 4.6	69.0 ± 6.5	67.2 ± 7.2	85.4 ± 5.1	np	67.5 ± 7.0	76.3 ± 1.7
Remote	71.4 ± 10.5	np	47.9 ± 13.5	52.1 ± 9.0	np	np	..	52.5 ± 7.9	55.3 ± 5.4

TABLE 4A.72

Table 4A.72 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Very remote	55.6 ± 22.3	..	41.9 ± 10.0	39.1 ± 8.5	36.9 ± 16.5	np	..	17.5 ± 5.1	29.2 ± 5.3
Total	80.8 ± 1.7	83.2 ± 2.8	69.5 ± 3.1	60.4 ± 4.0	66.8 ± 4.5	85.3 ± 3.8	81.5 ± 8.9	34.9 ± 6.5	69.2 ± 1.9
Non-Indigenous students									
Metropolitan	95.5 ± 0.3	95.6 ± 0.5	93.9 ± 0.6	94.6 ± 0.7	93.0 ± 1.1	93.0 ± 1.7	96.2 ± 1.1	..	95.0 ± 0.2
Provincial	94.3 ± 0.6	94.6 ± 0.6	92.2 ± 0.9	93.1 ± 1.1	92.2 ± 1.4	93.3 ± 1.3	np	91.7 ± 2.9	93.6 ± 0.4
Remote	91.5 ± 5.1	100.0	92.1 ± 2.9	92.2 ± 2.0	92.3 ± 2.9	90.5 ± 9.0	..	94.2 ± 3.6	92.5 ± 1.4
Very remote	94.1 ± 5.7	..	88.0 ± 5.5	88.1 ± 4.8	85.3 ± 9.5	np	..	94.8 ± 6.8	89.1 ± 3.2
Total	95.2 ± 0.3	95.3 ± 0.4	93.4 ± 0.5	94.1 ± 0.5	92.7 ± 0.8	93.1 ± 1.1	96.2 ± 1.1	92.3 ± 2.3	94.6 ± 0.2
All students									
Metropolitan	95.2 ± 0.4	95.3 ± 0.5	93.0 ± 0.7	93.7 ± 0.7	92.4 ± 1.2	92.5 ± 1.8	95.8 ± 1.2	..	94.5 ± 0.2
Provincial	92.6 ± 0.7	94.1 ± 0.7	90.7 ± 1.1	91.2 ± 1.4	91.2 ± 1.5	92.8 ± 1.4	np	86.9 ± 3.8	92.3 ± 0.4
Remote	83.1 ± 6.3	100.0	81.0 ± 7.0	82.5 ± 4.7	91.1 ± 3.7	91.0 ± 9.6	..	76.3 ± 7.9	82.9 ± 2.7
Very remote	75.5 ± 15.5	..	61.4 ± 8.7	60.5 ± 8.8	60.6 ± 15.1	np	..	25.9 ± 10.4	48.6 ± 6.5
Total	94.5 ± 0.3	95.0 ± 0.4	91.7 ± 0.6	91.7 ± 0.8	91.7 ± 0.9	92.6 ± 1.2	95.8 ± 1.2	66.5 ± 6.9	93.3 ± 0.2
Year 7									
Indigenous students									
Metropolitan	80.8 ± 2.4	87.9 ± 3.9	83.4 ± 2.5	80.7 ± 4.3	79.3 ± 4.7	85.0 ± 6.1	81.9 ± 9.2	..	82.3 ± 1.3
Provincial	75.7 ± 2.8	83.8 ± 3.9	81.8 ± 4.0	75.3 ± 5.5	74.3 ± 6.5	89.9 ± 4.4	..	74.4 ± 6.9	78.6 ± 1.8
Remote	68.0 ± 10.2	np	63.8 ± 11.7	70.4 ± 7.2	np	np	..	52.5 ± 13.0	64.1 ± 5.7
Very remote	np	..	58.7 ± 8.3	52.8 ± 7.9	46.1 ± 16.9	np	..	23.8 ± 6.5	42.4 ± 5.7
Total	77.6 ± 1.8	85.7 ± 2.9	78.7 ± 2.4	70.9 ± 3.6	74.1 ± 4.4	87.8 ± 3.6	81.9 ± 9.2	41.8 ± 8.5	74.4 ± 1.5
Non-Indigenous students									
Metropolitan	94.9 ± 0.5	95.6 ± 0.6	95.2 ± 0.5	95.7 ± 0.6	94.6 ± 0.8	93.4 ± 2.6	95.4 ± 1.5	..	95.2 ± 0.3
Provincial	93.6 ± 0.7	94.5 ± 0.9	94.3 ± 0.7	95.1 ± 0.9	93.6 ± 1.3	94.3 ± 1.5	..	91.2 ± 4.3	94.1 ± 0.4

TABLE 4A.72

Table 4A.72 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Remote	91.8 ± 4.3	96.9 ± 4.4	92.4 ± 2.8	95.7 ± 1.8	92.7 ± 3.8	np	..	92.5 ± 4.3	93.6 ± 1.3
Very remote	np	..	91.6 ± 4.6	92.5 ± 3.2	95.0 ± 4.3	np	..	93.0 ± 7.0	92.4 ± 2.4
Total	94.6 ± 0.4	95.3 ± 0.5	94.9 ± 0.4	95.5 ± 0.5	94.3 ± 0.7	93.9 ± 1.4	95.4 ± 1.5	91.6 ± 3.3	94.9 ± 0.2
All students									
Metropolitan	94.5 ± 0.6	95.3 ± 0.6	94.7 ± 0.5	95.2 ± 0.7	94.1 ± 0.9	92.8 ± 2.8	95.0 ± 1.6	..	94.8 ± 0.3
Provincial	91.7 ± 0.9	93.9 ± 1.0	93.2 ± 0.8	93.6 ± 1.1	92.6 ± 1.4	93.6 ± 1.5	..	88.1 ± 5.1	92.8 ± 0.4
Remote	80.4 ± 6.7	97.0 ± 4.3	85.2 ± 5.1	89.7 ± 3.0	91.8 ± 4.0	88.0 ± 5.1	..	75.6 ± 11.7	86.0 ± 2.7
Very remote	65.6 ± 18.8	..	71.9 ± 7.1	69.7 ± 7.6	70.8 ± 15.8	np	..	31.5 ± 12.5	58.8 ± 6.0
Total	93.8 ± 0.5	95.0 ± 0.5	93.8 ± 0.5	93.9 ± 0.6	93.5 ± 0.8	93.2 ± 1.5	95.0 ± 1.6	70.5 ± 8.4	93.8 ± 0.3
Year 9									
Indigenous students									
Metropolitan	81.3 ± 2.6	83.3 ± 4.9	80.5 ± 3.4	72.6 ± 5.7	77.0 ± 6.5	79.9 ± 8.9	86.8 ± 7.0	..	79.9 ± 1.7
Provincial	76.5 ± 3.0	82.9 ± 3.9	79.7 ± 3.5	73.1 ± 6.0	69.5 ± 10.2	86.7 ± 5.7	..	60.6 ± 13.1	76.8 ± 2.2
Remote	65.7 ± 16.7	np	64.3 ± 15.3	63.3 ± 11.8	np	np	..	54.4 ± 13.7	61.7 ± 7.2
Very remote	np	..	57.3 ± 11.5	52.8 ± 12.3	51.9 ± 15.9	np	..	29.0 ± 5.7	42.9 ± 6.2
Total	78.1 ± 2.1	83.1 ± 3.1	78.1 ± 2.6	67.7 ± 4.3	72.0 ± 4.7	84.3 ± 4.6	86.8 ± 7.0	44.7 ± 7.8	74.2 ± 1.6
Non-Indigenous students									
Metropolitan	94.9 ± 0.6	95.4 ± 0.6	95.0 ± 0.7	95.1 ± 0.9	93.9 ± 1.5	93.4 ± 2.7	95.7 ± 1.3	..	95.0 ± 0.3
Provincial	93.6 ± 0.7	94.5 ± 0.9	94.4 ± 0.8	94.0 ± 1.3	93.0 ± 1.8	93.3 ± 1.7	..	91.4 ± 4.9	94.0 ± 0.4
Remote	87.6 ± 6.7	99.5 ± 1.8	92.7 ± 3.4	92.6 ± 3.3	96.0 ± 2.5	np	..	95.3 ± 4.6	93.6 ± 1.6
Very remote	97.4 ± 5.0	..	91.2 ± 5.4	91.4 ± 5.2	89.9 ± 8.2	np	..	94.7 ± 7.1	91.8 ± 2.8
Total	94.5 ± 0.5	95.2 ± 0.5	94.8 ± 0.5	94.7 ± 0.8	93.8 ± 1.2	93.3 ± 1.6	95.7 ± 1.3	92.2 ± 4.0	94.7 ± 0.3
All students									
Metropolitan	94.5 ± 0.6	95.3 ± 0.6	94.3 ± 0.8	94.3 ± 1.1	93.4 ± 1.5	92.4 ± 3.1	95.5 ± 1.4	..	94.5 ± 0.4

TABLE 4A.72

Table 4A.72 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Provincial	91.9 ± 0.9	94.1 ± 1.0	93.1 ± 0.9	92.3 ± 1.7	91.9 ± 2.2	92.4 ± 1.9	..	85.1 ± 5.8	92.6 ± 0.5
Remote	78.0 ± 10.9	99.5 ± 1.7	85.5 ± 6.0	85.3 ± 6.5	94.8 ± 3.2	81.7 ± 3.3	..	77.9 ± 12.3	85.4 ± 3.6
Very remote	72.4 ± 29.2	..	73.1 ± 10.1	69.8 ± 11.4	72.5 ± 11.8	np	..	38.1 ± 13.0	60.6 ± 7.2
Total	93.7 ± 0.5	95.0 ± 0.5	93.7 ± 0.6	93.1 ± 1.0	92.9 ± 1.2	92.4 ± 1.8	95.5 ± 1.4	74.0 ± 7.1	93.7 ± 0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2011 were included in earlier Reports.
 .. Not applicable. **np** Not published.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.8 ± 0.3	97.9 ± 0.3	97.8 ± 0.4	97.6 ± 0.8	98.4 ± 0.8	98.1 ± 0.7	95.7 ± 2.5	98.0 ± 0.1
Advanced diploma/diploma	96.9 ± 0.3	96.6 ± 0.5	95.6 ± 0.6	95.4 ± 0.8	94.7 ± 1.2	96.8 ± 1.5	94.4 ± 2.8	90.5 ± 4.9	96.2 ± 0.2
Certificate I to IV (e)	94.4 ± 0.4	95.0 ± 0.6	92.6 ± 0.7	93.6 ± 0.9	92.2 ± 1.1	94.1 ± 1.4	94.9 ± 2.2	84.0 ± 4.7	93.8 ± 0.3
Year 12 or equivalent	94.1 ± 0.7	94.4 ± 0.8	91.4 ± 0.9	92.1 ± 1.3	92.7 ± 1.2	90.6 ± 3.2	95.3 ± 3.2	85.1 ± 6.1	93.0 ± 0.4
Year 11 or equivalent or below	86.7 ± 1.1	89.2 ± 1.0	81.5 ± 1.9	82.6 ± 1.8	83.9 ± 2.0	87.1 ± 2.6	88.9 ± 5.5	51.2 ± 8.4	85.1 ± 0.6
Not stated (f)	90.6 ± 1.2	95.0 ± 1.2	88.8 ± 1.3	85.5 ± 2.1	87.8 ± 2.2	95.4 ± 2.7	96.7 ± 2.1	43.4 ± 12.1	87.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.5 ± 0.3	98.0 ± 0.3	97.9 ± 0.4	97.6 ± 0.6	97.6 ± 1.1	98.2 ± 1.0	93.4 ± 3.5	98.2 ± 0.2
Other business managers and associated professionals	97.7 ± 0.3	97.4 ± 0.3	96.6 ± 0.4	96.3 ± 0.6	96.2 ± 0.7	97.6 ± 1.0	98.3 ± 0.9	92.3 ± 4.7	97.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.4 ± 0.4	93.8 ± 0.6	93.8 ± 0.9	93.9 ± 1.1	95.4 ± 1.3	96.2 ± 1.7	87.4 ± 4.4	95.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.6 ± 0.6	93.2 ± 0.8	88.1 ± 1.2	90.4 ± 1.5	88.7 ± 1.6	91.8 ± 2.1	92.5 ± 3.6	67.4 ± 7.7	91.2 ± 0.4
Not in paid work in previous 12 months	87.3 ± 1.3	87.7 ± 1.2	80.6 ± 1.9	82.0 ± 2.8	81.8 ± 3.2	81.8 ± 3.8	90.3 ± 4.7	48.2 ± 9.3	85.0 ± 0.7
Not stated (h)	89.1 ± 1.1	95.1 ± 1.4	88.3 ± 1.2	86.8 ± 1.6	85.2 ± 2.1	93.1 ± 3.0	94.5 ± 2.3	44.0 ± 10.5	87.4 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.9 ± 0.3	97.5 ± 0.4	97.8 ± 0.5	97.9 ± 0.7	98.1 ± 1.0	97.9 ± 0.9	95.9 ± 2.1	97.9 ± 0.2
Advanced diploma/diploma	96.5 ± 0.4	95.8 ± 0.5	94.7 ± 0.8	95.7 ± 0.8	95.2 ± 1.3	95.2 ± 1.8	95.1 ± 2.5	92.0 ± 4.0	95.8 ± 0.3
Certificate I to IV (e)	94.3 ± 0.4	94.5 ± 0.5	91.8 ± 0.8	92.8 ± 0.9	92.8 ± 1.0	93.3 ± 1.4	94.1 ± 2.2	83.6 ± 3.9	93.5 ± 0.3

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Year 12 or equivalent	93.6 ± 0.7	94.2 ± 0.8	90.8 ± 1.1	92.2 ± 1.3	93.4 ± 1.2	89.0 ± 3.6	95.4 ± 2.5	86.2 ± 8.6	93.0 ± 0.4
Year 11 or equivalent or below	86.1 ± 1.0	88.5 ± 1.1	80.0 ± 1.7	81.0 ± 2.0	83.0 ± 2.1	84.8 ± 3.0	81.7 ± 7.4	47.8 ± 7.6	84.4 ± 0.6
Not stated (f)	91.4 ± 1.0	94.5 ± 1.3	87.9 ± 1.5	84.6 ± 1.8	87.5 ± 2.0	92.3 ± 3.5	95.7 ± 2.3	41.7 ± 12.9	87.3 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.3	98.3 ± 0.3	97.6 ± 0.4	97.9 ± 0.5	97.7 ± 0.6	97.9 ± 1.0	98.3 ± 1.0	94.4 ± 2.4	98.0 ± 0.2
Other business managers and associated professionals	97.3 ± 0.3	97.4 ± 0.3	95.8 ± 0.5	96.5 ± 0.7	96.5 ± 0.7	96.5 ± 1.1	97.3 ± 1.2	90.2 ± 4.0	96.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.4	95.6 ± 0.5	92.8 ± 0.8	93.8 ± 0.9	93.3 ± 1.2	94.4 ± 1.5	95.7 ± 2.2	87.0 ± 3.9	94.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.6	92.4 ± 0.7	86.3 ± 1.3	87.9 ± 1.6	89.1 ± 1.6	89.1 ± 2.8	92.3 ± 3.9	69.3 ± 8.7	90.4 ± 0.5
Not in paid work in previous 12 months	86.2 ± 1.1	86.7 ± 1.2	78.2 ± 2.1	77.3 ± 3.5	83.0 ± 3.3	80.9 ± 4.3	89.6 ± 4.4	44.2 ± 8.3	83.8 ± 0.7
Not stated (h)	89.2 ± 0.8	94.9 ± 1.4	87.0 ± 1.4	85.4 ± 1.6	84.2 ± 2.1	89.3 ± 3.9	93.0 ± 2.7	41.5 ± 11.2	86.3 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.1 ± 0.3	98.1 ± 0.4	98.2 ± 0.3	98.2 ± 0.4	98.0 ± 0.7	98.5 ± 0.9	97.7 ± 1.1	94.4 ± 3.2	98.1 ± 0.2
Advanced diploma/diploma	96.5 ± 0.4	96.3 ± 0.5	96.2 ± 0.5	96.7 ± 0.7	96.7 ± 1.1	96.9 ± 1.9	95.6 ± 2.4	90.5 ± 4.5	96.3 ± 0.3
Certificate I to IV (e)	93.2 ± 0.5	94.4 ± 0.6	94.1 ± 0.6	94.7 ± 0.8	94.2 ± 0.9	93.7 ± 1.6	92.2 ± 2.6	85.3 ± 5.0	93.8 ± 0.3
Year 12 or equivalent	93.2 ± 0.9	94.9 ± 0.8	93.8 ± 0.8	93.9 ± 1.3	95.5 ± 0.8	93.1 ± 2.5	93.8 ± 3.3	81.8 ± 9.9	94.1 ± 0.4
Year 11 or equivalent or below	83.9 ± 1.1	88.2 ± 1.2	86.1 ± 1.3	86.9 ± 1.8	88.0 ± 1.6	87.0 ± 2.8	81.5 ± 7.9	54.7 ± 10.4	85.8 ± 0.6
Not stated (f)	90.5 ± 1.3	93.7 ± 1.5	90.9 ± 1.0	89.3 ± 1.7	90.3 ± 1.7	91.4 ± 3.9	93.5 ± 3.2	44.6 ± 15.5	89.7 ± 0.8
Parental occupation (g)									

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Senior management and qualified professionals	97.9 ± 0.3	98.2 ± 0.4	98.1 ± 0.3	98.1 ± 0.4	98.1 ± 0.6	98.4 ± 0.9	97.6 ± 1.3	92.7 ± 2.8	98.0 ± 0.2
Other business managers and associated professionals	97.0 ± 0.4	97.3 ± 0.4	97.1 ± 0.4	97.1 ± 0.5	97.0 ± 0.6	96.8 ± 1.2	96.6 ± 1.5	92.5 ± 4.0	97.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.5 ± 0.5	95.6 ± 0.6	94.7 ± 0.6	95.5 ± 0.7	95.3 ± 0.9	95.7 ± 1.8	93.6 ± 2.4	86.2 ± 5.8	94.9 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.9	92.2 ± 0.8	90.5 ± 0.8	91.8 ± 1.3	91.3 ± 1.7	90.3 ± 2.2	88.7 ± 4.9	66.6 ± 9.6	91.2 ± 0.5
Not in paid work in previous 12 months	83.5 ± 1.5	85.3 ± 1.6	83.7 ± 1.9	83.8 ± 3.0	85.7 ± 2.3	80.8 ± 4.3	87.1 ± 10.0	40.6 ± 13.6	83.7 ± 0.9
Not stated (h)	87.9 ± 1.1	95.2 ± 1.2	90.4 ± 1.0	89.4 ± 1.3	88.5 ± 1.7	90.3 ± 3.4	91.4 ± 3.2	43.5 ± 12.0	88.8 ± 0.7
Year 9									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.2 ± 0.4	98.2 ± 0.4	98.5 ± 0.4	98.1 ± 0.7	98.2 ± 0.9	97.9 ± 1.1	96.5 ± 2.6	98.2 ± 0.2
Advanced diploma/diploma	96.7 ± 0.5	96.3 ± 0.6	96.7 ± 0.6	96.3 ± 0.9	96.4 ± 1.3	96.5 ± 1.7	96.1 ± 3.0	93.2 ± 3.5	96.5 ± 0.3
Certificate I to IV (e)	93.5 ± 0.6	94.6 ± 0.6	94.2 ± 0.6	94.1 ± 1.1	94.0 ± 1.3	92.7 ± 1.8	92.8 ± 2.9	86.3 ± 4.0	93.9 ± 0.3
Year 12 or equivalent	93.5 ± 1.0	94.9 ± 0.9	93.1 ± 0.9	92.8 ± 1.6	94.7 ± 1.2	92.6 ± 3.8	95.4 ± 2.7	87.3 ± 7.4	93.8 ± 0.5
Year 11 or equivalent or below	85.1 ± 1.1	89.0 ± 1.2	86.5 ± 1.2	84.7 ± 2.2	86.8 ± 2.2	85.5 ± 3.3	84.7 ± 5.5	54.2 ± 10.4	86.1 ± 0.6
Not stated (f)	89.9 ± 1.1	93.9 ± 1.6	90.4 ± 1.5	88.6 ± 2.6	90.1 ± 2.4	90.7 ± 3.9	94.2 ± 2.8	55.1 ± 13.0	89.6 ± 0.8
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.3	98.4 ± 0.3	98.1 ± 0.4	97.9 ± 0.5	98.1 ± 0.7	98.0 ± 1.1	98.4 ± 0.9	95.3 ± 2.5	98.1 ± 0.2
Other business managers and associated professionals	97.2 ± 0.3	97.6 ± 0.4	97.2 ± 0.4	96.9 ± 0.7	97.0 ± 0.9	96.5 ± 1.3	96.6 ± 1.7	93.9 ± 3.0	97.2 ± 0.2

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (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</i>
Tradespeople, clerks, skilled office, sales and service staff	94.8 ± 0.5	95.2 ± 0.6	94.5 ± 0.6	94.8 ± 0.9	94.5 ± 1.2	95.6 ± 1.7	94.5 ± 2.5	85.6 ± 4.4	94.8 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.2 ± 0.8	92.4 ± 0.8	89.9 ± 1.1	88.9 ± 2.0	90.3 ± 1.8	88.6 ± 2.9	91.8 ± 4.8	66.7 ± 9.2	90.9 ± 0.5
Not in paid work in previous 12 months	83.6 ± 1.8	85.6 ± 1.5	83.4 ± 2.6	80.4 ± 3.9	82.8 ± 3.0	79.6 ± 4.9	88.4 ± 6.7	48.2 ± 11.2	83.5 ± 1.0
Not stated (h)	88.4 ± 1.0	95.8 ± 1.4	89.9 ± 1.3	88.0 ± 2.4	88.0 ± 2.4	88.4 ± 3.8	92.1 ± 3.0	54.3 ± 10.9	88.7 ± 0.7

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.

(c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.74

Table 4A.74 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)

	<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</i>
Year 3									
Indigenous students	342.2 ± 3.5	359.6 ± 5.8	320.1 ± 4.4	298.4 ± 4.9	310.0 ± 7.2	351.9 ± 8.3	350.6 ± 13.6	251.8 ± 14.4	320.1 ± 3.2
Non-Indigenous students	408.1 ± 1.7	409.5 ± 1.6	385.5 ± 2.0	390.2 ± 2.5	380.2 ± 2.9	393.2 ± 4.8	411.7 ± 4.7	377.0 ± 7.1	399.5 ± 0.9
All students	405.0 ± 1.7	408.9 ± 1.6	380.9 ± 2.1	383.9 ± 2.8	377.4 ± 3.0	391.5 ± 5.3	410.1 ± 4.8	323.2 ± 15.2	395.5 ± 1.0
Year 5									
Indigenous students	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
Non-Indigenous students	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0
All students	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
Year 7									
Indigenous students	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Non-Indigenous students	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
All students	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Year 9									
Indigenous students	525.5 ± 3.4	535.5 ± 5.5	522.6 ± 3.8	507.9 ± 6.8	513.4 ± 6.7	535.8 ± 8.1	543.9 ± 13.0	471.3 ± 10.9	518.2 ± 2.4
Non-Indigenous students	594.5 ± 3.9	591.4 ± 3.8	578.4 ± 3.3	586.5 ± 5.2	575.4 ± 5.4	570.0 ± 6.6	597.8 ± 9.8	569.6 ± 13.2	587.5 ± 1.9
All students	591.1 ± 3.9	590.7 ± 3.8	574.6 ± 3.3	582.0 ± 5.5	573.3 ± 5.7	567.5 ± 7.0	596.5 ± 9.7	532.1 ± 15.1	584.2 ± 1.9

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2011). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

TABLE 4A.74

Table 4A.74 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

	<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</i>
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Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Year 3									
Indigenous students									
Metropolitan	355.3 ± 4.1	364.0 ± 8.4	329.3 ± 5.8	315.3 ± 7.1	322.4 ± 8.1	349.0 ± 15.0	352.6 ± 13.4	..	339.4 ± 3.1
Provincial	334.4 ± 4.9	355.8 ± 8.6	327.4 ± 5.9	304.8 ± 9.3	308.2 ± 13.0	354.3 ± 9.9	np	319.4 ± 16.0	330.7 ± 3.3
Remote	305.9 ± 20.6	np	298.4 ± 15.7	286.7 ± 12.9	np	np	..	276.0 ± 18.6	290.8 ± 8.5
Very remote	321.2 ± 33.0	..	270.5 ± 8.9	275.5 ± 8.5	260.7 ± 15.3	np	..	219.7 ± 14.7	250.4 ± 9.9
Total	342.2 ± 3.5	359.6 ± 5.8	320.1 ± 4.4	298.4 ± 4.9	310.0 ± 7.2	351.9 ± 8.3	350.6 ± 13.6	251.8 ± 14.4	320.1 ± 3.2
Non-Indigenous students									
Metropolitan	413.0 ± 1.9	413.2 ± 2.0	390.1 ± 2.5	395.5 ± 3.0	384.1 ± 3.6	396.2 ± 8.3	411.7 ± 4.7	..	404.4 ± 1.1
Provincial	391.1 ± 2.2	397.4 ± 2.2	374.8 ± 2.4	375.1 ± 4.1	370.0 ± 4.2	390.4 ± 5.5	np	375.9 ± 9.1	385.6 ± 1.3
Remote	384.8 ± 13.0	397.2 ± 23.2	363.1 ± 6.1	374.0 ± 7.4	365.9 ± 10.2	400.2 ± 16.5	..	376.9 ± 12.0	371.9 ± 4.2
Very remote	387.4 ± 21.2	..	358.7 ± 11.9	368.0 ± 8.6	352.1 ± 20.8	np	..	389.1 ± 12.0	367.0 ± 7.2
Total	408.1 ± 1.7	409.5 ± 1.6	385.5 ± 2.0	390.2 ± 2.5	380.2 ± 2.9	393.2 ± 4.8	411.7 ± 4.7	377.0 ± 7.1	399.5 ± 0.9
All students									
Metropolitan	411.4 ± 2.0	412.8 ± 2.0	387.3 ± 2.7	392.4 ± 3.1	382.2 ± 3.7	394.2 ± 8.4	410.2 ± 4.8	..	402.6 ± 1.2
Provincial	384.9 ± 2.4	396.2 ± 2.3	370.3 ± 2.6	369.7 ± 4.6	367.3 ± 4.5	389.3 ± 6.9	np	365.2 ± 10.7	381.3 ± 1.4
Remote	355.2 ± 18.1	396.7 ± 23.0	348.7 ± 9.6	355.0 ± 10.4	362.8 ± 11.1	393.0 ± 19.8	..	334.8 ± 22.8	352.5 ± 6.0
Very remote	357.9 ± 39.0	..	307.8 ± 15.1	317.3 ± 15.0	312.6 ± 21.3	np	..	242.3 ± 25.1	291.7 ± 12.3
Total	405.0 ± 1.7	408.9 ± 1.6	380.9 ± 2.1	383.9 ± 2.8	377.4 ± 3.0	391.5 ± 5.3	410.1 ± 4.8	323.2 ± 15.2	395.5 ± 1.0
Year 5									
Indigenous students									
Metropolitan	447.9 ± 3.9	451.0 ± 7.2	423.5 ± 5.5	415.5 ± 6.6	419.3 ± 7.7	442.1 ± 12.3	449.2 ± 17.2	..	434.9 ± 2.6
Provincial	430.1 ± 4.8	439.7 ± 6.5	423.8 ± 7.0	407.6 ± 7.7	404.8 ± 9.9	449.5 ± 9.1	np	413.3 ± 12.8	426.1 ± 3.1
Remote	412.1 ± 12.6	np	380.0 ± 15.5	382.0 ± 15.5	np	np	..	381.9 ± 10.7	387.7 ± 7.7

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Very remote	386.6 ± 27.4	..	369.2 ± 11.3	360.0 ± 11.6	360.6 ± 22.9	np	..	316.5 ± 16.8	340.7 ± 11.7
Total	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
Non-Indigenous students									
Metropolitan	505.6 ± 2.3	502.1 ± 2.0	484.8 ± 2.6	489.5 ± 3.2	477.9 ± 3.5	484.0 ± 7.9	505.6 ± 6.6	..	497.5 ± 1.2
Provincial	484.6 ± 2.0	486.5 ± 2.2	471.7 ± 2.5	470.5 ± 3.8	466.2 ± 4.0	481.4 ± 5.3	np	469.8 ± 9.5	479.7 ± 1.2
Remote	475.2 ± 16.4	504.2 ± 19.9	460.3 ± 6.6	466.2 ± 6.0	462.7 ± 8.4	468.0 ± 21.5	..	482.5 ± 13.8	467.9 ± 4.1
Very remote	471.6 ± 20.0	..	454.0 ± 13.0	456.3 ± 11.8	457.1 ± 21.2	np	..	488.1 ± 14.3	461.3 ± 8.0
Total	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0
All students									
Metropolitan	504.1 ± 2.3	501.6 ± 2.0	482.0 ± 2.7	486.2 ± 3.3	476.0 ± 3.6	481.8 ± 8.1	504.5 ± 6.7	..	495.7 ± 1.2
Provincial	479.1 ± 2.2	485.2 ± 2.3	467.4 ± 2.7	465.5 ± 4.3	464.0 ± 4.3	479.6 ± 5.6	np	459.0 ± 10.8	475.6 ± 1.3
Remote	449.4 ± 15.3	504.2 ± 19.9	440.5 ± 11.2	446.2 ± 10.3	459.9 ± 10.0	468.6 ± 21.8	..	439.6 ± 19.3	447.5 ± 5.8
Very remote	433.7 ± 29.6	..	404.9 ± 14.1	402.2 ± 15.4	409.7 ± 28.6	np	..	335.2 ± 26.0	379.9 ± 13.8
Total	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
Year 7									
Indigenous students									
Metropolitan	484.6 ± 4.4	499.9 ± 7.7	485.7 ± 4.6	480.0 ± 5.8	475.4 ± 7.6	487.3 ± 13.9	493.1 ± 12.2	..	485.3 ± 2.4
Provincial	473.5 ± 4.6	489.6 ± 6.9	481.0 ± 5.6	465.2 ± 7.5	463.8 ± 9.2	493.9 ± 7.1	..	464.1 ± 11.2	476.2 ± 2.8
Remote	450.6 ± 9.9	np	448.8 ± 13.1	458.8 ± 11.3	np	np	..	431.4 ± 19.7	448.4 ± 8.0
Very remote	np	..	437.0 ± 8.5	431.3 ± 9.9	420.8 ± 23.1	np	..	379.5 ± 14.8	411.5 ± 9.7
Total	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Non-Indigenous students									
Metropolitan	552.2 ± 4.8	550.0 ± 3.7	539.4 ± 2.6	544.8 ± 4.1	535.2 ± 3.9	531.9 ± 11.1	547.2 ± 9.7	..	546.7 ± 2.0
Provincial	528.3 ± 3.3	530.8 ± 3.5	529.4 ± 2.3	528.2 ± 3.8	522.6 ± 3.6	526.5 ± 8.0	..	521.3 ± 15.9	528.5 ± 1.5

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Remote	505.7 ± 11.2	562.1 ± 34.4	511.6 ± 5.7	525.8 ± 7.3	525.5 ± 10.3	np	..	528.1 ± 26.3	521.5 ± 5.2
Very remote	np	..	509.2 ± 9.6	515.9 ± 12.1	504.2 ± 15.7	np	..	521.4 ± 11.6	512.2 ± 6.5
Total	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
All students									
Metropolitan	550.6 ± 4.8	549.3 ± 3.8	537.0 ± 2.7	542.4 ± 4.1	533.4 ± 4.0	529.7 ± 12.5	545.9 ± 9.7	..	545.0 ± 2.0
Provincial	522.8 ± 3.6	529.3 ± 3.5	525.1 ± 2.5	523.3 ± 4.2	519.9 ± 3.8	523.5 ± 8.1	..	510.0 ± 16.5	524.4 ± 1.7
Remote	480.5 ± 12.0	561.2 ± 33.9	496.0 ± 9.0	509.8 ± 9.0	521.0 ± 11.3	506.6 ± 5.3	..	487.6 ± 33.7	502.6 ± 7.0
Very remote	454.0 ± 24.8	..	466.1 ± 11.6	467.2 ± 13.6	462.8 ± 26.5	np	..	395.2 ± 25.5	444.5 ± 11.1
Total	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Year 9									
Indigenous students									
Metropolitan	532.9 ± 4.9	538.4 ± 9.5	526.7 ± 5.5	520.9 ± 9.4	519.1 ± 8.4	526.0 ± 13.5	543.9 ± 13.0	..	528.7 ± 3.0
Provincial	521.5 ± 4.5	532.3 ± 6.5	524.5 ± 5.2	515.0 ± 9.9	512.3 ± 11.9	541.0 ± 9.3	..	493.7 ± 14.7	521.5 ± 3.1
Remote	495.5 ± 13.7	np	498.8 ± 18.5	497.3 ± 18.1	np	np	..	489.7 ± 20.6	495.9 ± 9.8
Very remote	np	..	490.4 ± 11.8	478.6 ± 18.5	486.4 ± 24.0	np	..	447.1 ± 9.8	467.3 ± 8.9
Total	525.5 ± 3.4	535.5 ± 5.5	522.6 ± 3.8	507.9 ± 6.8	513.4 ± 6.7	535.8 ± 8.1	543.9 ± 13.0	471.3 ± 10.9	518.2 ± 2.4
Non-Indigenous students									
Metropolitan	600.6 ± 4.9	595.9 ± 4.8	581.6 ± 4.3	590.8 ± 6.4	579.3 ± 7.0	573.3 ± 11.3	597.8 ± 9.8	..	592.5 ± 2.4
Provincial	575.1 ± 3.0	577.6 ± 4.2	571.1 ± 3.4	574.2 ± 6.6	564.1 ± 5.9	567.7 ± 7.6	..	567.2 ± 14.2	573.5 ± 1.8
Remote	544.3 ± 11.9	640.0 ± 39.1	553.3 ± 5.0	567.2 ± 9.9	568.3 ± 11.4	np	..	580.4 ± 37.1	567.7 ± 8.9
Very remote	587.7 ± 26.0	..	551.7 ± 10.2	559.5 ± 9.3	553.7 ± 20.5	np	..	572.4 ± 14.5	558.9 ± 7.6
Total	594.5 ± 3.9	591.4 ± 3.8	578.4 ± 3.3	586.5 ± 5.2	575.4 ± 5.4	570.0 ± 6.6	597.8 ± 9.8	569.6 ± 13.2	587.5 ± 1.9
All students									
Metropolitan	598.6 ± 4.9	595.4 ± 4.8	578.9 ± 4.4	588.8 ± 6.7	577.9 ± 7.3	570.5 ± 12.3	596.5 ± 9.7	..	590.7 ± 2.4

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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</i>
Provincial	569.7 ± 3.3	576.5 ± 4.2	566.8 ± 3.5	569.5 ± 7.3	562.4 ± 6.4	565.5 ± 8.0	..	552.3 ± 15.0	569.5 ± 1.9
Remote	523.2 ± 11.7	638.4 ± 39.9	539.9 ± 8.7	549.7 ± 14.7	564.3 ± 12.6	540.0 ± 6.8	..	541.8 ± 34.1	549.5 ± 9.6
Very remote	533.8 ± 60.3	..	519.0 ± 16.3	514.9 ± 20.2	523.3 ± 20.1	np	..	464.7 ± 23.6	500.8 ± 12.2
Total	591.1 ± 3.9	590.7 ± 3.8	574.6 ± 3.3	582.0 ± 5.5	573.3 ± 5.7	567.5 ± 7.0	596.5 ± 9.7	532.1 ± 15.1	584.2 ± 1.9

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.
 .. Not applicable. **np** Not published.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Year 3									
Parental education (d)									
Bachelor degree or above	440.8 ± 1.6	435.8 ± 1.7	415.9 ± 2.1	420.6 ± 2.5	414.0 ± 3.4	434.1 ± 5.1	430.3 ± 5.0	398.5 ± 6.9	430.9 ± 1.0
Advanced diploma/diploma	406.7 ± 1.6	405.0 ± 1.8	385.8 ± 2.1	387.2 ± 3.1	388.6 ± 3.9	400.7 ± 6.6	384.3 ± 5.9	368.3 ± 10.2	398.6 ± 1.0
Certificate I to IV (e)	385.3 ± 1.4	391.7 ± 1.5	368.9 ± 1.7	373.4 ± 2.4	369.3 ± 2.7	382.0 ± 4.1	385.7 ± 6.0	344.4 ± 10.7	380.5 ± 0.8
Year 12 or equivalent	388.3 ± 2.8	393.7 ± 2.3	367.0 ± 2.4	373.0 ± 3.3	374.1 ± 3.0	373.7 ± 7.1	388.1 ± 8.6	348.9 ± 13.9	380.7 ± 1.2
Year 11 or equivalent or below	354.7 ± 2.1	369.8 ± 2.2	337.2 ± 3.0	339.5 ± 3.7	342.9 ± 4.0	351.2 ± 5.4	353.9 ± 11.2	278.4 ± 12.6	350.9 ± 1.3
Not stated (f)	386.8 ± 4.3	415.3 ± 6.2	367.6 ± 4.3	362.4 ± 6.1	364.7 ± 4.8	402.5 ± 27.8	413.0 ± 7.1	263.9 ± 31.4	373.0 ± 3.2
Parental occupation (g)									
Senior management and qualified professionals	439.0 ± 1.8	437.9 ± 1.8	415.0 ± 2.3	418.6 ± 2.9	411.9 ± 3.5	431.8 ± 5.6	433.0 ± 6.3	388.1 ± 8.3	429.5 ± 1.1
Other business managers and associated professionals	417.4 ± 1.6	416.8 ± 1.7	393.9 ± 2.0	395.0 ± 2.8	389.3 ± 2.6	404.1 ± 5.2	412.4 ± 3.8	373.0 ± 11.4	408.2 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	396.2 ± 1.5	400.1 ± 1.6	374.7 ± 1.9	377.0 ± 2.7	372.8 ± 3.0	387.1 ± 4.9	392.5 ± 5.3	352.7 ± 9.6	388.3 ± 1.0
Machine operators, hospitality staff, assistants, labourers	379.0 ± 2.1	384.9 ± 1.9	354.8 ± 2.4	362.5 ± 3.3	357.6 ± 3.4	367.4 ± 5.0	377.1 ± 8.5	313.7 ± 14.2	372.1 ± 1.2
Not in paid work in previous 12 months	361.1 ± 2.6	373.7 ± 2.4	339.8 ± 3.9	348.2 ± 5.2	346.7 ± 5.6	342.9 ± 7.7	390.7 ± 12.2	274.3 ± 13.4	358.9 ± 1.6
Not stated (h)	376.3 ± 3.3	420.3 ± 7.1	364.3 ± 3.6	364.0 ± 4.6	355.4 ± 4.3	388.6 ± 21.7	396.6 ± 8.0	263.6 ± 25.8	368.5 ± 2.4
Year 5									
Parental education (d)									
Bachelor degree or above	537.1 ± 2.3	525.9 ± 1.8	512.0 ± 2.2	516.8 ± 2.9	508.9 ± 3.2	523.3 ± 5.4	526.6 ± 6.6	493.7 ± 7.3	526.1 ± 1.2
Advanced diploma/diploma	499.9 ± 1.9	494.8 ± 1.7	481.1 ± 2.3	483.6 ± 2.6	481.2 ± 3.4	491.9 ± 6.3	493.6 ± 7.9	466.6 ± 8.7	492.4 ± 1.0
Certificate I to IV (e)	479.0 ± 1.3	481.0 ± 1.5	465.1 ± 1.8	466.4 ± 2.2	465.4 ± 2.6	470.7 ± 3.6	473.5 ± 7.1	441.9 ± 7.2	474.4 ± 0.8

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Year 12 or equivalent	483.8 ± 2.2	487.5 ± 2.3	464.8 ± 2.7	469.4 ± 3.3	473.6 ± 3.0	463.4 ± 7.8	481.3 ± 8.3	439.7 ± 11.5	478.0 ± 1.2
Year 11 or equivalent or below	451.1 ± 1.9	463.0 ± 2.2	434.7 ± 2.9	435.4 ± 3.6	438.3 ± 3.2	446.8 ± 5.0	445.6 ± 12.2	376.2 ± 11.4	447.7 ± 1.2
Not stated (f)	482.1 ± 3.3	506.4 ± 5.4	464.2 ± 4.4	455.4 ± 4.6	461.4 ± 4.6	475.6 ± 16.7	501.0 ± 8.9	369.4 ± 35.2	469.0 ± 2.9
Parental occupation (g)									
Senior management and qualified professionals	534.2 ± 2.3	527.5 ± 2.0	510.4 ± 2.4	513.5 ± 3.2	504.5 ± 3.3	520.6 ± 6.0	529.2 ± 8.3	483.4 ± 8.9	523.6 ± 1.3
Other business managers and associated professionals	510.1 ± 1.8	505.3 ± 1.7	489.8 ± 2.2	489.9 ± 2.5	483.3 ± 2.5	492.8 ± 5.0	507.4 ± 6.6	473.2 ± 8.5	501.2 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	488.3 ± 1.6	489.3 ± 1.6	468.4 ± 1.8	471.5 ± 2.4	468.1 ± 2.6	479.6 ± 4.2	487.3 ± 6.6	448.9 ± 8.0	481.5 ± 0.9
Machine operators, hospitality staff, assistants, labourers	472.8 ± 2.1	475.5 ± 1.9	449.5 ± 2.6	455.1 ± 3.1	454.6 ± 2.9	456.7 ± 4.5	469.3 ± 8.8	413.8 ± 12.0	466.3 ± 1.2
Not in paid work in previous 12 months	457.8 ± 2.4	464.1 ± 2.4	437.8 ± 4.0	435.9 ± 5.9	444.3 ± 4.9	437.6 ± 6.4	472.0 ± 12.2	367.0 ± 12.0	453.5 ± 1.5
Not stated (h)	473.0 ± 2.8	511.4 ± 6.6	459.1 ± 3.4	455.7 ± 3.9	451.0 ± 4.4	465.6 ± 14.3	492.7 ± 9.5	367.6 ± 30.0	463.5 ± 2.3
Year 7									
Parental education (d)									
Bachelor degree or above	587.6 ± 5.3	578.1 ± 3.6	568.8 ± 2.4	573.8 ± 4.2	570.3 ± 4.2	570.3 ± 7.2	570.8 ± 9.2	541.0 ± 13.6	578.3 ± 2.3
Advanced diploma/diploma	546.1 ± 3.1	541.3 ± 2.4	536.1 ± 2.0	539.2 ± 2.9	540.3 ± 4.0	540.6 ± 6.3	532.4 ± 8.6	514.6 ± 10.4	541.3 ± 1.4
Certificate I to IV (e)	521.0 ± 2.0	524.9 ± 1.9	522.0 ± 1.7	524.1 ± 2.4	523.1 ± 2.8	517.9 ± 5.3	513.0 ± 6.1	492.3 ± 11.1	522.1 ± 1.0
Year 12 or equivalent	530.6 ± 3.6	536.4 ± 5.3	522.5 ± 2.4	526.4 ± 3.9	529.5 ± 3.0	523.1 ± 10.5	523.4 ± 12.3	500.3 ± 16.2	529.3 ± 1.9
Year 11 or equivalent or below	492.7 ± 2.7	505.9 ± 2.7	496.3 ± 2.4	497.6 ± 3.5	501.4 ± 3.0	492.3 ± 5.7	482.4 ± 10.7	432.4 ± 15.3	497.1 ± 1.3
Not stated (f)	533.6 ± 6.5	558.7 ± 7.0	520.6 ± 3.7	514.9 ± 4.4	518.0 ± 4.5	525.3 ± 13.5	548.0 ± 14.2	425.3 ± 41.0	524.9 ± 2.8

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Parental occupation (g)									
Senior management and qualified professionals	581.0 ± 4.6	577.2 ± 4.0	566.3 ± 2.7	568.2 ± 4.7	564.8 ± 4.4	567.1 ± 7.3	569.6 ± 10.9	526.9 ± 14.2	573.6 ± 2.1
Other business managers and associated professionals	555.4 ± 3.5	552.6 ± 2.9	544.1 ± 1.8	546.1 ± 3.1	542.1 ± 2.9	543.5 ± 5.5	544.7 ± 8.9	519.9 ± 11.8	550.0 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	531.2 ± 2.7	534.2 ± 2.1	525.5 ± 1.8	528.1 ± 2.6	523.5 ± 2.6	523.7 ± 5.4	522.7 ± 5.2	494.9 ± 12.0	529.3 ± 1.2
Machine operators, hospitality staff, assistants, labourers	518.7 ± 4.0	519.8 ± 2.6	507.8 ± 2.0	513.6 ± 3.5	511.5 ± 3.0	500.6 ± 5.8	506.9 ± 9.8	459.6 ± 14.8	514.8 ± 1.6
Not in paid work in previous 12 months	497.6 ± 3.5	503.1 ± 3.3	496.3 ± 3.7	497.7 ± 5.4	496.0 ± 5.0	481.8 ± 7.4	516.4 ± 16.5	414.1 ± 19.4	497.7 ± 1.8
Not stated (h)	521.2 ± 5.4	560.4 ± 7.7	517.2 ± 3.1	514.8 ± 3.8	510.9 ± 4.3	513.8 ± 12.4	531.7 ± 14.8	420.3 ± 29.4	519.5 ± 2.5
Year 9									
Parental education (d)									
Bachelor degree or above	638.6 ± 5.5	626.5 ± 5.4	611.1 ± 4.0	621.9 ± 5.5	615.3 ± 6.9	610.3 ± 6.7	623.5 ± 10.8	595.9 ± 14.0	626.3 ± 2.7
Advanced diploma/diploma	597.2 ± 3.2	590.7 ± 3.2	578.7 ± 2.4	584.5 ± 4.0	586.0 ± 5.2	586.4 ± 6.0	584.3 ± 7.3	561.3 ± 8.5	589.1 ± 1.6
Certificate I to IV (e)	570.7 ± 2.1	572.9 ± 2.2	563.8 ± 1.9	569.9 ± 3.5	568.1 ± 4.7	557.6 ± 4.6	563.2 ± 5.3	541.7 ± 9.3	568.8 ± 1.1
Year 12 or equivalent	582.2 ± 3.9	582.9 ± 5.5	565.2 ± 3.0	572.6 ± 5.3	574.1 ± 4.6	564.1 ± 8.7	576.4 ± 8.4	545.0 ± 12.0	576.2 ± 2.1
Year 11 or equivalent or below	545.0 ± 2.9	554.6 ± 2.7	542.7 ± 2.5	542.5 ± 4.5	544.7 ± 4.8	537.7 ± 6.0	544.4 ± 10.5	487.0 ± 15.0	545.9 ± 1.5
Not stated (f)	572.4 ± 4.6	600.0 ± 6.7	564.9 ± 7.4	570.3 ± 11.6	564.6 ± 7.3	567.1 ± 19.1	591.9 ± 10.0	501.2 ± 31.2	570.4 ± 3.6
Parental occupation (g)									
Senior management and qualified professionals	629.8 ± 4.8	625.8 ± 4.9	608.0 ± 4.1	615.1 ± 6.0	609.1 ± 6.5	606.6 ± 7.4	624.2 ± 10.6	588.5 ± 13.7	620.6 ± 2.4

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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</i>
Other business managers and associated professionals	605.4 ± 3.8	600.2 ± 3.8	586.3 ± 3.7	591.0 ± 4.2	585.7 ± 4.0	583.5 ± 5.6	592.7 ± 7.4	564.6 ± 10.3	596.4 ± 1.9
Tradespeople, clerks, skilled office, sales and service staff	581.3 ± 3.0	578.9 ± 2.6	565.7 ± 2.2	571.6 ± 3.2	568.1 ± 3.8	566.5 ± 4.0	573.0 ± 5.3	542.4 ± 9.9	574.7 ± 1.4
Machine operators, hospitality staff, assistants, labourers	568.0 ± 4.2	566.3 ± 3.1	550.3 ± 2.6	556.4 ± 4.8	554.1 ± 4.8	541.5 ± 5.4	563.9 ± 8.4	508.1 ± 12.2	561.2 ± 1.8
Not in paid work in previous 12 months	548.5 ± 3.9	553.5 ± 3.7	541.7 ± 4.4	536.8 ± 7.7	537.8 ± 6.2	528.4 ± 7.6	572.1 ± 13.2	476.7 ± 16.7	546.7 ± 2.2
Not stated (h)	566.5 ± 4.0	609.5 ± 7.2	560.6 ± 6.2	567.1 ± 10.4	556.8 ± 7.7	555.2 ± 13.5	581.8 ± 9.9	496.9 ± 24.1	565.5 ± 3.1

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 Participation rate in numeracy assessment, 2012, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<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</i>
Year 3									
Indigenous students	92.9	87.8	90.3	83.0	84.8	95.1	87.3	75.2	88.2
Non-Indigenous students	96.9	94.9	94.7	95.6	93.7	95.8	93.5	94.4	95.5
All students	96.6	94.6	94.4	94.7	93.4	94.9	93.3	86.0	95.0
Year 5									
Indigenous students	93.1	87.5	89.4	85.4	86.5	96.1	88.7	76.3	88.4
Non-Indigenous students	97.2	95.3	94.9	96.2	94.8	96.7	95.9	95.7	96.0
All students	97.0	95.1	94.5	95.4	94.4	95.9	95.6	87.0	95.5
Year 7									
Indigenous students	88.0	85.3	90.3	83.7	83.4	91.2	83.2	71.3	86.2
Non-Indigenous students	96.4	95.0	95.3	96.2	94.9	95.4	94.4	96.4	95.6
All students	96.0	94.8	95.0	95.3	94.4	94.1	94.1	85.6	95.1
Year 9									
Indigenous students	77.0	75.2	80.7	70.2	67.7	84.0	78.0	65.1	75.8
Non-Indigenous students	93.8	91.4	91.7	93.7	90.3	90.9	91.7	94.7	92.4
All students	92.9	91.0	91.0	92.2	89.4	89.4	91.3	83.2	91.5

- (a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

Source: ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.78

Table 4A.78 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Year 3									
Indigenous students									
Exempt	3.0	5.8	2.5	1.2	5.6	1.5	4.5	2.2	2.8
Absent	5.9	7.3	7.2	15.9	8.5	4.2	3.7	24.0	9.6
Withdrawn	1.2	4.9	2.5	1.1	6.7	0.7	9.0	0.9	2.1
Assessed	89.9	82.0	87.8	81.8	79.2	93.6	82.8	72.9	85.5
Non-Indigenous students									
Exempt	1.6	2.6	1.4	1.4	2.1	1.4	1.5	1.8	1.8
Absent	2.2	2.9	2.9	3.1	3.1	3.5	2.7	3.5	2.7
Withdrawn	0.9	2.2	2.4	1.3	3.1	0.7	3.8	2.2	1.8
Assessed	95.3	92.3	93.3	94.2	91.7	94.4	92.0	92.5	93.7
All students									
Exempt	1.7	2.8	1.5	1.4	2.3	1.4	1.6	2.0	1.9
Absent	2.4	3.0	3.2	4.0	3.4	3.5	2.8	12.3	3.1
Withdrawn	1.0	2.4	2.4	1.3	3.3	1.6	4.0	1.7	1.9
Assessed	94.9	91.8	92.9	93.3	91.0	93.5	91.6	84.0	93.1
Year 5									
Indigenous students									
Exempt	2.7	6.8	3.0	1.5	4.3	1.3	6.6	2.0	2.8
Absent	5.9	8.7	7.7	13.8	9.3	3.0	7.5	23.2	9.9
Withdrawn	0.9	3.8	2.9	0.8	4.3	0.9	3.8	0.5	1.7
Assessed	90.5	80.7	86.4	83.9	82.1	94.8	82.1	74.3	85.6
Non-Indigenous students									
Exempt	1.5	2.5	2.1	1.3	2.1	1.3	1.9	2.2	1.9
Absent	2.2	3.0	2.7	2.9	3.1	2.8	2.1	3.3	2.6
Withdrawn	0.6	1.7	2.4	0.9	2.1	0.5	2.0	1.0	1.4
Assessed	95.7	92.8	92.8	94.9	92.7	95.4	94.0	93.5	94.1
All students									
Exempt	1.5	2.7	2.2	1.3	2.2	1.3	2.0	2.1	2.0
Absent	2.4	3.1	3.1	3.7	3.4	2.8	2.2	12.3	3.0
Withdrawn	0.7	1.8	2.5	0.9	2.2	1.3	2.2	0.8	1.4
Assessed	95.4	92.4	92.2	94.1	92.2	94.6	93.6	84.8	93.6
Year 7									
Indigenous students									
Exempt	2.2	3.7	2.4	1.4	2.5	1.0	2.7	2.1	2.2
Absent	11.2	12.8	7.4	15.2	11.9	8.4	11.5	27.1	12.1
Withdrawn	0.9	1.9	2.3	1.1	4.7	0.4	5.3	1.6	1.7
Assessed	85.7	81.6	87.9	82.3	80.9	90.2	80.5	69.2	84.0
Non-Indigenous students									

TABLE 4A.78

Table 4A.78 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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</i>
Exempt	1.2	1.8	1.6	1.3	1.8	1.2	1.5	2.6	1.5
Absent	3.2	4.0	3.0	3.1	3.2	4.2	3.6	3.1	3.4
Withdrawn	0.4	1.0	1.7	0.7	1.9	0.4	2.0	0.5	1.0
Assessed	95.2	93.2	93.7	94.9	93.1	94.2	92.9	93.8	94.1
All students									
Exempt	1.2	1.9	1.7	1.2	1.9	1.2	1.6	2.3	1.6
Absent	3.6	4.2	3.3	3.9	3.6	4.8	3.8	13.4	3.8
Withdrawn	0.4	1.0	1.8	0.8	2.0	1.1	2.1	1.0	1.0
Assessed	94.8	92.9	93.2	94.1	92.5	92.9	92.5	83.3	93.6
Year 9									
Indigenous students									
Exempt	2.5	4.4	2.7	2.1	3.4	2.1	1.8	3.0	2.7
Absent	22.1	22.4	16.4	29.1	28.6	16.0	18.3	34.1	22.4
Withdrawn	0.9	2.4	2.9	0.8	3.6	–	3.7	0.8	1.7
Assessed	74.5	70.8	78.0	68.0	64.4	81.9	76.2	62.1	73.2
Non-Indigenous students									
Exempt	1.3	1.9	1.5	1.2	1.4	0.9	1.3	1.5	1.5
Absent	5.8	7.4	5.4	5.7	7.5	8.7	6.2	5.0	6.3
Withdrawn	0.4	1.2	2.9	0.6	2.2	0.4	2.1	0.2	1.3
Assessed	92.5	89.5	90.2	92.5	88.9	90.0	90.4	93.3	90.9
All students									
Exempt	1.3	2.0	1.6	1.3	1.5	1.1	1.3	2.0	1.6
Absent	6.6	7.7	6.1	7.1	8.3	9.7	6.5	16.3	7.1
Withdrawn	0.5	1.3	2.9	0.7	2.3	0.9	2.2	0.5	1.4
Assessed	91.6	89.0	89.4	90.9	87.9	88.3	90.0	81.2	89.9

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

(d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

Source: ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.79

Table 4A.79 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	408.9 ± 1.6	405.5 ± 1.7	405.0 ± 1.7	●	●
At or above NMS	%	96.9 ± 0.2	96.5 ± 0.3	95.1 ± 0.3	↓	↓
Indigenous students (c)						
Mean scale score	no.	350.3 ± 3.1	350.5 ± 3.1	342.2 ± 3.5	●	↓
At or above NMS	%	88.6 ± 1.4	89.2 ± 1.4	82.9 ± 1.9	↓	↓
Non-Indigenous students						
Mean scale score	no.	411.3 ± 1.6	408.0 ± 1.6	408.1 ± 1.7	●	●
At or above NMS	%	97.3 ± 0.2	96.8 ± 0.3	95.7 ± 0.3	↓	↓
LBOTE students (d)						
At or above NMS	%	96.4 ± 0.5	96.3 ± 0.5	95.0 ± 0.5	↓	↓
Male students						
At or above NMS	%	96.7 ± 0.3	96.1 ± 0.3	94.3 ± 0.4	↓	↓
Female students						
At or above NMS	%	97.1 ± 0.3	96.9 ± 0.3	95.8 ± 0.3	↓	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	487.8 ± 2.0	499.3 ± 2.0	497.7 ± 1.9	↑	●
At or above NMS	%	94.4 ± 0.3	95.4 ± 0.3	94.5 ± 0.3	●	↓
Indigenous students (c)						
Mean scale score	no.	424.9 ± 3.2	439.8 ± 3.2	436.8 ± 3.2	↑	●
At or above NMS	%	78.9 ± 1.9	83.4 ± 1.6	80.8 ± 1.7	●	●
Non-Indigenous students						
Mean scale score	no.	490.5 ± 1.9	501.8 ± 2.0	500.7 ± 1.9	↑	●
At or above NMS	%	95.2 ± 0.3	96.0 ± 0.3	95.2 ± 0.3	●	↓
LBOTE students (d)						
At or above NMS	%	94.4 ± 0.7	95.8 ± 0.4	94.4 ± 0.5	●	↓
Male students						
At or above NMS	%	94.6 ± 0.4	95.2 ± 0.4	93.8 ± 0.4	●	↓
Female students						
At or above NMS	%	94.2 ± 0.4	95.6 ± 0.3	95.2 ± 0.4	●	●

TABLE 4A.79

Table 4A.79 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	551.3 ± 3.7	548.6 ± 3.8	543.4 ± 3.8	●	●
At or above NMS	%	96.0 ± 0.4	94.4 ± 0.5	93.8 ± 0.5	↓	●
Indigenous students (c)						
Mean scale score	no.	485.6 ± 3.5	481.8 ± 3.3	477.4 ± 3.2	↓	●
At or above NMS	%	84.5 ± 2.1	80.5 ± 1.7	77.6 ± 1.8	↓	●
Non-Indigenous students						
Mean scale score	no.	554.1 ± 3.7	551.7 ± 3.8	546.6 ± 3.8	●	●
At or above NMS	%	96.6 ± 0.3	95.1 ± 0.4	94.6 ± 0.4	↓	●
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.8	94.5 ± 0.8	94.4 ± 0.8	↓	●
Male students						
At or above NMS	%	96.1 ± 0.4	94.1 ± 0.6	93.5 ± 0.6	↓	●
Female students						
At or above NMS	%	95.9 ± 0.4	94.6 ± 0.5	94.1 ± 0.5	↓	●
<i>Year 9</i>						
All students						
Mean scale score	no.	591.4 ± 3.5	589.5 ± 3.7	591.1 ± 3.9	●	●
At or above NMS	%	94.7 ± 0.4	93.0 ± 0.6	93.7 ± 0.5	●	●
Indigenous students (c)						
Mean scale score	no.	528.3 ± 3.5	521.6 ± 3.3	525.5 ± 3.4	●	●
At or above NMS	%	80.3 ± 2.1	74.9 ± 2.2	78.1 ± 2.1	●	●
Non-Indigenous students						
Mean scale score	no.	594.3 ± 3.5	592.7 ± 3.7	594.5 ± 3.9	●	●
At or above NMS	%	95.4 ± 0.4	93.9 ± 0.5	94.5 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	95.2 ± 0.8	93.4 ± 1.0	94.5 ± 0.9	●	●
Male students						
At or above NMS	%	94.7 ± 0.5	93.1 ± 0.6	94.1 ± 0.6	●	●
Female students						
At or above NMS	%	94.6 ± 0.5	92.9 ± 0.7	93.4 ± 0.6	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.79

Table 4A.79 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.80

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	416.9 ± 1.4	412.8 ± 1.6	408.9 ± 1.6	●	●
At or above NMS	%	96.5 ± 0.2	96.2 ± 0.4	95.6 ± 0.4	↓	●
Indigenous students (c)						
Mean scale score	no.	376.9 ± 5.5	365.3 ± 5.3	359.6 ± 5.8	↓	●
At or above NMS	%	93.0 ± 2.2	89.6 ± 2.3	85.9 ± 3.1	↓	●
Non-Indigenous students						
Mean scale score	no.	417.5 ± 1.4	413.5 ± 1.6	409.5 ± 1.6	●	●
At or above NMS	%	96.8 ± 0.3	96.6 ± 0.3	95.9 ± 0.3	↓	↓
LBOTE students (d)						
At or above NMS	%	95.4 ± 0.6	95.0 ± 0.6	94.1 ± 0.6	↓	●
Male students						
At or above NMS	%	95.8 ± 0.5	95.6 ± 0.5	94.8 ± 0.5	↓	●
Female students						
At or above NMS	%	97.2 ± 0.3	96.8 ± 0.3	96.4 ± 0.3	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	489.7 ± 1.7	499.2 ± 1.6	497.6 ± 1.7	●	●
At or above NMS	%	94.6 ± 0.3	95.6 ± 0.4	95.0 ± 0.4	●	●
Indigenous students (c)						
Mean scale score	no.	440.6 ± 5.4	455.1 ± 5.0	445.4 ± 4.9	●	↓
At or above NMS	%	83.3 ± 3.5	86.1 ± 2.9	83.2 ± 2.8	●	●
Non-Indigenous students						
Mean scale score	no.	490.3 ± 1.6	499.8 ± 1.6	498.4 ± 1.6	●	●
At or above NMS	%	95.0 ± 0.3	95.9 ± 0.3	95.3 ± 0.4	●	●
LBOTE students (d)						
At or above NMS	%	93.5 ± 0.6	94.6 ± 0.6	93.8 ± 0.6	●	●
Male students						
At or above NMS	%	94.5 ± 0.5	95.1 ± 0.5	94.2 ± 0.5	●	↓
Female students						
At or above NMS	%	94.8 ± 0.5	96.1 ± 0.3	95.8 ± 0.3	●	●

TABLE 4A.80

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	552.3 ± 3.1	550.9 ± 3.0	544.3 ± 3.1	↓	•
At or above NMS	%	96.5 ± 0.3	95.8 ± 0.5	95.0 ± 0.5	↓	•
Indigenous students (c)						
Mean scale score	no.	492.9 ± 5.7	494.4 ± 5.4	494.6 ± 5.2	•	•
At or above NMS	%	87.9 ± 3.1	86.3 ± 3.3	85.7 ± 2.9	•	•
Non-Indigenous students						
Mean scale score	no.	553.2 ± 3.0	551.8 ± 3.0	545.3 ± 3.1	↓	•
At or above NMS	%	96.8 ± 0.4	96.1 ± 0.4	95.3 ± 0.5	↓	•
LBOTE students (d)						
At or above NMS	%	95.8 ± 0.7	94.4 ± 0.9	94.3 ± 0.9	↓	•
Male students						
At or above NMS	%	96.5 ± 0.5	95.5 ± 0.6	94.6 ± 0.7	↓	•
Female students						
At or above NMS	%	96.5 ± 0.4	96.1 ± 0.4	95.4 ± 0.5	↓	•
<i>Year 9</i>						
All students						
Mean scale score	no.	590.7 ± 3.7	590.0 ± 3.6	590.7 ± 3.8	•	•
At or above NMS	%	95.2 ± 0.4	94.6 ± 0.6	95.0 ± 0.5	•	•
Indigenous students (c)						
Mean scale score	no.	530.2 ± 6.1	532.4 ± 5.1	535.5 ± 5.5	•	•
At or above NMS	%	78.4 ± 4.5	80.3 ± 3.8	83.1 ± 3.1	•	•
Non-Indigenous students						
Mean scale score	no.	591.5 ± 3.6	590.6 ± 3.6	591.4 ± 3.8	•	•
At or above NMS	%	95.5 ± 0.5	94.8 ± 0.6	95.2 ± 0.5	•	•
LBOTE students (d)						
At or above NMS	%	94.8 ± 0.9	93.5 ± 1.0	94.4 ± 0.9	•	•
Male students						
At or above NMS	%	95.1 ± 0.6	94.6 ± 0.7	95.0 ± 0.7	•	•
Female students						
At or above NMS	%	95.2 ± 0.6	94.5 ± 0.6	95.0 ± 0.5	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

	2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
				<i>2008 to 2012</i>	<i>2011 to 2012</i>

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.81

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	367.9 ± 2.2	384.6 ± 1.9	380.9 ± 2.1	↑	●
At or above NMS	%	92.0 ± 0.6	95.2 ± 0.3	92.7 ± 0.5	●	↓
Indigenous students (c)						
Mean scale score	no.	316.2 ± 6.4	336.7 ± 2.9	320.1 ± 4.4	●	↓
At or above NMS	%	75.5 ± 3.2	86.9 ± 1.3	74.1 ± 2.6	●	↓
Non-Indigenous students						
Mean scale score	no.	371.9 ± 2.1	388.9 ± 1.8	385.5 ± 2.0	↑	●
At or above NMS	%	93.3 ± 0.5	96.0 ± 0.3	94.2 ± 0.4	●	↓
LBOTE students (d)						
At or above NMS	%	83.2 ± 2.7	92.7 ± 1.3	87.7 ± 2.3	↑	↓
Male students						
At or above NMS	%	91.5 ± 0.7	95.1 ± 0.4	92.2 ± 0.7	●	↓
Female students						
At or above NMS	%	92.5 ± 0.6	95.4 ± 0.4	93.2 ± 0.5	●	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	458.2 ± 2.1	470.3 ± 1.9	476.1 ± 2.1	↑	●
At or above NMS	%	90.4 ± 0.6	93.4 ± 0.5	91.7 ± 0.6	●	↓
Indigenous students (c)						
Mean scale score	no.	406.8 ± 5.2	421.8 ± 3.2	414.3 ± 4.8	●	●
At or above NMS	%	69.5 ± 3.1	77.8 ± 2.1	69.5 ± 3.1	●	↓
Non-Indigenous students						
Mean scale score	no.	462.3 ± 1.9	474.4 ± 1.7	480.7 ± 2.0	↑	↑
At or above NMS	%	92.0 ± 0.5	94.8 ± 0.4	93.4 ± 0.5	●	↓
LBOTE students (d)						
At or above NMS	%	81.0 ± 3.1	89.0 ± 2.0	85.2 ± 3.0	●	↓
Male students						
At or above NMS	%	90.7 ± 0.6	93.2 ± 0.6	91.2 ± 0.8	●	↓
Female students						
At or above NMS	%	90.1 ± 0.7	93.6 ± 0.5	92.3 ± 0.7	↑	↓

TABLE 4A.81

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	539.0 ± 2.3	538.7 ± 2.2	532.0 ± 2.1	↓	↓
At or above NMS	%	94.9 ± 0.4	94.6 ± 0.4	93.8 ± 0.5	●	●
Indigenous students (c)						
Mean scale score	no.	483.2 ± 7.6	481.8 ± 3.8	475.9 ± 3.7	●	●
At or above NMS	%	81.8 ± 2.7	80.7 ± 2.2	78.7 ± 2.4	●	●
Non-Indigenous students						
Mean scale score	no.	543.2 ± 2.2	543.2 ± 2.1	536.1 ± 2.0	↓	↓
At or above NMS	%	95.9 ± 0.3	95.7 ± 0.4	94.9 ± 0.4	●	●
LBOTE students (d)						
At or above NMS	%	88.6 ± 2.2	90.5 ± 1.9	88.7 ± 2.3	●	●
Male students						
At or above NMS	%	94.9 ± 0.4	94.5 ± 0.5	93.5 ± 0.6	↓	●
Female students						
At or above NMS	%	94.8 ± 0.5	94.7 ± 0.5	94.1 ± 0.5	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 3.5	574.4 ± 3.4	574.6 ± 3.3	●	●
At or above NMS	%	92.4 ± 0.8	92.8 ± 0.7	93.7 ± 0.6	●	●
Indigenous students (c)						
Mean scale score	no.	515.9 ± 9.1	518.4 ± 3.8	522.6 ± 3.8	●	●
At or above NMS	%	73.2 ± 3.6	74.5 ± 2.7	78.1 ± 2.6	●	●
Non-Indigenous students						
Mean scale score	no.	574.7 ± 3.3	578.8 ± 3.3	578.4 ± 3.3	●	●
At or above NMS	%	93.8 ± 0.7	94.2 ± 0.5	94.8 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	86.9 ± 3.3	88.4 ± 3.0	88.5 ± 3.2	●	●
Male students						
At or above NMS	%	92.3 ± 0.9	92.5 ± 0.8	93.7 ± 0.7	●	●
Female students						
At or above NMS	%	92.5 ± 0.8	93.1 ± 0.7	93.7 ± 0.7	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.81

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.82

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	381.9 ± 2.4	386.6 ± 2.5	383.9 ± 2.8	●	●
At or above NMS	%	94.5 ± 0.6	95.3 ± 0.5	92.5 ± 0.7	↓	↓
Indigenous students (c)						
Mean scale score	no.	313.9 ± 5.1	318.9 ± 4.1	298.4 ± 4.9	↓	↓
At or above NMS	%	75.5 ± 3.4	79.8 ± 2.5	63.9 ± 3.2	↓	↓
Non-Indigenous students						
Mean scale score	no.	387.4 ± 2.2	392.0 ± 2.3	390.2 ± 2.5	●	●
At or above NMS	%	96.1 ± 0.6	96.5 ± 0.4	94.5 ± 0.6	↓	↓
LBOTE students (d)						
At or above NMS	%	93.0 ± 1.7	93.8 ± 1.5	91.1 ± 1.5	●	↓
Male students						
At or above NMS	%	94.0 ± 0.8	95.0 ± 0.6	92.2 ± 0.9	●	↓
Female students						
At or above NMS	%	94.9 ± 0.6	95.6 ± 0.6	92.7 ± 0.8	↓	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	460.7 ± 2.5	479.2 ± 2.7	477.5 ± 2.8	↑	●
At or above NMS	%	91.1 ± 0.8	93.4 ± 0.6	91.7 ± 0.8	●	↓
Indigenous students (c)						
Mean scale score	no.	393.0 ± 4.6	402.7 ± 4.9	395.0 ± 5.6	●	●
At or above NMS	%	61.6 ± 3.4	67.0 ± 3.5	60.4 ± 4.0	●	↓
Non-Indigenous students						
Mean scale score	no.	466.5 ± 2.3	485.1 ± 2.5	484.1 ± 2.6	↑	●
At or above NMS	%	93.7 ± 0.6	95.4 ± 0.5	94.1 ± 0.5	●	↓
LBOTE students (d)						
At or above NMS	%	89.7 ± 2.0	91.3 ± 1.6	89.6 ± 1.7	●	●
Male students						
At or above NMS	%	91.5 ± 0.9	93.4 ± 0.7	91.3 ± 0.9	●	↓
Female students						
At or above NMS	%	90.7 ± 0.9	93.5 ± 0.7	92.1 ± 0.8	●	●

TABLE 4A.82

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	533.7 ± 3.0	544.6 ± 3.4	534.9 ± 3.3	●	↓
At or above NMS	%	94.7 ± 0.6	94.7 ± 0.6	93.9 ± 0.6	●	●
Indigenous students (c)						
Mean scale score	no.	463.2 ± 5.2	465.1 ± 5.2	461.0 ± 5.0	●	●
At or above NMS	%	74.2 ± 3.9	72.2 ± 3.6	70.9 ± 3.6	●	●
Non-Indigenous students						
Mean scale score	no.	539.5 ± 2.8	550.6 ± 3.2	540.3 ± 3.2	●	↓
At or above NMS	%	96.5 ± 0.4	96.3 ± 0.4	95.5 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.7	92.6 ± 1.5	92.8 ± 1.3	●	●
Male students						
At or above NMS	%	95.0 ± 0.7	94.6 ± 0.7	93.6 ± 0.7	●	●
Female students						
At or above NMS	%	94.5 ± 0.7	94.8 ± 0.7	94.3 ± 0.8	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 5.2	582.2 ± 5.8	582.0 ± 5.5	↑	●
At or above NMS	%	92.3 ± 1.1	92.1 ± 1.2	93.1 ± 1.0	●	●
Indigenous students (c)						
Mean scale score	no.	500.6 ± 5.3	508.2 ± 7.0	507.9 ± 6.8	●	●
At or above NMS	%	66.2 ± 3.7	67.3 ± 5.1	67.7 ± 4.3	●	●
Non-Indigenous students						
Mean scale score	no.	576.4 ± 5.1	586.9 ± 5.5	586.5 ± 5.2	↑	●
At or above NMS	%	94.3 ± 0.9	93.6 ± 1.1	94.7 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	92.2 ± 2.0	90.1 ± 3.3	92.8 ± 1.7	●	●
Male students						
At or above NMS	%	92.5 ± 1.2	92.1 ± 1.5	93.3 ± 1.1	●	●
Female students						
At or above NMS	%	92.1 ± 1.2	92.0 ± 1.3	92.9 ± 1.1	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.82

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.83

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	388.8 ± 2.7	379.4 ± 2.7	377.4 ± 3.0	↓	●
At or above NMS	%	93.8 ± 0.9	94.1 ± 0.8	91.9 ± 0.9	●	↓
Indigenous students (c)						
Mean scale score	no.	330.7 ± 6.5	322.5 ± 7.6	310.0 ± 7.2	↓	↓
At or above NMS	%	79.2 ± 4.5	79.0 ± 4.8	66.7 ± 5.0	↓	↓
Non-Indigenous students						
Mean scale score	no.	391.7 ± 2.5	381.9 ± 2.7	380.2 ± 2.9	↓	●
At or above NMS	%	94.6 ± 0.8	94.7 ± 0.7	93.0 ± 0.8	●	↓
LBOTE students (d)						
At or above NMS	%	89.1 ± 4.1	91.6 ± 2.0	87.4 ± 2.7	●	↓
Male students						
At or above NMS	%	93.1 ± 1.0	93.6 ± 0.9	91.3 ± 1.2	●	↓
Female students						
At or above NMS	%	94.4 ± 0.8	94.5 ± 1.0	92.5 ± 0.9	●	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	460.4 ± 2.8	470.9 ± 2.8	471.9 ± 2.9	↑	●
At or above NMS	%	90.5 ± 1.0	93.1 ± 0.8	91.7 ± 0.9	●	●
Indigenous students (c)						
Mean scale score	no.	409.1 ± 6.8	415.5 ± 6.0	407.4 ± 6.2	●	●
At or above NMS	%	68.5 ± 5.3	74.2 ± 4.6	66.8 ± 4.5	●	↓
Non-Indigenous students						
Mean scale score	no.	462.9 ± 2.7	473.0 ± 2.7	474.5 ± 2.8	↑	●
At or above NMS	%	91.7 ± 0.9	94.0 ± 0.8	92.7 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	84.9 ± 3.9	90.0 ± 2.2	87.2 ± 2.4	●	●
Male students						
At or above NMS	%	91.1 ± 1.1	92.9 ± 1.0	90.8 ± 1.1	●	↓
Female students						
At or above NMS	%	89.9 ± 1.1	93.4 ± 0.9	92.7 ± 1.0	↑	●

TABLE 4A.83

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	536.2 ± 3.3	534.9 ± 3.3	529.1 ± 3.1	•	•
At or above NMS	%	94.5 ± 0.8	93.9 ± 0.7	93.5 ± 0.8	•	•
Indigenous students (c)						
Mean scale score	no.	468.7 ± 7.0	475.2 ± 6.7	464.8 ± 6.3	•	•
At or above NMS	%	75.9 ± 5.2	76.4 ± 4.8	74.1 ± 4.4	•	•
Non-Indigenous students						
Mean scale score	no.	539.2 ± 3.1	537.3 ± 3.2	531.8 ± 3.1	•	•
At or above NMS	%	95.4 ± 0.7	94.7 ± 0.7	94.3 ± 0.7	•	•
LBOTE students (d)						
At or above NMS	%	88.7 ± 3.3	91.7 ± 1.6	90.4 ± 2.0	•	•
Male students						
At or above NMS	%	94.7 ± 0.9	93.8 ± 0.9	93.5 ± 0.9	•	•
Female students						
At or above NMS	%	94.4 ± 0.8	94.1 ± 0.9	93.5 ± 0.9	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	571.1 ± 5.4	572.0 ± 5.6	573.3 ± 5.7	•	•
At or above NMS	%	92.0 ± 1.8	91.7 ± 1.5	92.9 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	508.8 ± 8.2	507.6 ± 8.0	513.4 ± 6.7	•	•
At or above NMS	%	68.7 ± 6.0	68.2 ± 5.6	72.0 ± 4.7	•	•
Non-Indigenous students						
Mean scale score	no.	574.6 ± 5.1	574.1 ± 5.4	575.4 ± 5.4	•	•
At or above NMS	%	93.7 ± 1.1	92.6 ± 1.4	93.8 ± 1.2	•	•
LBOTE students (d)						
At or above NMS	%	88.0 ± 4.5	88.0 ± 5.3	89.4 ± 3.6	•	•
Male students						
At or above NMS	%	92.4 ± 1.8	91.7 ± 1.7	93.4 ± 1.3	•	•
Female students						
At or above NMS	%	91.6 ± 1.8	91.7 ± 1.5	92.4 ± 1.5	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.83

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.84

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	399.9 ± 4.2	392.3 ± 4.8	391.5 ± 5.3	●	●
At or above NMS	%	96.7 ± 0.6	95.4 ± 0.9	93.9 ± 1.0	↓	●
Indigenous students (c)						
Mean scale score	no.	377.1 ± 8.2	356.2 ± 8.8	351.9 ± 8.3	↓	●
At or above NMS	%	94.5 ± 2.8	90.2 ± 4.5	86.0 ± 3.6	↓	●
Non-Indigenous students						
Mean scale score	no.	401.6 ± 4.5	394.8 ± 4.7	393.2 ± 4.8	●	●
At or above NMS	%	96.8 ± 0.6	95.9 ± 0.8	94.5 ± 1.0	↓	●
LBOTE students (d)						
At or above NMS	%	90.3 ± 4.5	91.5 ± 3.7	93.4 ± 3.7	●	●
Male students						
At or above NMS	%	96.6 ± 0.8	95.1 ± 1.1	93.1 ± 1.3	↓	↓
Female students						
At or above NMS	%	96.8 ± 0.8	95.8 ± 1.1	94.7 ± 1.2	↓	●
<i>Year 5</i>						
All students						
Mean scale score	no.	464.6 ± 4.4	478.2 ± 4.6	480.4 ± 4.7	↑	●
At or above NMS	%	92.1 ± 1.2	93.9 ± 1.0	92.6 ± 1.2	●	●
Indigenous students (c)						
Mean scale score	no.	447.4 ± 7.6	447.9 ± 6.2	446.9 ± 7.5	●	●
At or above NMS	%	87.8 ± 3.9	86.9 ± 4.4	85.3 ± 3.8	●	●
Non-Indigenous students						
Mean scale score	no.	467.5 ± 4.5	480.2 ± 4.4	482.4 ± 4.5	↑	●
At or above NMS	%	92.9 ± 1.1	94.5 ± 1.0	93.1 ± 1.1	●	●
LBOTE students (d)						
At or above NMS	%	83.9 ± 6.8	87.5 ± 5.2	91.3 ± 4.4	●	●
Male students						
At or above NMS	%	91.8 ± 1.4	94.0 ± 1.1	92.2 ± 1.5	●	●
Female students						
At or above NMS	%	92.4 ± 1.3	93.8 ± 1.5	93.1 ± 1.3	●	●

TABLE 4A.84

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	533.8 ± 7.3	532.2 ± 7.3	526.0 ± 7.1	•	•
At or above NMS	%	95.2 ± 1.3	92.6 ± 1.7	93.2 ± 1.5	•	•
Indigenous students (c)						
Mean scale score	no.	512.3 ± 7.6	493.6 ± 8.1	491.0 ± 7.3	↓	•
At or above NMS	%	92.4 ± 2.7	83.2 ± 5.1	87.8 ± 3.6	•	•
Non-Indigenous students						
Mean scale score	no.	536.9 ± 7.5	537.4 ± 6.6	528.6 ± 6.6	•	•
At or above NMS	%	95.5 ± 1.2	93.8 ± 1.5	93.9 ± 1.4	•	•
LBOTE students (d)						
At or above NMS	%	93.5 ± 4.6	85.2 ± 7.6	87.6 ± 7.5	•	•
Male students						
At or above NMS	%	94.6 ± 1.6	91.7 ± 2.1	92.8 ± 1.8	•	•
Female students						
At or above NMS	%	95.9 ± 1.4	93.6 ± 1.7	93.6 ± 1.7	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	568.0 ± 7.2	567.1 ± 7.1	567.5 ± 7.0	•	•
At or above NMS	%	92.3 ± 1.8	90.9 ± 2.0	92.4 ± 1.8	•	•
Indigenous students (c)						
Mean scale score	no.	551.0 ± 9.5	533.0 ± 8.5	535.8 ± 8.1	↓	•
At or above NMS	%	88.5 ± 3.7	80.3 ± 5.4	84.3 ± 4.6	•	•
Non-Indigenous students						
Mean scale score	no.	570.2 ± 7.2	571.1 ± 6.6	570.0 ± 6.6	•	•
At or above NMS	%	93.1 ± 1.5	92.1 ± 1.8	93.3 ± 1.6	•	•
LBOTE students (d)						
At or above NMS	%	90.8 ± 5.3	87.7 ± 8.8	82.6 ± 7.9	•	•
Male students						
At or above NMS	%	92.6 ± 2.0	90.9 ± 2.2	93.0 ± 2.0	•	•
Female students						
At or above NMS	%	92.0 ± 1.8	90.8 ± 2.3	91.7 ± 2.0	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.85

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	411.5 ± 5.1	414.4 ± 5.8	410.1 ± 4.8	•	•
At or above NMS	%	96.4 ± 1.2	96.5 ± 1.1	96.5 ± 0.8	•	•
Indigenous students (c)						
Mean scale score	no.	355.1 ± 16.2	361.0 ± 18.1	350.6 ± 13.6	•	•
At or above NMS	%	88.4 ± 9.3	88.9 ± 7.7	84.0 ± 7.6	•	•
Non-Indigenous students						
Mean scale score	no.	413.1 ± 5.0	415.5 ± 5.7	411.7 ± 4.7	•	•
At or above NMS	%	96.7 ± 1.1	96.6 ± 1.1	96.8 ± 0.8	•	•
LBOTE students (d)						
At or above NMS	%	90.4 ± 6.4	93.9 ± 3.1	95.1 ± 1.9	•	•
Male students						
At or above NMS	%	95.4 ± 1.7	96.0 ± 1.5	96.2 ± 1.1	•	•
Female students						
At or above NMS	%	97.3 ± 1.0	96.9 ± 1.1	96.8 ± 1.0	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	483.8 ± 5.8	502.0 ± 5.7	504.4 ± 6.7	↑	•
At or above NMS	%	94.9 ± 1.2	95.4 ± 1.3	95.8 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	428.5 ± 14.0	448.1 ± 14.0	447.2 ± 17.0	•	•
At or above NMS	%	82.3 ± 8.5	86.0 ± 9.1	81.5 ± 8.9	•	•
Non-Indigenous students						
Mean scale score	no.	485.3 ± 5.6	502.9 ± 5.5	505.6 ± 6.6	↑	•
At or above NMS	%	95.3 ± 1.1	95.6 ± 1.2	96.2 ± 1.1	•	•
LBOTE students (d)						
At or above NMS	%	90.3 ± 5.7	92.9 ± 2.8	93.1 ± 2.5	•	•
Male students						
At or above NMS	%	94.6 ± 1.4	94.6 ± 1.8	95.4 ± 1.5	•	•
Female students						
At or above NMS	%	95.2 ± 1.4	96.2 ± 1.3	96.2 ± 1.3	•	•

TABLE 4A.85

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	556.2 ± 10.1	555.5 ± 10.2	545.9 ± 9.7	●	●
At or above NMS	%	97.1 ± 1.2	95.7 ± 1.5	95.0 ± 1.6	↓	●
Indigenous students (c)						
Mean scale score	no.	504.7 ± 14.3	494.6 ± 17.2	493.1 ± 12.2	●	●
At or above NMS	%	90.3 ± 7.6	79.6 ± 8.3	81.9 ± 9.2	●	●
Non-Indigenous students						
Mean scale score	no.	557.5 ± 10.1	557.2 ± 10.0	547.2 ± 9.7	●	●
At or above NMS	%	97.3 ± 1.1	96.1 ± 1.5	95.4 ± 1.5	●	●
LBOTE students (d)						
At or above NMS	%	97.3 ± 1.9	95.4 ± 2.2	93.0 ± 3.0	↓	●
Male students						
At or above NMS	%	96.9 ± 1.4	95.4 ± 2.1	94.8 ± 2.0	●	●
Female students						
At or above NMS	%	97.4 ± 1.3	95.9 ± 1.4	95.3 ± 1.8	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	594.9 ± 10.3	593.0 ± 10.3	596.5 ± 9.7	●	●
At or above NMS	%	96.6 ± 1.2	94.6 ± 1.8	95.5 ± 1.4	●	●
Indigenous students (c)						
Mean scale score	no.	546.5 ± 14.6	538.7 ± 16.6	543.9 ± 13.0	●	●
At or above NMS	%	83.8 ± 11.1	83.0 ± 8.2	86.8 ± 7.0	●	●
Non-Indigenous students						
Mean scale score	no.	596.0 ± 10.2	594.4 ± 10.2	597.8 ± 9.8	●	●
At or above NMS	%	96.9 ± 1.1	94.9 ± 1.7	95.7 ± 1.3	●	●
LBOTE students (d)						
At or above NMS	%	97.6 ± 2.5	92.7 ± 3.0	94.4 ± 2.4	●	●
Male students						
At or above NMS	%	96.6 ± 1.7	94.7 ± 2.1	95.5 ± 1.8	●	●
Female students						
At or above NMS	%	96.6 ± 1.3	94.5 ± 2.2	95.5 ± 1.4	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.85

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.86

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	338.4 ± 12.4	337.8 ± 11.8	323.2 ± 15.2	●	●
At or above NMS	%	77.0 ± 5.6	79.1 ± 4.7	70.0 ± 6.4	●	↓
Indigenous students (c)						
Mean scale score	no.	275.0 ± 11.0	282.5 ± 9.2	251.8 ± 14.4	↓	↓
At or above NMS	%	52.4 ± 6.9	59.3 ± 5.8	39.5 ± 6.8	↓	↓
Non-Indigenous students						
Mean scale score	no.	386.9 ± 5.9	381.3 ± 7.5	377.0 ± 7.1	●	●
At or above NMS	%	96.5 ± 1.3	94.5 ± 2.0	92.9 ± 2.5	↓	●
LBOTE students (d)						
At or above NMS	%	51.2 ± 8.0	62.7 ± 6.2	45.7 ± 7.9	●	↓
Male students						
At or above NMS	%	76.8 ± 5.8	78.4 ± 5.1	67.5 ± 6.8	●	↓
Female students						
At or above NMS	%	77.1 ± 5.6	79.8 ± 4.7	72.4 ± 6.5	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	416.3 ± 11.0	423.6 ± 12.2	417.6 ± 16.1	●	●
At or above NMS	%	69.1 ± 5.9	72.5 ± 6.2	66.5 ± 6.9	●	●
Indigenous students (c)						
Mean scale score	no.	355.9 ± 10.0	366.5 ± 11.2	349.2 ± 15.6	●	●
At or above NMS	%	38.3 ± 6.3	45.2 ± 6.6	34.9 ± 6.5	●	↓
Non-Indigenous students						
Mean scale score	no.	459.4 ± 5.4	470.1 ± 5.0	473.4 ± 7.6	↑	●
At or above NMS	%	91.6 ± 2.2	94.6 ± 1.9	92.3 ± 2.3	●	●
LBOTE students (d)						
At or above NMS	%	40.5 ± 7.7	50.0 ± 7.6	40.9 ± 8.0	●	●
Male students						
At or above NMS	%	70.2 ± 5.7	72.1 ± 6.7	64.8 ± 7.4	●	●
Female students						
At or above NMS	%	67.9 ± 6.3	72.9 ± 6.3	68.4 ± 7.0	●	●

TABLE 4A.86

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	488.1 ± 15.8	481.3 ± 17.6	474.7 ± 18.4	•	•
At or above NMS	%	75.9 ± 7.2	71.7 ± 8.3	70.5 ± 8.4	•	•
Indigenous students (c)						
Mean scale score	no.	428.3 ± 11.3	416.0 ± 13.6	410.1 ± 15.0	•	•
At or above NMS	%	50.2 ± 7.4	43.8 ± 8.4	41.8 ± 8.5	•	•
Non-Indigenous students						
Mean scale score	no.	534.2 ± 9.3	532.3 ± 11.7	522.7 ± 13.2	•	•
At or above NMS	%	95.6 ± 2.0	93.3 ± 3.2	91.6 ± 3.3	•	•
LBOTE students (d)						
At or above NMS	%	54.2 ± 10.9	49.1 ± 11.6	47.0 ± 11.2	•	•
Male students						
At or above NMS	%	76.1 ± 7.0	71.4 ± 8.7	69.9 ± 8.6	•	•
Female students						
At or above NMS	%	75.7 ± 7.7	72.0 ± 8.3	71.2 ± 8.7	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	532.6 ± 17.2	528.8 ± 14.5	532.1 ± 15.1	•	•
At or above NMS	%	74.1 ± 7.5	72.6 ± 7.7	74.0 ± 7.1	•	•
Indigenous students (c)						
Mean scale score	no.	470.5 ± 15.9	465.9 ± 13.5	471.3 ± 10.9	•	•
At or above NMS	%	46.1 ± 9.3	42.4 ± 8.6	44.7 ± 7.8	•	•
Non-Indigenous students						
Mean scale score	no.	575.4 ± 10.6	569.4 ± 8.3	569.6 ± 13.2	•	•
At or above NMS	%	93.6 ± 2.6	91.7 ± 4.7	92.2 ± 4.0	•	•
LBOTE students (d)						
At or above NMS	%	56.6 ± 13.4	52.3 ± 12.7	53.2 ± 11.3	•	•
Male students						
At or above NMS	%	74.5 ± 7.6	72.2 ± 8.0	74.6 ± 7.0	•	•
Female students						
At or above NMS	%	73.6 ± 8.0	73.0 ± 7.7	73.4 ± 7.8	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.86

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.87

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	396.9 ± 1.0	398.1 ± 0.9	395.5 ± 1.0	●	●
At or above NMS	%	95.0 ± 0.2	95.6 ± 0.2	93.9 ± 0.2	●	↓
Indigenous students (c)						
Mean scale score	no.	327.6 ± 3.3	334.4 ± 2.4	320.1 ± 3.2	●	↓
At or above NMS	%	78.6 ± 1.7	83.6 ± 1.3	72.7 ± 1.6	↓	↓
Non-Indigenous students						
Mean scale score	no.	400.5 ± 1.0	401.7 ± 0.9	399.5 ± 0.9	●	●
At or above NMS	%	96.0 ± 0.2	96.4 ± 0.1	95.1 ± 0.2	●	↓
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.6	94.2 ± 0.4	92.2 ± 0.5	●	↓
Male students						
At or above NMS	%	94.6 ± 0.2	95.2 ± 0.2	93.3 ± 0.3	↓	↓
Female students						
At or above NMS	%	95.5 ± 0.2	96.0 ± 0.2	94.6 ± 0.2	●	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	475.9 ± 1.1	487.8 ± 1.1	488.7 ± 1.0	↑	●
At or above NMS	%	92.7 ± 0.2	94.4 ± 0.2	93.3 ± 0.2	●	↓
Indigenous students (c)						
Mean scale score	no.	408.0 ± 2.8	421.1 ± 2.7	414.0 ± 3.7	●	↓
At or above NMS	%	69.2 ± 1.7	75.2 ± 1.5	69.2 ± 1.9	●	↓
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	491.3 ± 1.0	492.6 ± 1.0	↑	●
At or above NMS	%	94.0 ± 0.2	95.5 ± 0.2	94.6 ± 0.2	●	↓
LBOTE students (d)						
At or above NMS	%	90.7 ± 0.7	92.9 ± 0.5	91.4 ± 0.6	●	↓
Male students						
At or above NMS	%	92.8 ± 0.3	94.1 ± 0.3	92.6 ± 0.3	●	↓
Female students						
At or above NMS	%	92.5 ± 0.3	94.6 ± 0.2	94.0 ± 0.2	↑	●

TABLE 4A.87

Table 4A.87 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	545.0 ± 1.6	544.6 ± 1.6	538.1 ± 1.6	↓	↓
At or above NMS	%	95.4 ± 0.2	94.5 ± 0.2	93.8 ± 0.3	↓	●
Indigenous students (c)						
Mean scale score	no.	476.2 ± 3.4	474.8 ± 2.4	469.4 ± 2.6	●	●
At or above NMS	%	78.6 ± 1.7	76.5 ± 1.4	74.4 ± 1.5	↓	●
Non-Indigenous students						
Mean scale score	no.	548.6 ± 1.6	548.5 ± 1.6	541.8 ± 1.6	↓	↓
At or above NMS	%	96.4 ± 0.2	95.5 ± 0.2	94.9 ± 0.2	↓	●
LBOTE students (d)						
At or above NMS	%	93.6 ± 0.6	92.7 ± 0.6	92.4 ± 0.6	●	●
Male students						
At or above NMS	%	95.4 ± 0.2	94.3 ± 0.3	93.5 ± 0.3	↓	●
Female students						
At or above NMS	%	95.3 ± 0.2	94.7 ± 0.3	94.1 ± 0.3	↓	●
<i>Year 9</i>						
All students						
Mean scale score	no.	582.2 ± 1.8	583.4 ± 1.9	584.2 ± 1.9	●	●
At or above NMS	%	93.6 ± 0.3	93.0 ± 0.3	93.7 ± 0.3	●	●
Indigenous students (c)						
Mean scale score	no.	515.1 ± 4.0	515.8 ± 2.3	518.2 ± 2.4	●	●
At or above NMS	%	72.5 ± 2.0	72.0 ± 1.6	74.2 ± 1.6	●	●
Non-Indigenous students						
Mean scale score	no.	585.7 ± 1.8	586.7 ± 1.9	587.5 ± 1.9	●	●
At or above NMS	%	94.8 ± 0.3	94.1 ± 0.3	94.7 ± 0.3	●	●
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.7	91.6 ± 0.8	92.8 ± 0.7	●	●
Male students						
At or above NMS	%	93.7 ± 0.4	93.0 ± 0.4	93.9 ± 0.3	●	↑
Female students						
At or above NMS	%	93.6 ± 0.4	93.0 ± 0.4	93.5 ± 0.3	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.87

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.88

Table 4A.88 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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</i>
Year 3 - Year 5 - Year 7									
All students									
2008 Year 3	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
2010 Year 5	498.4 ± 2.0	502.7 ± 1.6	474.1 ± 1.9	476.8 ± 2.6	472.6 ± 2.8	479.4 ± 4.8	498.7 ± 5.1	421.5 ± 14.4	488.8 ± 1.0
2012 Year 7	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Gain 2008-2010	89.5 ± 8.5	85.8 ± 8.4	106.2 ± 8.6	94.9 ± 8.9	83.8 ± 9.0	79.5 ± 10.3	87.2 ± 10.8	83.1 ± 20.5	91.9 ± 8.3
Gain 2010-2012	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0
Indigenous students (d)									
2008 Year 3	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
2010 Year 5	435.8 ± 3.0	457.0 ± 5.8	419.5 ± 4.5	398.0 ± 6.0	406.9 ± 6.8	450.0 ± 8.0	434.7 ± 12.8	351.6 ± 13.0	416.9 ± 3.1
2012 Year 7	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Gain 2008-2010	85.5 ± 9.2	80.1 ± 11.4	103.3 ± 11.3	84.1 ± 11.3	76.2 ± 12.4	72.9 ± 14.1	79.6 ± 22.1	76.6 ± 18.9	89.3 ± 9.3
Gain 2010-2012	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
Non-Indigenous students									
2008 Year 3	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
2010 Year 5	501.0 ± 1.9	503.2 ± 1.6	478.5 ± 1.8	483.0 ± 2.4	475.2 ± 2.7	482.8 ± 4.6	500.2 ± 5.0	472.7 ± 5.0	492.6 ± 1.0
2012 Year 7	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
Gain 2008-2010	89.7 ± 8.5	85.7 ± 8.4	106.6 ± 8.6	95.6 ± 8.8	83.5 ± 9.0	81.2 ± 10.4	87.1 ± 10.7	85.8 ± 11.2	92.1 ± 8.3
Gain 2010-2012	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
Year 5 - Year 7 - Year 9									
All students									
2008 Year 5	487.8 ± 2.0	489.7 ± 1.7	458.2 ± 2.1	460.7 ± 2.5	460.4 ± 2.8	464.6 ± 4.4	483.8 ± 5.8	416.3 ± 11.0	475.9 ± 1.1
2010 Year 7	550.1 ± 3.7	553.6 ± 3.1	546.2 ± 2.1	545.8 ± 3.2	538.5 ± 3.1	530.6 ± 7.2	556.2 ± 8.8	486.6 ± 17.5	547.8 ± 1.6
2012 Year 9	591.1 ± 3.9	590.7 ± 3.8	574.6 ± 3.3	582.0 ± 5.5	573.3 ± 5.7	567.5 ± 7.0	596.5 ± 9.7	532.1 ± 15.1	584.2 ± 1.9
Gain 2008-2010	62.3 ± 6.7	63.9 ± 6.3	88.0 ± 6.0	85.1 ± 6.6	78.1 ± 6.6	66.0 ± 9.8	72.4 ± 11.7	70.3 ± 21.2	71.9 ± 5.5

TABLE 4A.88

Table 4A.88 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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</i>
Gain 2010-2012	41.0 ± 7.1	37.1 ± 6.8	28.4 ± 6.1	36.2 ± 7.9	34.8 ± 8.0	36.9 ± 11.1	40.3 ± 13.9	45.5 ± 23.6	36.4 ± 5.3
Indigenous students (d)									
2008 Year 5	424.9 ± 3.2	440.6 ± 5.4	406.8 ± 5.2	393.0 ± 4.6	409.1 ± 6.8	447.4 ± 7.6	428.5 ± 14.0	355.9 ± 10.0	408.0 ± 2.8
2010 Year 7	483.0 ± 3.1	497.6 ± 5.6	488.0 ± 4.0	467.6 ± 6.0	477.3 ± 6.9	497.1 ± 7.3	498.4 ± 13.6	416.5 ± 13.8	477.5 ± 2.6
2012 Year 9	525.5 ± 3.4	535.5 ± 5.5	522.6 ± 3.8	507.9 ± 6.8	513.4 ± 6.7	535.8 ± 8.1	543.9 ± 13.0	471.3 ± 10.9	518.2 ± 2.4
Gain 2008-2010	58.1 ± 6.8	57.0 ± 9.4	81.2 ± 8.4	74.6 ± 9.2	68.2 ± 11.0	49.7 ± 11.7	69.9 ± 20.2	60.6 ± 17.8	69.5 ± 6.5
Gain 2010-2012	42.5 ± 6.6	37.9 ± 9.2	34.6 ± 7.3	40.3 ± 10.2	36.1 ± 10.7	38.7 ± 11.9	45.5 ± 19.4	54.8 ± 18.2	40.7 ± 5.9
Non-Indigenous students									
2008 Year 5	490.5 ± 1.9	490.3 ± 1.6	462.3 ± 1.9	466.5 ± 2.3	462.9 ± 2.7	467.5 ± 4.5	485.3 ± 5.6	459.4 ± 5.4	479.5 ± 1.0
2010 Year 7	553.2 ± 3.7	554.3 ± 3.1	550.7 ± 2.0	551.4 ± 3.1	540.7 ± 3.0	535.0 ± 7.0	557.8 ± 8.8	534.1 ± 9.1	551.4 ± 1.5
2012 Year 9	594.5 ± 3.9	591.4 ± 3.8	578.4 ± 3.3	586.5 ± 5.2	575.4 ± 5.4	570.0 ± 6.6	597.8 ± 9.8	569.6 ± 13.2	587.5 ± 1.9
Gain 2008-2010	62.7 ± 6.7	64.0 ± 6.3	88.4 ± 5.9	84.9 ± 6.5	77.8 ± 6.6	67.5 ± 9.8	72.5 ± 11.6	74.7 ± 11.8	71.9 ± 5.5
Gain 2010-2012	41.3 ± 7.2	37.1 ± 6.8	27.7 ± 6.1	35.1 ± 7.7	34.7 ± 7.8	35.0 ± 10.7	40.0 ± 13.9	35.5 ± 16.7	36.1 ± 5.3
Year 3 - Year 5									
All students									
2010 Year 3	401.0 ± 1.7	410.5 ± 1.6	378.5 ± 2.1	382.8 ± 2.6	379.9 ± 2.8	393.4 ± 4.7	412.6 ± 5.4	329.4 ± 13.7	395.4 ± 1.0
2012 Year 5	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
Gain 2010-2012	96.7 ± 7.8	87.1 ± 7.8	97.6 ± 8.0	94.7 ± 8.3	92.0 ± 8.4	87.0 ± 9.9	91.8 ± 11.3	88.2 ± 22.4	93.3 ± 7.5
Indigenous students (d)									
2010 Year 3	342.5 ± 3.4	359.4 ± 5.7	327.4 ± 4.1	311.5 ± 5.3	321.3 ± 7.5	359.2 ± 9.1	361.7 ± 15.9	266.0 ± 11.9	325.3 ± 3.1
2012 Year 5	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
Gain 2010-2012	94.3 ± 8.8	86.0 ± 10.6	86.9 ± 9.8	83.5 ± 10.7	86.1 ± 12.2	87.7 ± 13.9	85.5 ± 24.4	83.2 ± 21.0	88.7 ± 8.9
Non-Indigenous students									
2010 Year 3	403.5 ± 1.6	411.2 ± 1.6	382.6 ± 2.0	389.3 ± 2.4	382.0 ± 2.7	395.7 ± 4.6	413.8 ± 5.4	377.0 ± 5.6	399.0 ± 0.9
2012 Year 5	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0

TABLE 4A.88

Table 4A.88 **Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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</i>
Gain 2010-2012	97.2 ± 7.8	87.2 ± 7.8	98.1 ± 7.9	94.8 ± 8.2	92.5 ± 8.4	86.7 ± 9.8	91.8 ± 11.3	96.4 ± 12.0	93.6 ± 7.5

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney.

TABLE 4A.89

Table 4A.89 **Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program (per cent) (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</i>
2006									
<i>Proficient standard or above (a)</i>	<i>57.4 ± 4.3</i>	<i>58.3 ± 5.0</i>	<i>49.2 ± 3.8</i>	<i>46.6 ± 4.7</i>	<i>51.6 ± 4.7</i>	<i>57.4 ± 5.5</i>	<i>62.0 ± 5.6</i>	<i>38.4 ± 6.5</i>	<i>54.3 ± 2.1</i>
2009									
<i>Proficient standard or above (a)</i>	<i>53.0 ± 5.0</i>	<i>54.6 ± 4.6</i>	<i>48.8 ± 3.8</i>	<i>53.3 ± 4.5</i>	<i>46.5 ± 5.0</i>	<i>49.8 ± 6.0</i>	<i>61.2 ± 4.8</i>	<i>33.6 ± 7.5</i>	<i>51.9 ± 2.2</i>
2012									
Level 2 and below	9.2 ± 2.5	8.3 ± 2.2	8.8 ± 1.6	8.2 ± 1.0	8.8 ± 1.9	9.6 ± 2.3	4.4 ± 1.7	31.1 ± 9.6	9.0 ± 1.0
Level 3.1	39.8 ± 3.3	40.4 ± 4.0	41.4 ± 2.9	35.5 ± 3.3	40.1 ± 3.4	39.1 ± 4.2	30.3 ± 4.6	37.9 ± 7.0	39.6 ± 1.6
Level 3.2	40.9 ± 3.8	43.4 ± 3.8	41.8 ± 3.1	44.0 ± 3.3	43.5 ± 3.6	40.2 ± 4.2	49.4 ± 3.2	26.5 ± 6.4	42.1 ± 1.7
Level 3.3	9.6 ± 2.5	7.6 ± 2.3	8.0 ± 1.6	12.0 ± 2.4	7.5 ± 1.9	10.8 ± 3.2	15.0 ± 4.1	4.3 ± 3.0	9.0 ± 1.1
Level 4 or above	0.4 ± 0.4	0.2 ± 0.3	0.1 ± 0.2	0.4 ± 0.4	0.1 ± 0.2	0.3 ± 0.5	0.9 ± 0.7	0.2 ± 0.4	0.3 ± 0.2
<i>Proficient standard or above (a)</i>	<i>50.9 ± 4.3</i>	<i>51.3 ± 4.7</i>	<i>49.9 ± 3.3</i>	<i>56.4 ± 4.2</i>	<i>51.1 ± 3.9</i>	<i>51.3 ± 5.4</i>	<i>65.3 ± 5.3</i>	<i>31.0 ± 7.6</i>	<i>51.4 ± 2.0</i>

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.90

Table 4A.90 **Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program, by geolocation (per cent) (a), (b), (c), (d)**

<i>Level</i>	<i>2 and below</i>	<i>3.1</i>	<i>3.2</i>	<i>3.3</i>	<i>4 or above</i>	<i>At or above proficient standard</i>
2006						
Metropolitan areas	7.9	36.7	44.3	10.4	0.7	55.4
Provincial areas	8.4	38.2	45.3	7.9	0.2	53.4
Remote and very remote areas	26.5	38.0	31.1	4.3	0.1	35.5
All locations	8.6	37.0	44.2	9.6	0.5	54.3 ± 2.1
2009						
Metropolitan areas	8.4 ± 1.5	38.1 ± 2.0	45.5 ± 2.1	7.8 ± 1.4	0.1 ± 0.1	53.4 ± 2.6
Provincial areas	8.6 ± 1.7	41.9 ± 3.4	43.5 ± 3.3	6.0 ± 1.5	0.1 ± 0.1	49.5 ± 4.1
Remote and very remote areas	28.2 ± 8.8	37.9 ± 8.4	29.6 ± 7.2	4.1 ± 3.7	0.2 ± 0.5	33.9 ± 8.2
All locations	9.1 ± 1.2	39.0 ± 1.7	44.5 ± 1.8	7.2 ± 1.1	0.1 ± 0.1	51.9 ± 2.2
2012						
Metropolitan areas	7.8 ± 1.2	39.0 ± 2.0	42.9 ± 1.9	10.0 ± 1.5	0.4 ± 0.2	53.2 ± 2.3
Provincial areas	11.3 ± 2.8	41.7 ± 3.4	40.5 ± 3.8	6.5 ± 1.6	0.1 ± 0.1	47.0 ± 4.4
Remote and very remote areas	23.2 ± 9.5	35.1 ± 7.4	35.5 ± 9.2	6.2 ± 3.5	0.1 ± 0.2	41.7 ± 9.2
All locations	9.0 ± 1.0	39.6 ± 1.6	42.1 ± 1.7	9.0 ± 1.1	0.3 ± 0.2	51.4 ± 2.0

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney; ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney.

TABLE 4A.91

Table 4A.91 **Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program, by equity group (per cent) (a), (b), (c)**

	<i>Aust</i>
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
Non-Indigenous students	54.7 ± 2.2
LBOTE students (d)	na
2009	
Male students	52.3 ± 2.6
Female students	51.7 ± 2.6
Indigenous students	19.6 ± 6.0
Non-Indigenous students	53.9 ± 2.3
LBOTE students	48.9 ± 4.9
2012	
Male students	51.7 ± 2.6
Female students	51.1 ± 2.2
Indigenous students	20.1 ± 5.8
Non-Indigenous students	52.8 ± 2.0
LBOTE students	47.6 ± 5.4

LBOTE = Language Background Other Than English.

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.92

Table 4A.92 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) (a), (b)**

	<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</i>
2004									
Year 6									
Level 1 or above	91.7 ± 3.3	93.0 ± 2.8	85.1 ± 3.4	83.3 ± 4.0	85.2 ± 5.2	87.3 ± 4.5	92.0 ± 2.3	80.8 ± 5.2	89.2 ± 1.6
Level 2 or above	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
Level 3 or above	12.1 ± 4.0	9.2 ± 2.4	2.9 ± 1.7	4.7 ± 1.9	4.7 ± 2.1	7.3 ± 2.5	11.8 ± 3.5	4.8 ± 2.5	8.1 ± 1.5
Level 4 or above	0.1 ± 0.2	0.1 ± 0.2	0.1 ± 0.1	0.1 ± 0.0	–	0.1 ± 0.2	0.2 ± 0.3	0.1 ± 0.2	0.1 ± 0.1
Year 10									
Level 1 or above	97.9 ± 1.2	95.5 ± 2.0	94.0 ± 2.7	94.7 ± 2.7	92.7 ± 3.6	95.0 ± 2.8	96.5 ± 2.5	95.7 ± 3.9	95.7 ± 0.9
Level 2 or above	86.6 ± 2.3	79.3 ± 5.3	73.9 ± 5.8	78.7 ± 4.6	74.1 ± 5.5	78.9 ± 5.6	84.8 ± 5.4	78.8 ± 9.0	80.4 ± 1.9
Level 3 or above	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
Level 4 or above	7.0 ± 2.4	5.1 ± 2.4	2.3 ± 1.2	3.8 ± 2.1	1.4 ± 1.0	4.0 ± 2.1	8.0 ± 3.4	5.0 ± 4.4	4.8 ± 1.1
Level 5 or above	0.3 ± 0.3	0.1 ± 0.0	–	0.1 ± 0.1	0.0 ± 0.1	0.1 ± 0.0	0.3 ± 0.5	0.2 ± 0.1	0.1 ± 0.1
2007									
Year 6									
Level 2 or above	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
Below level 1	6.5 ± 2.4	7.9 ± 2.5	17.0 ± 3.8	18.0 ± 3.4	14.4 ± 3.9	15.2 ± 4.4	8.6 ± 4.3	42.5 ± 8.3	11.3 ± 1.3
Level 1	29.2 ± 6.1	33.4 ± 5.1	41.9 ± 5.5	42.4 ± 4.7	42.3 ± 5.6	32.4 ± 5.5	31.6 ± 7.1	29.8 ± 5.6	35.2 ± 2.4
Level 2	50.4 ± 5.4	48.2 ± 5.4	34.8 ± 4.7	35.3 ± 3.8	36.1 ± 5.9	40.8 ± 6.0	45.1 ± 6.0	22.9 ± 5.8	43.5 ± 2.6
Level 3	13.3 ± 3.0	10.3 ± 2.5	6.2 ± 2.5	4.3 ± 1.9	7.1 ± 3.1	11.3 ± 4.5	14.3 ± 5.7	4.7 ± 2.2	9.7 ± 1.1
Level 4 or above	0.5 ± 0.6	0.1 ± 0.3	0.1 ± 0.3	0.1 ± 0.2	0.2 ± 0.4	0.4 ± 0.8	0.5 ± 0.8	0.1 ± 0.2	0.3 ± 0.2
Year 10									
Level 3 or above	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
Below level 1	3.0 ± 2.9	4.4 ± 3.3	3.1 ± 2.1	5.8 ± 4.1	3.4 ± 2.3	6.2 ± 3.2	4.3 ± 3.1	8.8 ± 5.8	3.8 ± 1.4
Level 1	12.3 ± 3.9	16.7 ± 4.8	19.3 ± 4.4	19.1 ± 4.8	13.5 ± 5.3	20.0 ± 4.3	15.6 ± 4.2	11.1 ± 10.6	15.8 ± 2.2

TABLE 4A.92

Table 4A.92 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) (a), (b)**

	<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</i>
Level 2	32.4 ± 5.6	39.3 ± 4.6	47.3 ± 6.0	41.7 ± 5.5	40.1 ± 5.1	36.0 ± 5.6	34.5 ± 6.1	43.1 ± 8.8	38.9 ± 2.8
Level 3	39.7 ± 3.5	34.5 ± 4.1	27.6 ± 4.8	29.8 ± 6.3	37.1 ± 6.4	31.6 ± 5.0	39.5 ± 6.7	28.8 ± 9.3	34.4 ± 2.1
Level 4	12.1 ± 3.6	5 ± 1.7	2.8 ± 1.6	3.6 ± 1.7	5.7 ± 2.8	5.9 ± 3.2	10.5 ± 3.0	3.7 ± 3.4	6.9 ± 1.4
Level 5	0.4 ± 0.5	0.2 ± 0.4	–	–	0.1 ± 0.5	0.3 ± 0.5	0.0 ± 0.4	0.2 ± 0.2	0.2 ± 0.2
2010									
Year 6									
Level 2 or above	57 ± 4.5	56 ± 5.9	41 ± 5.9	51 ± 5.8	48 ± 5.5	54 ± 4.7	64 ± 5.5	32 ± 6.2	52 ± 2.4
Below level 1	10 ± 2.5	10 ± 3.3	19 ± 4.6	16 ± 3.2	14 ± 3.9	14 ± 3.6	7 ± 3.0	36 ± 6.8	13 ± 1.7
Level 1	33 ± 4.1	34 ± 5.1	40 ± 3.9	33 ± 5.0	38 ± 5.7	33 ± 3.8	29 ± 4.0	32 ± 5.5	35 ± 1.9
Level 2	39 ± 3.6	40 ± 5.0	34 ± 5.1	37 ± 4.4	37 ± 4.1	38 ± 3.8	42 ± 4.7	27 ± 5.5	38 ± 2.3
Level 3	16 ± 3.2	14 ± 3.4	8 ± 3.1	13 ± 4.0	10 ± 3.0	14 ± 3.4	19 ± 5.6	5 ± 3.2	13 ± 1.4
Level 4 or above	2 ± 1.2	2 ± 1.3	0 ± 0.7	1 ± 0.6	1 ± 0.9	2 ± 1.3	2 ± 1.2	0 ± 0.6	1 ± 0.6
Year 10									
Level 3 or above	61 ± 8.1	47 ± 6.7	40 ± 7.8	44 ± 7.4	35 ± 5.3	39 ± 5.2	50 ± 8.7	35 ± 7.5	49 ± 3.7
Below level 1	3 ± 2.0	4 ± 2.4	9 ± 4.5	6 ± 1.9	4 ± 2.1	4 ± 2.4	4 ± 2.2	9 ± 5.1	5 ± 1.3
Level 1	10 ± 3.5	14 ± 4.7	19 ± 4.8	15 ± 4.0	19 ± 3.8	19 ± 4.8	13 ± 5.0	20 ± 8.7	14 ± 2.0
Level 2	26 ± 5.0	36 ± 4.4	32 ± 4.8	36 ± 5.8	41 ± 4.5	37 ± 5.3	34 ± 7.0	36 ± 7.3	32 ± 2.2
Level 3	40 ± 5.1	38 ± 5.5	32 ± 6.2	32 ± 4.6	29 ± 3.5	32 ± 5.0	38 ± 7.1	26 ± 7.6	36 ± 2.5
Level 4	20 ± 5.1	8 ± 2.4	8 ± 2.8	11 ± 4.2	6 ± 3.0	7 ± 2.3	11 ± 4.3	8 ± 3.1	12 ± 1.9
Level 5	1 ± 0.9	0 ± 0.7	0 ± 0.5	1 ± 0.9	0 ± 0.7	0 ± 0.4	0 ± 0.7	–	1 ± 0.4

(a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

TABLE 4A.92

Table 4A.92 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) (a), (b)**

	<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</i>
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(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

– Nil or rounded to zero.

Source: MCEETYA (2006), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

TABLE 4A.93

Table 4A.93 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (e)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Metropolitan	9.5 ± 1.5	33.9 ± 2.8	45.4 ± 3.0	10.8 ± 0.3	0.3 ± 0.3	..	56.6 ± 3.3
Provincial	13.8 ± 3.2	38.3 ± 4.4	40.4 ± 5.7	7.4 ± 2.3	0.1 ± 0.3	..	47.9 ± 5.9
Remote	33.0 ± 11.4	38.7 ± 11.7	26.2 ± 10.7	2.1 ± 2.3	0.0 ± 0.1	..	28.3 ± 11.6
All locations	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Metropolitan	3.3 ± 1.6	14.5 ± 2.6	38.9 ± 3.6	35.3 ± 2.3	7.8 ± 1.8	0.2 ± 0.2	43.3 ± 3.2
Provincial	5.1 ± 2.5	19.0 ± 4.5	38.9 ± 4.9	32.34 ± 5.8	4.6 ± 2.2	0.1 ± 0.2	37.0 ± 7.1
Remote	12.6 ± 19.1	26.7 ± 27.5	37.2 ± 16.4	21.9 ± 11.4	1.6 ± 3.8	–	23.5 ± 12.1
All locations	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Metropolitan	11 ± 1.7	34 ± 2.2	39 ± 2.7	14 ± 1.8	1 ± 0.7	..	55 ± 2.8
Provincial	17 ± 4.0	36 ± 3.7	35 ± 3.9	10 ± 3.0	1 ± 1.2	..	46 ± 5.0
Remote	35 ± 10.0	37 ± 10.3	24 ± 6.5	4 ± 2.9	0 ± 0.4	..	28 ± 7.6
All locations	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							
Metropolitan	4 ± 0.7	12 ± 1.0	31 ± 1.4	38 ± 1.4	14 ± 1.2	1 ± 0.3	53 ± 4.0
Provincial	6 ± 1.6	19 ± 2.6	36 ± 2.0	30 ± 2.8	8 ± 1.9	0 ± 0.2	38 ± 8.4
Remote	11 ± 5.2	17 ± 5.0	44 ± 5.4	24 ± 6.3	4 ± 4.1	na	28 ± 12.5
All locations	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7

TABLE 4A.93

Table 4A.93 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (e)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
(a)	National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.						
(b)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.						
(c)	Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.						
(d)	Data for 2004 were included in the 2011 Report.						
(e)	For year 6 includes achievement above level 4.						
	.. Not applicable. na not available. – Nil or rounded to zero.						

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

TABLE 4A.94

Table 4A.94 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Male students	13.7 ± 1.9	36.4 ± 2.6	40.9 ± 3.1	8.7 ± 1.6	0.3 ± 0.3	..	49.9 ± 3.3
Female students	8.8 ± 1.6	34.0 ± 3.1	46.3 ± 3.1	10.7 ± 1.6	0.3 ± 0.3	..	57.2 ± 3.4
Indigenous students	37.0 ± 11.9	36.8 ± 11.1	23.4 ± 11.1	2.8 ± 4.5	–	..	26.2 ± 13.6
Non-Indigenous students	10.5 ± 1.4	35.8 ± 2.7	44.0 ± 2.7	9.4 ± 1.4	0.3 ± 0.2	..	53.7 ± 3.1
LBOTE students	13.7 ± 4.8	37.5 ± 6.1	40.2 ± 7.1	8.5 ± 3.6	0.1 ± 0.3	..	48.9 ± 7.8
All students	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Male students	4.9 ± 1.8	18.5 ± 2.8	38.8 ± 3.1	32.2 ± 3.0	5.4 ± 1.7	0.2 ± 0.4	37.9 ± 3.7
Female students	2.7 ± 1.3	13.2 ± 2.5	39.0 ± 3.7	36.6 ± 2.9	8.3 ± 2.1	0.2 ± 0.3	45.1 ± 3.4
Indigenous students	14.1 ± 8.0	33.3 ± 10.6	34.1 ± 9.7	16.0 ± 8.8	2.5 ± 3.7	–	18.5 ± 8.1
Non-Indigenous students	3.3 ± 1.3	15.2 ± 2.1	39.1 ± 2.8	35.1 ± 2.1	7.0 ± 1.4	0.2 ± 0.2	42.3 ± 2.6
LBOTE students	6.3 ± 3.6	17.3 ± 4.3	37.0 ± 5.1	32.6 ± 4.4	6.5 ± 2.6	0.3 ± 0.6	39.4 ± 5.6
All students	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Male students	15 ± 2.2	36 ± 2.9	36 ± 3.4	12 ± 2.1	1 ± 0.7	..	49 ± 3.4
Female students	11 ± 1.9	34 ± 2.5	39 ± 2.5	14 ± 2.0	2 ± 0.8	..	55 ± 3.1
Indigenous students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ± 1.5	1 ± 0.6	..	54 ± 2.6
All students	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							

TABLE 4A.94

Table 4A.94 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Indigenous students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8
All students	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7

LBOTE = Language Background Other Than English.

- (a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Data for 2004 were included in the 2011 Report.
- (d) For year 6 includes achievement above level 4.
- .. Not applicable. – Nil or rounded to zero. **na** not available.

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

TABLE 4A.95

Table 4A.95 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005									
Year 6									
Level 1	11 ± 3.3	9 ± 3.8	19 ± 4.8	17 ± 4.7	10 ± 3.6	10 ± 5.1	9 ± 4.9	24 ± 12.2	13 ± 1.5
Level 2	39 ± 5.2	34 ± 4.7	43 ± 4.7	43 ± 4.9	38 ± 5.7	41 ± 7.7	33 ± 11.4	40 ± 11.5	39 ± 2.3
Level 3	42 ± 6.0	47 ± 4.5	34 ± 4.8	35 ± 5.3	43 ± 4.0	40 ± 8.4	46 ± 9.9	33 ± 9.0	41 ± 2.7
Level 4 and above	9 ± 3.6	10 ± 3.4	4 ± 1.7	5 ± 2.0	9 ± 3.7	8 ± 4.6	13 ± 7.0	3 ± 2.6	8 ± 1.5
<i>At or above the proficient standard</i>	<i>51 ± 6.6</i>	<i>58 ± 6.3</i>	<i>38 ± 5.3</i>	<i>40 ± 5.4</i>	<i>52 ± 5.0</i>	<i>49 ± 9.0</i>	<i>58 ± 12.5</i>	<i>36 ± 10.0</i>	<i>49 ± 3.0</i>
Year 10									
Level 2 and below	7 ± 2.5	6 ± 1.9	6 ± 2.8	9 ± 4.2	6 ± 2.4	9 ± 4.2	4 ± 3.1	14 ± 11.3	7 ± 1.2
Level 3	32 ± 7.5	28 ± 4.5	35 ± 6.9	35 ± 4.7	33 ± 4.1	35 ± 7.0	31 ± 12.5	37 ± 8.1	32 ± 2.9
Level 4	49 ± 6.4	49 ± 5.0	49 ± 8.1	48 ± 5.6	49 ± 5.3	47 ± 5.3	48 ± 7.4	41 ± 13.6	49 ± 2.7
Level 5 and above	12 ± 3.3	17 ± 4.1	11 ± 3.1	8 ± 3.0	12 ± 3.6	9 ± 3.9	18 ± 8.7	8 ± 5.9	12 ± 1.5
<i>At or above the proficient standard</i>	<i>61 ± 7.6</i>	<i>67 ± 4.8</i>	<i>60 ± 7.4</i>	<i>56 ± 6.1</i>	<i>61 ± 5.4</i>	<i>56 ± 6.4</i>	<i>66 ± 11.4</i>	<i>49 ± 13.2</i>	<i>61 ± 3.1</i>
2008 (c)									
Year 6									
Level 1	14 ± 3.9	7 ± 2.7	19 ± 3.9	16 ± 3.5	10 ± 2.7	15 ± 4.6	5 ± 2.9	25 ± 14.2	13 ± 1.7
Level 2	32 ± 4.0	27 ± 5.4	33 ± 3.7	33 ± 4.2	26 ± 4.2	34 ± 5.2	20 ± 5.9	33 ± 9.2	30 ± 2.1
Level 3	40 ± 5.2	40 ± 4.5	38 ± 5.0	38 ± 3.7	44 ± 4.5	39 ± 6.5	45 ± 7.3	32 ± 8.0	41 ± 2.3
Level 4 and above	15 ± 3.1	22 ± 5.0	10 ± 2.4	13 ± 3.6	21 ± 4.1	13 ± 3.7	30 ± 5.5	10 ± 4.6	16 ± 1.7
<i>At or above the proficient standard</i>	<i>55 ± 5.7</i>	<i>66 ± 6.5</i>	<i>48 ± 5.3</i>	<i>51 ± 4.1</i>	<i>64 ± 5.3</i>	<i>52 ± 7.0</i>	<i>75 ± 6.6</i>	<i>42 ± 10.6</i>	<i>57 ± 2.8</i>
Year 10									
Level 2 and below	8 ± 3.2	8 ± 4.1	10 ± 3.5	7 ± 2.7	7 ± 2.7	12 ± 3.6	5 ± 3.8	30 ± 16.3	9 ± 1.7

TABLE 4A.95

Table 4A.95 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Level 3	25 ± 4.1	22 ± 4.2	28 ± 5.2	28 ± 5.0	28 ± 3.9	30 ± 6.1	18 ± 5.0	25 ± 8.1	26 ± 2.2
Level 4	46 ± 4.4	47 ± 5.6	47 ± 6.2	49 ± 5.2	47 ± 4.8	44 ± 6.9	45 ± 9.6	35 ± 13.3	47 ± 3.0
Level 5 and above	21 ± 4.7	23 ± 4.7	15 ± 4.3	17 ± 3.7	18 ± 3.6	14 ± 4.4	32 ± 9.4	11 ± 6.7	19 ± 2.4
<i>At or above the proficient standard</i>	<i>67 ± 5.4</i>	<i>70 ± 6.7</i>	<i>62 ± 6.2</i>	<i>65 ± 5.9</i>	<i>65 ± 4.9</i>	<i>58 ± 7.4</i>	<i>77 ± 6.1</i>	<i>46 ± 13.4</i>	<i>66 ± 3.0</i>
2011									
Year 6									
Level 1	10 ± 3.4	8 ± 2.3	16 ± 3.9	14 ± 4.0	10 ± 3.4	16 ± 3.6	7 ± 3.9	29 ± 10.6	11 ± 1.6
Level 2	24 ± 2.9	28 ± 4.0	29 ± 3.8	28 ± 4.4	28 ± 4.9	32 ± 4.3	19 ± 6.3	28 ± 8.5	27 ± 1.7
Level 3	42 ± 4.4	39 ± 3.6	39 ± 4.7	41 ± 4.5	41 ± 4.8	38 ± 4.8	44 ± 6.7	28 ± 10.5	40 ± 2.0
Level 4 and above	24 ± 4.0	25 ± 3.5	16 ± 4.3	18 ± 3.7	21 ± 3.4	13 ± 3.4	30 ± 7.7	14 ± 5.7	21 ± 1.9
<i>At or above the proficient standard</i>	<i>66 ± 4.1</i>	<i>64 ± 3.8</i>	<i>55 ± 4.8</i>	<i>59 ± 5.5</i>	<i>62 ± 4.9</i>	<i>51 ± 5.5</i>	<i>74 ± 8.3</i>	<i>42 ± 9.2</i>	<i>62 ± 2.0</i>
Year 10									
Level 2 and below	8 ± 2.7	9 ± 2.9	11 ± 2.9	12 ± 2.6	11 ± 3.3	12 ± 3.2	7 ± 3.6	24 ± 10.5	10 ± 1.3
Level 3	26 ± 4.3	23 ± 4.2	25 ± 4.0	28 ± 3.6	26 ± 4.3	34 ± 5.5	21 ± 5.1	27 ± 8.5	25 ± 1.8
Level 4	43 ± 4.9	44 ± 5.2	44 ± 4.2	42 ± 3.7	44 ± 5.0	41 ± 5.0	44 ± 8.1	38 ± 8.4	44 ± 2.4
Level 5 and above	22 ± 3.9	24 ± 4.4	19 ± 2.5	18 ± 3.5	20 ± 4.3	13 ± 4.3	28 ± 5.9	10 ± 4.8	21 ± 1.6
<i>At or above the proficient standard</i>	<i>66 ± 5.3</i>	<i>68 ± 4.9</i>	<i>63 ± 4.3</i>	<i>61 ± 4.0</i>	<i>63 ± 5.6</i>	<i>54 ± 7.1</i>	<i>72 ± 7.0</i>	<i>48 ± 8.8</i>	<i>65 ± 2.3</i>

(a) Minimum standards like the those set for literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

TABLE 4A.95

Table 4A.95 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program (per cent) (a), (b)**

	<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</i>
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(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

(c) For 2008, percentages for Year 6 Level 1 in the ACT, and Year 10 level 2 and below in the ACT and level 5 and above in NT are based on a small number of cases and should be treated with extreme caution.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.96

Table 4A.96 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program, by student characteristics, Australia, 2005, 2008 and 2011 (per cent) (a), (b)**

	Year 6			Year 10		
	2005	2008	2011	2005	2008	2011
Male students	45 ± 4.9	52 ± 3.0	58 ± 2.7	60 ± 4.2	63 ± 3.9	62 ± 2.7
Female students	52 ± 4.1	62 ± 3.6	66 ± 2.5	63 ± 3.5	70 ± 3.2	67 ± 3.3
Indigenous students	30 ± 12.9	24 ± 6.1	31 ± 8.4	35 ± 11.5	32 ± 11.7	36 ± 11.5
Non-Indigenous students	50 ± 3.1	59 ± 2.8	64 ± 2.1	62 ± 3.1	68 ± 2.7	66 ± 2.3
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	66 ± 4.8	58.6 ± 5.6	64.0 ± 5.9	63 ± 5.1
Geographic location:						
Metropolitan	52 ± 3.8	61 ± 3.3	66 ± 2.3	63 ± 4.1	69 ± 3.3	67 ± 2.5
Provincial	43 ± 5.5	48 ± 5.7	51 ± 3.2	59 ± 5.7	62 ± 5.6	58 ± 4.9
Remote	33 ± 18.9	38 ± 12.7	45 ± 20.9	46 ± 9.7	45 ± 10.6	47 ± 15.7
Parental occupation:						
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	79 ± 3.7	75.4 ± 5.4	78.5 ± 3.6	78 ± 3.2
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	68 ± 3.8	65.7 ± 4.0	70.7 ± 4.0	69 ± 4.2
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	59 ± 4.2	75.1 ± 5.8	62.6 ± 4.6	63 ± 4.5
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	43 ± 6.6	48.8 ± 7.0	52.1 ± 6.0	57 ± 7.4
All students	49 ± 3.0	57 ± 2.8	62 ± 2.0	61 ± 3.1	66 ± 3.0	65 ± 2.3

LBOTE = Language Background Other Than English.

- (a) National minimum such as those set in literacy and numeracy have not been set for ICT literacy performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6). This is a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.97

Table 4A.97 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments (per cent) (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</i>
2000									
All students	73.5 ± 5.0	63.9 ± 5.5	65.8 ± 6.2	70.6 ± 6.8	72.1 ± 5.4	65.7 ± 7.6	77.9 ± 4.1	56.3 ± 5.8	69.0 ± 2.4
2003									
All students	71.6 ± 3.0	66.8 ± 4.1	65.4 ± 7.0	77.2 ± 3.4	73.7 ± 3.7	63.3 ± 5.7	78.5 ± 3.7	58.0 ± 7.2	69.9 ± 1.9
2006									
All students	66.8 ± 3.5	63.0 ± 3.9	64.4 ± 2.9	70.7 ± 5.5	66.1 ± 4.1	58.8 ± 4.5	74.6 ± 4.1	48.4 ± 4.1	65.6 ± 1.8
2009									
All students	65.5 ± 3.9	65.3 ± 4.5	66.5 ± 5.1	67.8 ± 5.4	62.8 ± 4.0	51.9 ± 5.1	70.2 ± 4.5	52.8 ± 4.6	65.3 ± 1.8
2012									
All students	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACER (unpublished).

TABLE 4A.98

Table 4A.98 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)**

	<i>Aust</i>
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (d)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Non-Indigenous students (e)	69.9 ± 2.5
Geographically remote students (f)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (d)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Non-Indigenous students (e)	70.6 ± 1.8
Geographically remote students (f)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (d)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Non-Indigenous students (e)	66.5 ± 1.8
Geographically remote students (f)	48.9 ± 15.7
2009	
All students	65.3 ± 1.8
Male students	57.8 ± 2.3
Female students	72.5 ± 2.2
Students from low socioeconomic families (d)	46.9 ± 2.5
Indigenous students	34.7 ± 5.4
<i>Level 5 and Level 6</i>	2.4 ± 1.2
<i>Level 1 and below</i>	38.8 ± 5.2
Non-Indigenous students (e)	66.3 ± 1.7
<i>Level 5 and Level 6</i>	13.1 ± 1.6
<i>Level 1 and below</i>	13.4 ± 1.1
Geographically remote students (f)	48.6 ± 8.7
2012	
All students	64.2 ± 1.3
Male students	57.4 ± 1.8

Table 4A.98 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)

	<i>Aust</i>
Female students	71.4 ± 1.7
Students from low socioeconomic families (d)	46.4 ± 2.5
Indigenous students	30.6 ± 3.3
Non-Indigenous students (e)	65.4 ± 1.3
Geographically remote students (f)	43.1 ± 12.1

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

TABLE 4A.99

Table 4A.99 Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale in PISA assessments, Australia, by SES (per cent) (a), (b), (c)

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	81.9 ± 2.2	82.9 ± 1.7	81.6 ± 1.7
Third quartile	72.4 ± 2.4	72.8 ± 2.4	72.4 ± 2.1
Second quartile	62.9 ± 2.4	62.1 ± 2.6	60.2 ± 2.4
Lowest quartile	47.8 ± 2.2	46.9 ± 2.5	46.4 ± 2.5
Socio-economic status (HISEI) (d)			
Highest quartile	81.0 ± 2.4	80.8 ± 1.7	79.3 ± 1.8
Third quartile	71.2 ± 2.6	73.4 ± 2.3	69.9 ± 2.2
Second quartile	65.0 ± 2.6	63.4 ± 2.4	65.9 ± 2.0
Lowest quartile	50.7 ± 2.6	51.9 ± 2.6	49.2 ± 2.8
All students	65.6 ± 1.8	65.3 ± 1.8	64.2 ± 1.3

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b.' Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.100

Table 4A.100 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d), (e)**

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportions at achievement levels										
Level 6	%	2.3 ± 0.8	2.0 ± 0.9	2.0 ± 0.8	1.9 ± 1.0	0.7 ± 0.6	0.6 ± 0.7	2.1 ± 1.5	0.3 ± 0.7	1.9 ± 0.4
Level 5	%	11.1 ± 1.9	9.3 ± 1.8	9.0 ± 1.8	10.8 ± 1.9	7.4 ± 1.7	6.1 ± 2.3	13.1 ± 3.5	6.2 ± 4.3	9.8 ± 0.9
Level 4	%	23.2 ± 2.0	24.4 ± 2.2	22.2 ± 2.9	25.1 ± 2.5	21.8 ± 3.7	18.8 ± 3.8	27.8 ± 5.2	19.5 ± 6.1	23.3 ± 1.0
Level 3	%	27.0 ± 1.9	31.8 ± 2.5	28.9 ± 2.5	29.1 ± 2.5	30.6 ± 3.3	27.2 ± 4.1	28.6 ± 3.5	25.6 ± 6.3	29.1 ± 1.0
Level 2	%	21.6 ± 1.9	20.4 ± 2.4	23.0 ± 2.3	20.8 ± 2.2	23.8 ± 3.1	26.3 ± 3.6	15.7 ± 3.8	19.9 ± 6.1	21.6 ± 0.9
Level 1a	%	10.2 ± 1.5	9.2 ± 1.9	11.1 ± 1.6	9.3 ± 1.8	11.4 ± 3.1	13.9 ± 2.7	7.4 ± 2.2	13.8 ± 5.9	10.2 ± 0.8
Level 1b	%	3.6 ± 0.9	2.4 ± 0.8	3.1 ± 1.0	2.4 ± 1.0	3.4 ± 1.3	5.0 ± 1.8	3.8 ± 1.7	7.3 ± 2.9	3.1 ± 0.4
Below level 1b	%	1.1 ± 0.5	0.5 ± 0.3	0.8 ± 0.4	0.6 ± 0.4	0.9 ± 0.6	2.0 ± 1.1	1.5 ± 1.1	7.4 ± 3.2	0.9 ± 0.2
At or above level 3	%	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3
Levels 5 and 6	%	13.4 ± 2.3	11.3 ± 2.3	11.0 ± 2.2	12.7 ± 2.2	8.1 ± 1.9	6.7 ± 2.3	15.2 ± 3.2	6.5 ± 4.5	11.7 ± 1.0
Level 1 and below	%	14.8 ± 1.7	12.1 ± 1.8	15.0 ± 2.1	12.3 ± 2.0	15.7 ± 3.1	21.0 ± 3.2	12.7 ± 2.8	28.5 ± 5.7	14.2 ± 0.9
Mean score	no.	512.7 ± 6.5	517.0 ± 6.9	508.0 ± 6.7	519.1 ± 6.1	500.3 ± 7.8	484.5 ± 7.1	525.2 ± 7.1	465.7 ± 16.3	511.8 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	↑	↓	..
	Vic	●	..	●	●	↓	↓	●	↓	..
	Qld	●	●	..	↑	●	↓	↑	↓	..
	WA	●	●	↓	..	↓	↓	●	↓	..
	SA	↑	↑	●	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	↓	●	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑	..	..

TABLE 4A.100

Table 4A.100 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (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</i>
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↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (d) From PISA 2009, the reading literacy proficiency scale has been expanded from the five levels identified in 2000, to seven levels. The new levels describe the reading literacy skills at each end of the proficiency scale – those students with very high or very low reading proficiency. Level 6, located above Level 5, describes the reading literacy skills of students with very high levels of reading proficiency. At the other end of the proficiency scale, Level 1 has been re-labelled as Level 1a. A new level (Level 1b) has been introduced to describe the skills of those students who previously were described as not having achieved Level 1. Students whose proficiency level is below level 1b are also recorded. Detailed descriptions of the proficiency levels for the PISA domains are available in <http://www.acer.edu.au/documents/PISA-2009-In-Brief.pdf>
- (e) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER (unpublished).

TABLE 4A.101

Table 4A.101 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments (per cent) (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</i>
2003									
All students	66.7 ± 3.1	62.6 ± 4.3	65.8 ± 5.3	75.8 ± 3.5	72.7 ± 4.9	61.1 ± 8.2	76.0 ± 3.5	57.3 ± 5.5	67.1 ± 1.8
2006									
All students	67.0 ± 3.5	64.2 ± 3.9	66.6 ± 3.7	71.5 ± 5.9	67.1 ± 4.5	58.3 ± 4.5	74.3 ± 4.9	51.5 ± 4.3	66.5 ± 1.8
2009									
All students	63.0 ± 3.5	63.2 ± 4.7	65.1 ± 5.5	69.2 ± 5.9	62.6 ± 4.5	52.4 ± 5.1	69.1 ± 4.9	54.3 ± 4.9	63.9 ± 2.0
2012									
All students	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.

Source: ACER (unpublished).

TABLE 4A.102

Table 4A.102 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)**

	<i>Aust</i>
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (d)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Non-Indigenous students (e)	67.9 ± 1.8
Geographically remote students (f)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (d)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Non-Indigenous students (e)	67.5 ± 1.8
Geographically remote students (f)	44.0 ± 11.4
2009	
All students	63.9 ± 1.9
Male students	65.5 ± 2.4
Female students	62.3 ± 2.4
Students from low socioeconomic families (d)	44.7 ± 2.5
Indigenous students	34.5 ± 5.1
<i>Level 5 and Level 6</i>	3.2 ± 1.5
<i>Level 1 and below</i>	40.4 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
<i>Level 5 and Level 6</i>	16.9 ± 1.8
<i>Level 1 and below</i>	15.1 ± 1.3
Geographically remote students (f)	42.7 ± 14.7
2012	
All students	58.4 ± 1.5
Male students	60.2 ± 2.1
Female students	56.5 ± 2.0
Students from low socioeconomic families (d)	61.3 ± 1.7
Indigenous students	23.2 ± 3.1
Non-Indigenous students (e)	59.7 ± 1.5
Geographically remote students (f)	37.5 ± 14.1

Table 4A.102 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

Aust

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

TABLE 4A.103

Table 4A.103 **Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematical literacy scale in PISA assessments, Australia, by SES (per cent) (a), (b), (c)**

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	83.0 ± 2.2	83.2 ± 1.9	77.5 ± 2.2
Third quartile	72.6 ± 2.2	70.8 ± 2.5	66.2 ± 2.5
Second quartile	62.8 ± 2.8	60.0 ± 2.6	53.6 ± 2.2
Lowest quartile	50.2 ± 2.4	44.7 ± 2.5	61.3 ± 1.7
Socio-economic status (HISEI) (d)			
Highest quartile	81.8 ± 2.4	80.5 ± 2.0	74.4 ± 2.1
Third quartile	71.5 ± 2.2	70.8 ± 2.7	64.3 ± 2.3
Second quartile	65.8 ± 2.6	61.7 ± 2.7	58.8 ± 2.6
Lowest quartile	52.2 ± 2.6	50.8 ± 3.0	43.2 ± 2.5
All students	66.5 ± 1.8	63.9 ± 1.9	58.4 ± 1.5

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.104

Table 4A.104 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

		<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</i>
Proportions at achievement levels										
Level 6	%	6.1 ± 1.8	3.2 ± 1.4	3.7 ± 1.1	4.6 ± 1.3	1.9 ± 0.8	2.0 ± 1.2	5.2 ± 2.0	1.5 ± 1.7	4.3 ± 0.7
Level 5	%	11.4 ± 1.6	8.9 ± 1.8	10.9 ± 2.1	12.8 ± 2.2	8.4 ± 1.9	7.1 ± 2.1	13.3 ± 3.2	5.0 ± 4.1	10.5 ± 0.8
Level 4	%	18.0 ± 1.7	19.6 ± 2.2	19.2 ± 2.1	22.6 ± 2.7	17.3 ± 2.8	14.6 ± 2.8	21.0 ± 3.3	11.0 ± 5.8	19.0 ± 1.0
Level 3	%	23.8 ± 2.2	26.1 ± 2.5	24.7 ± 2.8	22.8 ± 2.8	25.1 ± 2.8	24.4 ± 2.9	25.2 ± 3.4	23.7 ± 6.0	24.6 ± 1.3
Level 2	%	21.0 ± 2.4	22.8 ± 2.4	21.9 ± 2.5	21.0 ± 2.7	23.8 ± 3.1	25.3 ± 3.5	19.8 ± 3.4	22.8 ± 7.0	21.9 ± 1.5
Level 1	%	13.1 ± 1.8	13.7 ± 2.4	14.0 ± 1.6	11.7 ± 1.9	16.1 ± 2.3	16.4 ± 2.8	9.9 ± 2.6	17.8 ± 6.7	13.5 ± 1.1
Below level 1	%	6.5 ± 1.2	5.7 ± 1.6	5.7 ± 1.6	4.3 ± 1.3	7.2 ± 1.6	10.2 ± 2.0	5.6 ± 2.0	18.1 ± 4.5	6.1 ± 0.7
<i>At or above level 3</i>	%	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5
<i>Levels 5 and 6</i>	%	17.6 ± 2.8	12.2 ± 2.8	14.6 ± 2.1	17.4 ± 2.7	10.4 ± 2.1	9.1 ± 2.3	18.5 ± 3.2	6.6 ± 4.3	14.8 ± 1.3
<i>Level 1 and below</i>	%	19.6 ± 2.1	19.4 ± 2.4	19.7 ± 2.4	16.0 ± 2.3	23.4 ± 2.7	26.6 ± 3.2	15.5 ± 3.3	35.9 ± 8.3	19.7 ± 1.2
Mean score	no.	509.1 ± 7.1	500.8 ± 7.3	503.3 ± 5.7	516.3 ± 6.7	489.1 ± 6.5	477.8 ± 6.7	517.6 ± 7.1	451.7 ± 20.4	504.2 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	↓	↓	↑	↓	..
	Qld	●	●	..	↑	↓	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	↑	↑	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑	..	..

TABLE 4A.104

Table 4A.104 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

	<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</i>
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↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and below level 1 is the lowest level. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER (unpublished).

TABLE 4A.105

Table 4A.105 **Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments (per cent) (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</i>
2006									
All students	69.2 ± 3.1	62.5 ± 4.0	65.8 ± 3.1	72.9 ± 5.3	69.2 ± 3.9	59.1 ± 4.6	74.7 ± 3.9	53.4 ± 4.4	67.0 ± 1.7
2009									
All students	68.7 ± 3.5	65.3 ± 4.2	67.7 ± 4.7	71.4 ± 5.6	66.4 ± 4.2	56.6 ± 4.7	73.6 ± 3.9	56.9 ± 6.0	67.5 ± 1.7
2012									
All students	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.

Source: ACER (unpublished).

TABLE 4A.106

Table 4A.106 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2006	
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (d)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Non-Indigenous students (e)	67.9 ± 1.7
Geographically remote students (f)	47.8 ± 12.9
2009	
All students	67.5 ± 1.7
Male students	66.6 ± 2.2
Female students	68.3 ± 2.1
Students from low socioeconomic families (d)	49.4 ± 2.5
Indigenous students	37.8 ± 5.5
Level 5 and Level 6	2.9 ± 1.4
Level 1 and below	35.1 ± 5.3
Non-Indigenous students (e)	68.5 ± 1.7
Level 5 and Level 6	14.9 ± 1.7
Level 1 and below	11.8 ± 1.2
Geographically remote students (f)	48.6 ± 10.8
2012	
All students	64.9 ± 1.4
Male students	65.2 ± 1.8
Female students	64.5 ± 1.8
Students from low socioeconomic families (d)	47.3 ± 2.3
Indigenous students	33.0 ± 3.4
Non-Indigenous students (e)	66.0 ± 1.4
Geographically remote students (f)	48.1 ± 15.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.106 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

Aust

- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

TABLE 4A.107

Table 4A.107 Proportion of 15 year old secondary students achieving at or above level 3 of the overall scientific literacy scale in PISA assessment, Australia, by SES (per cent) (a), (b), (c)

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	83.1 ± 1.8	84.9 ± 1.6	81.6 ± 1.8
Third quartile	73.4 ± 2.4	74.9 ± 2.2	73.2 ± 2.4
Second quartile	63.3 ± 2.4	64.0 ± 2.5	60.9 ± 2.1
Lowest quartile	50.8 ± 2.4	49.4 ± 2.5	47.3 ± 2.3
Socio-economic status (HISEI) (d)			
Highest quartile	82.2 ± 2.2	83.2 ± 1.9	79.9 ± 1.9
Third quartile	71.7 ± 2.6	74.8 ± 2.5	70.6 ± 2.4
Second quartile	66.3 ± 2.2	65.8 ± 2.5	65.8 ± 1.9
Lowest quartile	53.0 ± 2.4	54.4 ± 2.6	50.4 ± 2.4
All students	67.0 ± 1.7	67.5 ± 1.7	64.9 ± 1.4

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.108

Table 4A.108 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 (a), (b), (c), (d)**

		<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</i>
Proportions at achievement levels										
Level 6	%	3.6 ± 7.0	2.0 ± 4.0	2.1 ± 4.1	3.2 ± 6.4	1.5 ± 3.0	1.7 ± 3.3	3.2 ± 6.2	2.6 ± 5.1	2.6 ± 5.2
Level 5	%	12.8 ± 2.1	9.2 ± 2.0	10.0 ± 1.6	12.7 ± 2.0	9.4 ± 2.7	8.2 ± 2.3	13.7 ± 3.0	6.2 ± 4.1	10.9 ± 0.9
Level 4	%	22.2 ± 1.9	22.7 ± 2.5	22.8 ± 2.3	25.3 ± 3.2	21.9 ± 2.5	20.8 ± 3.1	25.9 ± 4.0	19.0 ± 6.7	22.8 ± 1.2
Level 3	%	27.1 ± 2.2	30.1 ± 2.9	29.0 ± 2.7	29.0 ± 2.9	28.5 ± 3.4	26.4 ± 3.8	27.7 ± 3.8	27.3 ± 7.0	28.5 ± 1.3
Level 2	%	20.4 ± 1.8	22.5 ± 2.5	22.7 ± 1.9	19.0 ± 2.5	24.2 ± 2.8	22.9 ± 3.5	17.3 ± 3.0	19.3 ± 5.9	21.5 ± 0.9
Level 1	%	10.1 ± 1.5	10.5 ± 1.8	10.3 ± 1.5	8.7 ± 1.8	10.7 ± 2.4	13.6 ± 2.4	8.0 ± 2.1	13.1 ± 4.6	10.2 ± 0.8
Below level 1	%	3.9 ± 1.0	2.9 ± 0.9	3.1 ± 1.0	2.1 ± 0.8	3.8 ± 1.3	6.3 ± 1.6	4.1 ± 1.5	12.5 ± 3.3	3.4 ± 0.5
At or above level 3	%	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4
Levels 5 and 6	%	16.3 ± 2.6	11.2 ± 2.5	12.1 ± 1.8	15.9 ± 2.3	10.9 ± 2.6	9.9 ± 2.6	16.9 ± 3.1	8.8 ± 5.1	13.6 ± 1.1
Level 1 and below	%	14.0 ± 1.7	13.5 ± 2.0	13.4 ± 1.9	10.8 ± 2.0	14.5 ± 2.6	19.9 ± 2.8	12.1 ± 2.4	25.6 ± 5.5	13.6 ± 0.6
Mean score	no.	525.6 ± 7.1	517.7 ± 7.4	518.8 ± 6.1	534.5 ± 7.3	512.7 ± 7.3	500.0 ± 7.4	533.9 ± 7.6	483.2 ± 20.0	521.5 ± 3.5
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:										
	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	●	↓	↑	↓	..
	Qld	●	●	..	↑	●	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	●	●	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	●	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	●	↑	..	..

TABLE 4A.108

Table 4A.108 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 (a), (b), (c), (d)**

	<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</i>
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↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and below level 1 is the lowest level. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.
 .. Not applicable.

Source: ACER (unpublished).

TABLE 4A.109

Table 4A.109 **Mean scores for 15 year old students in PISA reading literacy, mathematical literacy and scientific literacy in PISA 2012 and earlier PISA rounds; and comparisons of significant differences between PISA rounds (a), (b)**

	<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</i>
Reading literacy									
Mean scores									
PISA 2012	513	517	508	519	500	485	525	466	512
PISA 2000	539	516	521	538	537	514	552	489	528
Statistical significance of difference									
PISA 2000 - PISA 2012	↓	•	•	•	↓	↓	↓	↓	↓
Mathematical literacy									
Mean scores									
PISA 2012	509	501	503	516	489	478	518	452	504
PISA 2003	526	511	520	548	535	507	548	496	524
Statistical significance of difference									
PISA 2003 - PISA 2012	↓	•	↓	↓	↓	↓	↓	↓	↓
Scientific literacy									
Mean scores									
PISA 2012	526	518	519	535	513	500	534	483	521
PISA 2006	535	513	522	543	532	507	549	490	527
Statistical significance of difference									
PISA 2006 - 2012	•	•	•	•	↓	•	↓	•	•

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for PISA in various years. For further information on PISA, see <http://www.acer.edu.au/pisa>.

(b) The year of comparison with 2012 is the first PISA assessment in which the domain was a major assessment domain.

Source: ACER (unpublished).

TABLE 4A.110

Table 4A.110 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 TIMSS in mathematics achievement in TIMSS assessments (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</i>
2003									
At or above intermediate	68.2 ± 9.5	68.2 ± 6.5	58.1 ± 7.2	50.8 ± 7.8	58.9 ± 8.0	63.7 ± 13.6	70.6 ± 9.5	54.1 ± 11.8	63.8 ± 3.9
Advanced	6.7 ± 2.9	6.1 ± 2.5	2.5 ± 1.4	1.9 ± 1.2	2.5 ± 1.7	4.4 ± 2.7	10.9 ± 8.4	2.1 ± 2.7	5.0 ± 1.2
High	25.0 ± 4.8	23.2 ± 4.9	16.4 ± 4.5	13.5 ± 3.4	18.6 ± 4.7	22.1 ± 7.2	27.0 ± 7.1	20.8 ± 8.6	21.3 ± 2.2
Intermediate	36.6 ± 5.5	38.8 ± 3.7	39.2 ± 4.8	35.4 ± 5.9	37.8 ± 6.4	37.2 ± 6.2	32.7 ± 7.9	31.2 ± 8.6	37.5 ± 2.5
Low	22.9 ± 5.4	21.7 ± 4.2	26.7 ± 3.9	32.4 ± 4.6	26.0 ± 4.1	22.3 ± 5.4	22.3 ± 7.0	26.5 ± 7.1	24.5 ± 2.3
Below low	8.8 ± 5.2	10.2 ± 3.5	15.3 ± 5.1	16.8 ± 6.9	15.1 ± 7.0	14.1 ± 10.0	7.1 ± 3.8	19.4 ± 10.2	11.8 ± 2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	76.3 ± 6.0	78.9 ± 7.3	58.8 ± 6.7	58.4 ± 6.3	61.5 ± 9.4	68.1 ± 8.2	67.8 ± 9.0	58.8 ± 12.3	70.5 ± 3.3
Advanced	13.6 ± 3.9	10.3 ± 4.1	2.7 ± 1.8	5.0 ± 2.4	4.1 ± 3.3	7.0 ± 4.3	7.3 ± 5.3	2.7 ± 4.3	8.8 ± 1.6
High	30.4 ± 6.3	30.8 ± 8.0	17.9 ± 4.5	17.3 ± 6.1	21.5 ± 5.1	26.4 ± 4.3	25.6 ± 5.7	18.4 ± 6.3	26.1 ± 3.3
Intermediate	32.3 ± 4.5	37.7 ± 6.5	38.2 ± 6.3	36.1 ± 7.3	35.9 ± 5.5	34.7 ± 5.5	34.9 ± 10.0	37.7 ± 15.5	35.6 ± 2.4
Low	18.3 ± 5.1	16.1 ± 4.7	26.7 ± 3.7	29.8 ± 4.5	24.9 ± 6.7	21.5 ± 7.1	24.7 ± 6.7	25.3 ± 10.8	21.0 ± 2.4
Below low	5.4 ± 2.7	5.0 ± 4.1	14.5 ± 5.1	11.7 ± 4.3	13.6 ± 6.5	7.0 ± 4.3	7.5 ± 3.7	15.9 ± 7.4	8.5 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	73.8 ± 5.5	75.5 ± 4.6	64.3 ± 6.0	62.5 ± 6.2	65.2 ± 6.2	68.1 ± 6.9	81.4 ± 4.9	59.1 ± 12.7	70.2 ± 2.7
Advanced	12.2 ± 4.3	13.4 ± 4.7	5.0 ± 1.8	6.9 ± 3.1	6.3 ± 2.4	10.4 ± 4.7	14.4 ± 4.7	5.3 ± 3.5	9.8 ± 1.8
High	27.1 ± 4.1	28.0 ± 3.7	20.7 ± 5.1	24.4 ± 4.9	22.4 ± 4.7	26.8 ± 4.7	34.3 ± 4.7	19.6 ± 6.9	25.3 ± 2.0
Intermediate	34.6 ± 5.3	34.1 ± 3.5	38.6 ± 4.9	31.2 ± 4.7	36.4 ± 4.3	30.9 ± 5.5	32.7 ± 4.3	34.1 ± 8.0	35.0 ± 2.0
At or less than low	26.2 ± 5.5	24.5 ± 4.6	35.7 ± 6.0	37.5 ± 6.2	34.8 ± 6.2	31.9 ± 6.9	18.6 ± 4.9	40.9 ± 12.7	29.8 ± 2.7
Low	17.2 ± 4.1	17.7 ± 3.9	24.6 ± 3.9	23.0 ± 4.5	23.4 ± 4.3	22.1 ± 7.4	14.5 ± 3.9	26.2 ± 9.0	20.2 ± 1.8
Below low	8.9 ± 3.1	6.8 ± 3.5	11.0 ± 4.1	14.6 ± 3.3	11.4 ± 3.7	9.7 ± 3.9	4.0 ± 2.0	14.7 ± 8.4	9.7 ± 2.0

TABLE 4A.110

Table 4A.110 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 TIMSS in mathematics achievement in TIMSS assessments (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</i>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	525 ± 11.8	531 ± 11.0	499 ± 10.8	499 ± 12.5	502 ± 10.2	517 ± 15.1	545 ± 11.6	489 ± 25.1	516 ± 5.7

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.111

Table 4A.111 Proportion of year 8 students achieving at or above the intermediate international benchmark in mathematics achievement in TIMSS assessments (per cent) (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</i>
2003									
At or above intermediate	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3
Advanced	13.0 ± 6.7	3.6 ± 2.0	3.4 ± 1.5	1.7 ± 1.6	6.4 ± 6.5	2.8 ± 2.8	2.3 ± 1.5	0.2 ± 0.3	6.6 ± 2.3
High	32.4 ± 8.4	17.0 ± 6.1	17.9 ± 3.8	17.0 ± 5.5	21.8 ± 6.6	15.4 ± 8.9	25.1 ± 12.3	4.4 ± 3.2	22.4 ± 3.4
Intermediate	29.5 ± 7.6	40.5 ± 4.3	37.9 ± 5.9	40.7 ± 4.5	33.8 ± 6.4	32.4 ± 6.1	40.8 ± 5.7	29.4 ± 12.9	35.9 ± 2.9
Low	16.2 ± 5.8	29.6 ± 7.0	27.8 ± 5.0	28.1 ± 5.7	27.3 ± 7.3	33.7 ± 6.6	25.2 ± 11.1	44.7 ± 6.9	24.6 ± 3.0
Below low	8.9 ± 6.9	9.3 ± 2.9	13.0 ± 4.8	12.5 ± 5.3	10.7 ± 6.3	15.7 ± 9.1	6.5 ± 2.4	21.3 ± 14.6	10.5 ± 2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
Advanced	10.3 ± 6.1	5.0 ± 5.3	3.0 ± 1.0	1.8 ± 1.8	2.0 ± 1.6	2.8 ± 2.2	12.3 ± 12.7	1.1 ± 1.8	5.8 ± 2.5
High	17.2 ± 4.7	21.5 ± 6.5	16.8 ± 3.3	18.4 ± 6.5	16.0 ± 5.9	16.5 ± 3.5	21.8 ± 13.9	21.4 ± 14.9	18.3 ± 2.4
Intermediate	31.8 ± 6.9	38.1 ± 5.1	41.1 ± 5.7	37.5 ± 7.1	41.1 ± 5.5	37.4 ± 4.9	35.3 ± 19.2	35.0 ± 8.8	36.7 ± 2.6
Low	26.7 ± 4.9	27.9 ± 6.1	28.3 ± 3.7	28.2 ± 7.8	31.2 ± 5.5	29.6 ± 7.4	20.2 ± 10.0	26.8 ± 10.0	27.8 ± 2.5
Below low	14.0 ± 5.3	7.5 ± 3.7	10.9 ± 4.5	14.2 ± 4.9	9.6 ± 4.3	13.8 ± 6.7	10.4 ± 13.5	15.8 ± 8.6	11.5 ± 1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	66.8 ± 10.0	64.4 ± 7.3	58.7 ± 7.3	60.8 ± 9.9	58.2 ± 7.5	49.0 ± 7.4	74.4 ± 6.2	44.1 ± 14.7	62.9 ± 4.7
Advanced	13.3 ± 7.6	7.9 ± 5.7	6.0 ± 4.6	4.5 ± 4.6	3.1 ± 1.7	3.0 ± 1.8	14.5 ± 8.0	0.7 ± 1.5	8.7 ± 3.3
High	21.1 ± 7.3	18.9 ± 4.1	20.4 ± 5.5	19.5 ± 7.7	17.8 ± 5.3	15.4 ± 5.7	29.0 ± 5.9	12.1 ± 5.8	20.0 ± 3.4
Intermediate	32.3 ± 7.5	37.6 ± 6.6	32.4 ± 5.5	36.9 ± 7.1	37.4 ± 6.2	30.6 ± 6.2	30.9 ± 8.0	31.3 ± 10.5	34.3 ± 3.4
At or less than low	33.2 ± 10.0	35.6 ± 7.3	41.3 ± 7.3	39.2 ± 9.9	41.8 ± 7.5	51.0 ± 7.4	25.6 ± 6.2	55.9 ± 14.7	37.1 ± 4.7
Low	23.7 ± 8.1	25.7 ± 4.7	29.3 ± 5.5	27.2 ± 8.3	29.1 ± 6.0	32.8 ± 6.3	17.8 ± 6.1	35.1 ± 5.8	26.2 ± 3.6

TABLE 4A.111

Table 4A.111 **Proportion of year 8 students achieving at or above the intermediate international benchmark in mathematics achievement in TIMSS assessments (per cent) (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</i>
Below low	9.5 ± 3.7	9.9 ± 4.5	12.0 ± 3.8	11.9 ± 5.9	12.7 ± 4.4	18.2 ± 4.8	7.7 ± 2.7	20.9 ± 13.6	10.8 ± 2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	518 ± 21.8	504 ± 15.7	497 ± 15.7	493 ± 20.8	489 ± 11.4	475 ± 13.5	532 ± 19.4	462 ± 28.2	505 ± 10.0

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2007 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. TIMSS 2011 involved a sample assessment of 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.112

Table 4A.112 Proportion of year 4 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (per cent) (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</i>
2003									
At or above intermediate	76.1 ± 9.0	77.8 ± 5.8	70.1 ± 6.4	66.9 ± 6.7	72.6 ± 7.6	73.5 ± 10.4	83.0 ± 4.2	63.0 ± 13.6	74.2 ± 3.7
Advanced	10.1 ± 3.5	9.3 ± 2.9	6.7 ± 3.1	5.0 ± 2.1	7.1 ± 2.8	6.9 ± 3.1	14.9 ± 7.6	6.0 ± 4.8	8.5 ± 1.5
High	31.4 ± 5.4	31.4 ± 5.2	27.4 ± 5.6	23.4 ± 5.1	28.3 ± 6.1	29.7 ± 8.4	36.1 ± 7.1	27.6 ± 9.3	29.6 ± 2.6
Intermediate	34.7 ± 4.2	37.1 ± 3.6	36.1 ± 4.1	38.6 ± 5.0	37.1 ± 6.1	36.8 ± 4.7	32.0 ± 10.6	29.4 ± 7.2	36.1 ± 2.0
Low	16.1 ± 4.9	15.5 ± 4.4	21.0 ± 4.5	22.3 ± 4.2	16.9 ± 3.3	17.6 ± 5.5	12.6 ± 4.1	22.3 ± 8.2	17.5 ± 2.2
Below low	7.7 ± 5.1	6.7 ± 2.5	8.8 ± 2.8	10.8 ± 4.5	10.5 ± 5.5	8.9 ± 5.8	4.4 ± 2.2	14.6 ± 8.8	8.3 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	80.1 ± 5.7	84.7 ± 6.7	66.4 ± 6.9	67.2 ± 5.3	68.9 ± 10.0	76.3 ± 6.7	75.9 ± 8.8	64.5 ± 9.6	76.4 ± 3.1
Advanced	12.9 ± 3.5	12.7 ± 3.1	4.5 ± 2.2	7.6 ± 3.3	7.6 ± 3.1	14.0 ± 4.9	8.7 ± 8.0	5.8 ± 5.5	5.8 ± 2.5
High	33.0 ± 6.5	35.7 ± 9.0	24.0 ± 4.5	24.4 ± 5.5	27.4 ± 8.6	29.5 ± 6.5	30.0 ± 5.7	27.9 ± 7.8	18.3 ± 2.4
Intermediate	34.1 ± 5.7	36.3 ± 6.5	38.0 ± 5.5	35.2 ± 5.5	34.0 ± 7.1	32.8 ± 7.1	37.2 ± 11.6	30.9 ± 7.1	36.7 ± 2.7
Low	15.0 ± 4.9	11.4 ± 4.5	22.0 ± 5.5	24.7 ± 4.9	21.9 ± 6.7	17.2 ± 6.9	19.5 ± 6.5	22.2 ± 10.0	27.8 ± 2.5
Below low	5.0 ± 2.7	3.9 ± 3.3	11.6 ± 4.5	8.1 ± 4.3	9.2 ± 6.5	6.5 ± 2.9	4.6 ± 4.1	13.3 ± 6.3	11.5 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	73.9 ± 4.7	76.7 ± 3.8	66.0 ± 5.8	66.4 ± 5.6	67.6 ± 6.2	71.7 ± 5.9	83.3 ± 4.4	60.6 ± 12.6	71.6 ± 2.5
Advanced	8.9 ± 2.9	9.7 ± 3.9	4.0 ± 1.4	5.9 ± 3.1	4.6 ± 2.4	8.9 ± 4.9	13.3 ± 4.9	4.0 ± 2.7	7.4 ± 1.3
High	29.1 ± 3.9	31.4 ± 4.5	23.4 ± 4.7	25.9 ± 5.5	25.9 ± 5.7	28.2 ± 7.1	38.4 ± 6.1	23.1 ± 8.0	27.9 ± 2.3
Intermediate	35.9 ± 3.9	35.7 ± 5.1	38.6 ± 4.3	34.6 ± 5.3	37.1 ± 6.9	34.7 ± 6.5	31.6 ± 6.5	33.5 ± 6.5	36.3 ± 2.1
At or less than low	26.1 ± 4.7	23.3 ± 3.8	34.0 ± 5.8	33.6 ± 5.6	32.4 ± 6.2	28.3 ± 5.9	16.7 ± 4.4	39.4 ± 16.3	28.4 ± 2.5

TABLE 4A.112

Table 4A.112 **Proportion of year 4 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (per cent) (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</i>
Low	18.0 ± 3.7	16.8 ± 3.1	23.5 ± 3.9	20.6 ± 5.1	23.1 ± 5.1	19.9 ± 4.5	13.5 ± 3.9	24.5 ± 8.2	19.6 ± 1.9
Below low	8.1 ± 3.3	6.5 ± 1.6	10.4 ± 5.3	13.0 ± 3.7	9.3 ± 3.5	8.4 ± 3.7	3.2 ± 2.2	14.9 ± 8.6	8.8 ± 1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	522 ± 10.8	529 ± 9.6	501 ± 11.6	502 ± 12.0	506 ± 10.0	518 ± 14.3	547 ± 9.8	491 ± 24.9	516 ± 5.5

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.113

Table 4A.113 Proportion of year 8 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (per cent) (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</i>
2003									
At or above intermediate	82.1 ± 8.5	73.8 ± 5.7	72.6 ± 5.8	76.1 ± 7.1	72.3 ± 10.0	66.0 ± 10.9	83.4 ± 6.3	54.9 ± 13.0	76.3 ± 3.5
Advanced	15.1 ± 5.9	4.6 ± 1.4	5.2 ± 1.9	5.4 ± 2.4	9.9 ± 6.4	5.0 ± 3.0	8.5 ± 4.8	2.6 ± 1.7	8.7 ± 2.1
High	38.2 ± 6.6	26.0 ± 4.7	27.7 ± 4.5	29.6 ± 5.9	28.9 ± 7.0	24.5 ± 8.1	35.4 ± 7.9	12.9 ± 6.2	31.0 ± 2.9
Intermediate	28.7 ± 5.8	43.1 ± 3.5	39.7 ± 4.5	41.0 ± 5.0	33.5 ± 6.2	36.5 ± 5.3	39.5 ± 6.1	39.3 ± 7.7	36.6 ± 2.4
Low	13.4 ± 4.9	21.0 ± 4.5	20.9 ± 3.6	18.2 ± 4.6	21.2 ± 6.9	24.1 ± 6.1	14.5 ± 5.8	32.9 ± 6.5	18.2 ± 2.3
Below low	4.6 ± 4.1	5.2 ± 1.8	6.5 ± 3.6	5.7 ± 3.5	6.6 ± 4.1	9.9 ± 6.8	2.2 ± 1.3	12.2 ± 9.5	5.5 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	69.5 ± 8.0	69.7 ± 6.9	71.3 ± 4.7	67.5 ± 8.6	71.3 ± 7.4	67.9 ± 8.2	77.1 ± 16.1	65.2 ± 14.7	69.9 ± 3.3
Advanced	13.8 ± 6.9	6.2 ± 5.1	5.5 ± 2.0	4.3 ± 3.1	3.9 ± 2.4	5.3 ± 3.9	16.3 ± 16.7	4.2 ± 3.5	8.3 ± 1.6
High	23.6 ± 4.3	24.7 ± 4.3	27.1 ± 4.9	26.8 ± 6.7	26.2 ± 6.5	25.3 ± 8.0	27.1 ± 11.6	24.5 ± 12.5	25.2 ± 2.0
Intermediate	32.1 ± 5.3	38.8 ± 5.7	38.6 ± 4.5	36.4 ± 7.3	41.1 ± 6.1	37.3 ± 6.1	33.7 ± 12.0	36.5 ± 10.2	36.4 ± 2.7
Low	20.7 ± 5.5	23.6 ± 6.3	21.1 ± 3.5	22.9 ± 5.5	23.7 ± 6.3	22.9 ± 6.5	16.4 ± 10.6	24.5 ± 12.2	22.0 ± 2.7
Below low	9.8 ± 3.9	6.7 ± 4.1	7.7 ± 3.1	9.7 ± 4.3	5.1 ± 2.7	9.2 ± 4.3	6.5 ± 8.4	10.3 ± 6.3	8.2 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	72.6 ± 8.3	69.5 ± 5.9	69.2 ± 5.7	70.8 ± 9.0	67.2 ± 4.9	60.0 ± 6.3	81.1 ± 4.4	55.9 ± 18.0	70.3 ± 3.9
Advanced	16.0 ± 7.8	7.4 ± 3.9	9.3 ± 5.5	7.4 ± 3.9	5.0 ± 2.3	5.5 ± 2.4	19.4 ± 9.6	2.5 ± 3.4	10.6 ± 3.2
High	25.0 ± 6.5	24.3 ± 4.8	24.5 ± 5.5	27.6 ± 6.1	24.1 ± 5.1	21.5 ± 7.1	33.8 ± 5.4	17.8 ± 7.0	24.8 ± 3.1
Intermediate	31.6 ± 6.6	37.9 ± 4.9	35.4 ± 5.9	35.8 ± 6.7	38.0 ± 5.0	33.0 ± 5.2	27.9 ± 8.2	35.6 ± 15.2	34.8 ± 2.9
At or less than low	27.4 ± 8.3	30.5 ± 5.9	30.8 ± 5.7	29.2 ± 9.0	32.8 ± 4.9	40.0 ± 6.3	18.9 ± 4.4	44.1 ± 18.0	29.7 ± 3.9

TABLE 4A.113

Table 4A.113 **Proportion of year 8 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (per cent) (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</i>
Low	20.8 ± 7.2	22.7 ± 4.3	22.8 ± 4.8	20.0 ± 5.8	24.5 ± 3.9	27.2 ± 5.3	13.5 ± 3.4	26.9 ± 9.9	22.0 ± 3.1
Below low	6.5 ± 2.3	7.8 ± 4.2	7.9 ± 2.8	9.2 ± 5.5	8.4 ± 2.6	12.8 ± 3.8	5.5 ± 2.0	17.2 ± 11.2	7.7 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	532 ± 19.8	513 ± 14.7	516 ± 14.7	514 ± 18.0	506 ± 9.8	496 ± 12.5	551 ± 18.0	481 ± 28.2	519 ± 9.4

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2007 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. TIMSS 2011 involved a sample assessment of 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.114

Table 4A.114 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Year 4				
All students	70.2 ± 2.7	71.6 ± 2.5	516 ± 5.7	516 ± 5.5
By sex				
Male students	71.6 ± 3.2	71.5 ± 3.1	519 ± 7.1	516 ± 7.3
Female students	69.4 ± 3.0	72.4 ± 3.0	513 ± 6.5	516 ± 6.1
By Indigenous status				
Indigenous students	45.7 ± 8.4	46.9 ± 8.1	458 ± 15.3	458 ± 15.1
Non-Indigenous students (d)	72.7 ± 2.5	74.3 ± 2.3	522 ± 5.3	522 ± 5.1
By language background				
Speaks English at home	71.9 ± 2.5	74.3 ± 2.3	520 ± 5.1	522 ± 5.1
Language other than English spoken at home	65.8 ± 6.1	63.4 ± 5.6	507 ± 12.2	498 ± 11.0
By geographic location of school (e)				
Metropolitan	72.2 ± 2.8	73.3 ± 2.9	521 ± 6.3	520 ± 6.1
Provincial	65.6 ± 6.3	67.5 ± 4.9	505 ± 11.0	507 ± 11.6
Remote	49.3 ± 7.8	52.0 ± 12.5	457 ± 15.3	459 ± 17.1
Year 8				
All students	62.9 ± 4.7	70.3 ± 3.9	505 ± 10.0	519 ± 9.4
By sex				
Male students	64.4 ± 6.1	73.0 ± 4.4	509 ± 14.3	527 ± 11.6
Female students	61.8 ± 4.9	68.0 ± 4.7	500 ± 9.2	511 ± 8.8
By Indigenous status				
Indigenous students	31.8 ± 6.3	42.2 ± 6.1	438 ± 9.4	459 ± 8.8
Non-Indigenous students (d)	65.1 ± 5.0	72.3 ± 4.0	509 ± 10.4	524 ± 9.8
By language background				
Speaks English at home	61.7 ± 5.1	71.3 ± 4.1	504 ± 9.8	521 ± 9.4
Language other than English spoken at home	69.1 ± 6.2	68.1 ± 5.7	521 ± 20.2	500 ± 18.0
By geographic location of school (e)				
Metropolitan	66.4 ± 5.2	71.9 ± 4.4	512 ± 11.4	523 ± 10.4
Provincial	54.5 ± 9.2	67.0 ± 7.5	487 ± 17.8	511 ± 16.9
Remote	40.3 ± 29.6	48.8 ± 32.1	448 ± 53.7	486 ± 63.7
By level of parental education				
Completed a University degree	86.2 ± 4.7	89.5 ± 3.7	569 ± 19.4	580 ± 16.3

TABLE 4A.114

Table 4A.114 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Completed Post-Secondary education but not University	63.0 ± 6.2	73.7 ± 4.8	499 ± 9.6	521 ± 9.6
Completed Upper Secondary Education	54.8 ± 8.5	61.9 ± 7.2	480 ± 13.7	495 ± 12.2
Did not complete Upper Secondary Education	26.8 ± 9.0	32.7 ± 11.0	437 ± 18.8	446 ± 21.2

- (a) These data are from assessments conducted for TIMSS 2011, which involved a sample assessment of 6146 year 4 Australian school students from 280 schools and 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent, or a mean score of 400.0 ± 8.5) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (e) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.115

Table 4A.115 **Mean scores in year 4 and year 8 mathematics achievement and science achievement for TIMSS and comparison to TIMSS 2011 assessments (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</i>
Year 4 mathematics achievement									
Mean scores									
TIMSS 2011	525	531	499	499	502	517	545	489	516
TIMSS 2007	534	532	485	493	493	510	513	484	516
TIMSS 2003	510	508	484	472	485	497	523	479	499
TIMSS 1995	496	507	484	483	485	486	527	491	495
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Year 8 mathematics achievement									
Mean scores									
TIMSS 2011	518	504	497	493	489	475	532	462	505
TIMSS 2007	500	503	491	485	490	485	518	483	496
TIMSS 2003	530	495	490	487	501	477	507	449	505
TIMSS 1995	512	500	506	527	513	496	528	470	509
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	↓	↓	•	•	•	•
Year 4 science achievement									
Mean scores									
TIMSS 2011	522	529	501	502	506	518	547	491	516
TIMSS 2007	538	544	501	512	512	533	527	503	527
TIMSS 2003	526	528	513	502	515	517	547	503	521

TABLE 4A.115

Table 4A.115 **Mean scores in year 4 and year 8 mathematics achievement and science achievement for TIMSS and comparison to TIMSS 2011 assessments (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</i>
TIMSS 1995	522	529	503	527	519	523	557	512	521
Statistical significance of difference									
TIMSS 2007 - 2011	↓	•	•	•	•	•	↑	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Year 8 science achievement									
Mean scores									
TIMSS 2011	532	513	516	514	506	496	551	481	519
TIMSS 2007	521	513	513	506	512	507	538	502	515
TIMSS 2003	547	516	516	520	524	504	538	482	527
TIMSS 1995	517	497	510	531	510	496	529	466	514
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for TIMSS in various years. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

Source: ACER (2012) *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011*; *Monitoring Australian Year 8 student achievement internationally: TIMSS 2011*, Melbourne

TABLE 4A.116

Table 4A.116 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments**

	<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</i>
At or above intermediate	77.9 ± 4.0	80.5 ± 3.6	69.8 ± 5.5	71.4 ± 3.9	73.5 ± 4.2	73.0 ± 6.1	87.0 ± 3.8	66.9 ± 10.1	75.6 ± 2.0
Advanced	12.2 ± 3.4	12.5 ± 3.6	5.8 ± 1.9	7.8 ± 3.7	5.6 ± 2.5	11.5 ± 6.0	17.2 ± 5.4	7.4 ± 3.8	9.9 ± 1.3
High	33.0 ± 4.8	35.0 ± 3.8	28.9 ± 3.7	30.3 ± 5.3	29.8 ± 5.3	29.2 ± 5.5	39.4 ± 6.0	26.3 ± 7.4	32.0 ± 1.8
Intermediate	32.7 ± 4.6	33.0 ± 4.6	35.1 ± 5.2	33.2 ± 4.2	38.1 ± 3.2	32.3 ± 6.0	30.4 ± 6.6	33.1 ± 6.7	33.7 ± 1.9
At or less than low	22.1 ± 4.0	19.5 ± 3.6	30.2 ± 5.5	28.6 ± 3.9	26.5 ± 4.2	27.0 ± 6.1	13.0 ± 3.8	33.1 ± 10.1	24.4 ± 2.0
Low	16.4 ± 3.1	14.7 ± 2.8	20.5 ± 3.4	18.2 ± 3.5	19.2 ± 3.6	18.3 ± 5.8	10.8 ± 3.3	22.1 ± 7.2	17.3 ± 1.5
Below low	5.8 ± 1.9	4.8 ± 1.5	9.7 ± 3.8	10.4 ± 3.4	7.3 ± 2.5	8.7 ± 5.4	2.2 ± 1.6	11.0 ± 6.4	7.1 ± 1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	535 ± 9.6	539 ± 7.8	511 ± 9.8	516 ± 8.8	518 ± 7.8	525 ± 14.7	558 ± 10.4	509 ± 20.2	527 ± 4.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.

Source: ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

TABLE 4A.117

Table 4A.117 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments by equity group, Australia (a)

	<i>Proportion of achieving at or above the intermediate international benchmark</i>	<i>Mean score</i>
All students	75.6 ± 2.0	527 ± 4.3
By sex		
Male students	72.2 ± 2.6	519 ± 5.3
Female students	79.2 ± 2.4	536 ± 5.3
By Indigenous status		
Indigenous students	51.7 ± 7.7	475 ± 10.8
Non-Indigenous students (b)	77.9 ± 1.8	532 ± 4.3
By geographic location of school (c)		
Metropolitan	77.6 ± 2.3	532 ± 5.1
Provincial	71.4 ± 3.9	518 ± 8.8
Remote	47.9 ± 7.4	462 ± 34.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.

(b) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.

(c) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

TABLE 4A.118

Table 4A.118 Proportion of children aged 6–15 years enrolled in school (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of children aged 6–15 years enrolled in school (b)	no.	881 553	659 082	573 537	285 042	196 826	65 957	45 594	31 614	2 739 205
Total 6–15 year old population (c)	no.	886 833	655 162	570 501	285 815	196 228	65 901	42 333	33 624	2 736 802
Proportion of 6–15 year old population enrolled in school	%	99.4	100.6	100.5	99.7	100.3	100.1	107.7	94.0	100.1
2009										
Number of children aged 6–15 years enrolled in school (b)	no.	880 550	661 680	579 484	288 345	195 974	65 334	45 842	31 527	2 748 736
Total 6–15 year old population (c)	no.	887 203	656 640	575 982	289 629	195 271	65 518	42 215	33 905	2 746 766
Proportion of 6–15 year old population enrolled in school	%	99.3	100.8	100.6	99.6	100.4	99.7	108.6	93.0	100.1
2010										
Number of children aged 6–15 years enrolled in school (b)	no.	882 711	663 048	582 449	289 113	195 830	64 706	46 022	32 014	2 755 893
Total 6–15 year old population (c)	no.	888 390	658 249	580 096	291 926	195 045	65 002	42 154	33 843	2 755 102
Proportion of 6–15 year old population enrolled in school	%	99.4	100.7	100.4	99.0	100.4	99.5	109.2	94.6	100.0
2011										
Number of children aged 6–15 years enrolled in school (b)	no.	885 274	666 143	587 301	292 276	195 070	64 024	46 165	31 924	2 768 177
Total 6–15 year old population (c)	no.	890 885	661 142	586 089	296 067	194 304	64 476	42 350	33 632	2 769 311
Proportion of 6–15 year old population enrolled in school	%	99.4	100.8	100.2	98.7	100.4	99.3	109.0	94.9	100.0
2012										

TABLE 4A.118

Table 4A.118 **Proportion of children aged 6–15 years enrolled in school (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	890 756	673 020	599 700	299 686	195 582	63 229	47 358	32 420	2 801 751
Total 6–15 year old population (c)	no.	897 744	668 723	596 011	303 523	194 839	63 941	43 233	33 991	2 802 367
Proportion of 6–15 year old population enrolled in school	%	99.2	100.6	100.6	98.7	100.4	98.9	109.5	95.4	100.0

(a) Until the 2012 Report, this table included data for Indigenous and non-Indigenous students. Due to data quality issues, the estimates of the Indigenous and non-Indigenous populations have not been included for 2011 and 2012 in this Report. See 2012 Report, table 4A.97 for Indigenous and non-Indigenous data for 2008–2010.

(b) School data includes children enrolled full time or part time in 2008, 2009, 2010, 2011 and 2012. Data also include students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other Territory' enrolments are excluded.

(c) Estimates for the total population are sourced from the most recently available ABS Population by Age and Sex, Cat. No. 3201.0 (June 2012). These data are based on the 2011 Census. Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Source: ABS (2013) *Schools Australia, 2012*, Cat. no. 4221.0, Canberra; ABS *Population by Age and Sex, Australian States and Territories, June 2013*, Cat. no. 3101.0.

TABLE 4A.119

Table 4A.119 **School participation rates by age and sex of students, all schools, 2012 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
14–19 year olds									
Male	62.2	66.3	57.2	54.0	67.3	69.0	72.4	50.4	61.8
Female	63.8	67.5	58.4	54.3	68.3	73.1	72.9	53.2	63.1
All students	62.9	66.9	57.8	54.2	67.8	71.0	72.7	51.7	62.4
14 year olds									
Male	99.5	101.0	100.8	100.5	101.6	98.0	112.3	90.2	100.4
Female	99.8	101.7	101.7	98.2	101.7	99.9	117.5	91.2	100.8
All students	99.7	101.3	101.2	99.4	101.6	98.9	114.8	90.7	100.6
15 year olds									
Male	97.5	99.9	96.5	94.9	101.5	98.9	113.6	83.1	98.0
Female	98.4	100.0	98.3	94.8	101.5	100.9	116.3	85.9	98.8
All students	97.9	99.9	97.4	94.8	101.5	99.9	114.9	84.4	98.4
16 year olds									
Male	88.1	92.9	87.5	82.2	98.1	93.1	108.9	68.8	89.4
Female	91.9	95.7	92.3	85.1	100.4	96.9	108.7	73.6	93.0
All students	90.0	94.3	89.8	83.6	99.2	95.0	108.8	71.0	91.1
17 year olds									
Male	71.5	79.5	54.7	45.3	81.7	76.4	96.8	47.7	68.1
Female	78.3	87.3	54.6	47.0	87.6	86.8	98.7	56.4	73.1
All students	74.8	83.3	54.6	46.1	84.5	81.3	97.7	51.7	70.5
18 year olds									
Male	19.4	29.6	6.3	4.7	21.9	39.1	31.0	11.6	18.3
Female	16.6	27.8	5.0	4.1	20.1	43.2	24.5	11.7	16.6
All students	18.0	28.8	5.6	4.4	21.1	41.0	27.8	11.7	17.5
19 year olds									
Male	1.4	2.3	0.9	1.3	4.8	7.9	2.5	2.6	1.9
Female	1.3	2.3	0.8	1.4	4.6	8.5	2.3	1.3	1.9
All students	1.3	2.3	0.9	1.3	4.7	8.2	2.4	2.0	1.9
Average age of full time year 12 students	17.2	17.4	16.7	16.7	17.3	17.6	17.3	17.2	17.1

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August 2012. Since 2010, the National Youth Participation Requirement specifies that requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).

(b) Refer to figure 4.1 in the School education chapter for information on structures for schooling.

(c) Age at 1 July.

(d) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.

Table 4A.119 **School participation rates by age and sex of students, all schools, 2012 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
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(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. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia 2012*.

TABLE 4A.120

Table 4A.120 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust</i>
2008									
14–19 year olds	59.1	64.4	54.8	52.5	62.6	64.8	69.4	50.1	59.3
14 year olds	97.8	99.6	98.3	98.7	100.3	99.7	113.5	88.9	98.8
15 year olds	93.9	97.2	93.0	93.9	98.7	100.2	111.0	78.6	95.1
16 year olds	79.8	89.4	82.1	80.4	90.6	88.5	103.4	70.0	83.9
17 year olds	67.9	78.5	48.0	41.8	71.8	65.0	91.3	48.3	64.1
18 year olds	16.0	25.8	5.2	3.4	15.2	29.0	23.2	11.7	15.3
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.5	3.4	1.9
2009									
14–19 year olds	58.6	64.1	55.0	52.8	63.9	65.5	71.1	49.0	59.2
14 year olds	97.3	99.3	98.2	98.0	99.5	99.6	112.5	89.0	98.4
15 year olds	93.7	97.7	93.9	94.1	99.9	99.6	111.3	81.1	95.4
16 year olds	81.3	90.9	84.5	80.9	95.5	89.1	106.8	65.5	85.6
17 year olds	68.6	78.4	49.9	43.6	74.8	70.6	92.7	48.5	65.1
18 year olds	15.7	26.0	5.1	4.6	16.3	28.9	24.5	10.5	15.4
19 year olds	1.7	2.7	0.9	1.3	4.4	4.0	2.2	2.2	2.0
2010									
14–19 year olds	62.0	66.2	57.3	53.8	66.0	67.9	68.6	49.5	61.5
14 year olds	99.2	100.4	100.6	98.5	100.4	99.6	112.7	87.1	99.9
15 year olds	97.2	99.5	97.1	94.9	100.9	100.9	112.3	81.0	97.9
16 year olds	86.9	93.5	88.7	83.3	99.7	92.8	107.1	68.6	89.6
17 year olds	73.3	82.1	53.6	45.1	79.5	72.9	89.2	48.1	68.8
18 year olds	17.4	28.2	5.8	4.6	17.9	34.3	23.1	11.8	16.8
19 year olds	1.6	2.6	1.0	1.4	4.6	5.1	2.2	1.9	2.0
2011									
14–19 year olds	62.8	66.8	57.5	54.0	66.4	70.9	69.8	51.4	62.2
14 year olds	98.9	101.3	100.2	98.9	101.1	100.5	115.5	90.0	100.1
15 year olds	98.2	99.4	97.3	94.1	100.5	100.9	111.3	83.3	98.1
16 year olds	88.7	93.5	88.8	83.3	98.4	94.2	108.2	70.1	90.2
17 year olds	74.7	82.9	54.1	45.8	81.8	79.1	94.6	50.3	70.0
18 year olds	17.8	28.4	5.7	4.7	18.9	38.9	23.6	12.1	17.1
19 year olds	1.5	2.7	0.9	1.4	4.6	8.5	2.1	2.4	2.1
2012									
14–19 year olds	62.9	66.9	57.8	54.2	67.8	71.0	72.7	51.7	62.4
14 year olds	99.7	101.3	101.2	99.4	101.6	98.9	114.8	90.7	100.6
15 year olds	97.9	99.9	97.4	94.8	101.5	99.9	114.9	84.4	98.4
16 year olds	90.0	94.3	89.8	83.6	99.2	95.0	108.8	71.0	91.1
17 year olds	74.8	83.3	54.6	46.1	84.5	81.3	97.7	51.7	70.5
18 year olds	18.0	28.8	5.6	4.4	21.1	41.0	27.8	11.7	17.5
19 year olds	1.3	2.3	0.9	1.3	4.7	8.2	2.4	2.0	1.9

Table 4A.120 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (g)	<i>NT</i>	<i>Aust</i>
(a)	Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August. Since 2010, the National Youth Participation Requirement specifies the requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).								
(b)	The estimated resident population (ERP) data from which the rates are derived are primarily based on population estimates from the five yearly population Censuses. ERP data for 2008 and 2009 are based on the 2006 Census. ERP data for 2010, 2011 and 2012 are based on the 2011 Census.								
(c)	Refer to figure 4.1 in the School education chapter for information on structures for schooling.								
(d)	Age at 1 July.								
(e)	Different school commencement ages across some state and territories may affect comparisons between jurisdictions.								
(f)	Data for WA have been affected by changes in scope and coverage over time.								
(g)	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. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.								

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.121

Table 4A.121 **Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2012 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas (d)</i>	<i>(e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
All students (f)										
Government schools										
To year 10	102.1	103.4	102.8	110.2	104.9		98.8	104.6	89.0	103.1
To year 11	88.6	95.3	93.2	105.0	107.5		92.1	130.3	75.0	94.7
To year 12 (total)	70.5	77.2	78.5	77.1	84.2		67.8	104.7	62.1	75.8
To year 12 (male)	65.5	71.0	74.5	72.6	77.0		64.0	104.3	61.1	70.8
To year 12 (female)	75.8	83.9	82.7	82.1	91.9		71.9	105.2	63.3	81.1
All schools										
To year 10	100.8	101.3	101.4	104.0	103.5		98.6	102.5	87.4	101.3
To year 11	88.6	95.1	95.1	99.3	106.0		86.2	107.1	72.4	94.0
To year 12 (total)	75.0	82.2	83.7	79.5	88.8		67.6	89.8	55.6	79.9
To year 12 (male)	70.8	76.7	80.9	75.7	83.3		63.4	88.8	54.5	75.8
To year 12 (female)	79.3	88.0	86.7	83.7	94.6		72.0	90.9	56.7	84.3
Indigenous students (e), (f)										
Government schools										
To year 10	106.3	93.8	96.9	85.7	100.8		100.8	94.9	67.2	96.5
To year 11	70.6	71.3	75.9	74.5	99.7		79.0	137.7	49.3	73.0
To year 12 (total)	43.0	44.9	54.9	34.6	67.4		44.4	78.4	35.3	46.6
To year 12 (male)	38.2	36.4	53.5	33.8	64.5		39.6	76.7	39.3	44.1
To year 12 (female)	48.0	53.3	56.4	35.5	70.4		49.0	80.6	31.5	49.1
All schools										
To year 10	106.6	100.2	97.9	90.9	101.1		101.1	96.3	75.9	98.4
To year 11	73.4	78.9	82.5	79.9	98.7		76.2	130.3	53.0	77.2
To year 12 (total)	47.2	51.1	62.1	41.2	69.4		45.7	63.1	32.7	51.1
To year 12 (male)	42.9	42.8	61.1	41.4	66.8		40.2	62.5	36.8	49.2
To year 12 (female)	51.5	59.2	63.2	41.0	71.9		50.6	63.8	29.0	52.9
Non-Indigenous students (f)										
Government schools										
To year 10	101.8	103.6	103.4	112.5	105.1		98.6	105.0	107.6	103.5
To year 11	89.8	95.7	94.8	108.0	107.9		93.2	130.1	100.2	96.2
To year 12 (total)	72.2	77.7	80.6	81.3	85.1		69.8	105.5	84.4	77.7
To year 12 (male)	67.2	71.6	76.4	76.4	77.7		66.0	105.2	77.5	72.5
To year 12 (female)	77.5	84.4	85.1	86.8	93.2		74.1	105.9	92.5	83.3
All schools										
To year 10	100.5	101.3	101.7	104.8	103.6		98.5	102.6	94.8	101.4
To year 11	89.3	95.3	96.0	100.6	106.2		86.9	106.7	86.0	94.8
To year 12 (total)	76.2	82.5	85.2	82.1	89.5		69.2	90.4	71.5	81.3
To year 12 (male)	72.0	77.1	82.3	77.9	83.9		64.9	89.5	65.3	77.0
To year 12 (female)	80.5	88.3	88.3	86.5	95.4		73.7	91.4	78.5	85.8

Table 4A.121 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2012 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d)	<i>Tas</i> (d)	(e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling.									
(b)	Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.									
(c)	Ungraded students are not included in the calculation of apparent retention rates.									
(d)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.									
(e)	The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by sex and school sectors.									
(f)	Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are included in the data for 'Non-Indigenous students' and are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.									

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.122

Table 4A.122 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Full time secondary students									
Government schools	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Non-government schools	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
All schools	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
Full time and part time secondary students									
Government schools	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9
Non-government schools	80.3	90.8	90.3	79.6	93.6	72.0	74.8	53.9	85.2
All schools	74.0	82.5	78.2	72.8	88.9	80.8	86.5	68.9	78.2
2009									
Full time secondary students									
Government schools	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
Non-government schools	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
All schools	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
Full time and part time secondary students									
Government schools	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
Non-government schools	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
All schools	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
2010									
Full time secondary students									
Government schools	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
Non-government schools	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
All schools	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
Full time and part time secondary students									
Government schools	73.0	80.0	77.0	74.0	92.0	107.0	108.0	67.0	78.0
Non-government schools	81.0	90.0	92.0	83.0	94.0	66.0	74.0	49.0	86.0
All schools	76.0	84.0	82.0	77.0	93.0	94.0	92.0	61.0	81.0
2011									
Full time secondary students									
Government schools	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
Non-government schools	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
All schools	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
Full time and part time secondary students									
Government schools	75.1	79.4	76.5	74.5	91.2	100.7	103.6	66.4	78.5
Non-government schools	82.9	89.3	94.5	82.4	93.7	69.1	77.5	53.5	87.0
All schools	78.1	83.5	82.9	77.8	92.2	90.5	90.8	62.6	81.8
2012									
Full time secondary students									

Table 4A.122 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
Non-government schools	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
All schools	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
Full time and part time secondary students									
Government schools	73.0	77.9	78.5	77.2	92.4	93.8	101.9	69.4	78.2
Non-government schools	83.5	89.3	92.1	81.7	94.5	67.3	76.4	50.2	86.6
All schools	76.9	82.5	83.5	79.1	93.2	85.4	90.0	63.1	81.4

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) Ungraded students are not included in the calculation of apparent retention rates.
- (d) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (e) Inclusion of part time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners (in Tasmania) and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.123

Table 4A.123 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2003	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
2004	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
2005	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
2012	100.8	101.3	101.4	104.0	103.5	98.6	102.5	87.4	101.3
Indigenous students									
2003	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
2004	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
2005	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
2012	106.6	100.2	97.9	90.9	101.1	101.1	96.3	75.9	98.4
Non-Indigenous students									
2003	97.6	98.2	101.1	100.7	98.5	98.5	99.4	93.7	98.9
2004	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
2005	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
2012	100.5	101.3	101.7	104.8	103.6	98.5	102.6	94.8	101.4
Year 7 or 8 to year 12									
All students									
2003	70.5	81.4	81.5	71.2	67.1	74.9	89.7	56.3	75.4
2004	71.1	81.1	81.2	72.6	68.0	76.4	88.5	59.0	75.7
2005	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7

TABLE 4A.123

Table 4A.123 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
2012	75.0	82.2	83.7	79.5	88.8	67.6	89.8	55.6	79.9
Indigenous students									
2003	31.9	37.1	55.9	26.3	28.5	55.8	67.1	25.6	39.1
2004	31.7	36.5	56.7	27.0	34.1	59.0	88.3	30.2	39.8
2005	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
2012	47.2	51.1	62.1	41.2	69.4	45.7	63.1	32.7	51.1
Non-Indigenous students									
2003	71.5	81.7	82.8	73.5	68.1	76.0	90.1	67.1	76.5
2004	72.3	81.4	82.4	75.1	69.0	77.3	88.5	69.3	76.9
2005	72.3	80.9	81.3	75.1	71.8	68.2	87.9	66.7	76.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
2012	76.2	82.5	85.2	82.1	89.5	69.2	90.4	71.5	81.3
Year 10 to year 12									
All students									
2003	72.7	82.9	81.5	70.6	70.8	76.4	90.3	68.7	76.9
2004	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
2005	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
2012	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3

TABLE 4A.123

Table 4A.123 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2003	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
2004	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	46.0
2005	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
2012	48.1	56.3	62.4	45.4	70.0	41.2	65.4	40.3	53.3
Non-Indigenous students									
2003	73.4	83.1	82.4	72.5	71.5	77.8	90.5	74.2	77.7
2004	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
2005	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6
2012	76.6	81.5	83.6	79.7	86.9	69.2	89.8	75.1	80.4

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students' and these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.124

Table 4A.124 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2003	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
2004	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
2005	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
2012	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1
Indigenous students									
2003	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
2004	79.9	78.0	87.2	86.9	79.7	104.1	108.2	85.7	84.8
2005	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
2012	106.3	93.8	96.9	85.7	100.8	100.8	94.9	67.2	96.5
Non-Indigenous students									
2003	96.7	96.4	101.2	99.1	96.2	96.9	100.1	94.3	97.8
2004	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
2005	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
2012	101.8	103.6	103.4	112.5	105.1	98.6	105.0	107.6	103.5
Year 7 or 8 to year 12									
All students									
2003	65.0	74.9	76.1	64.8	56.8	74.5	101.0	69.0	69.6
2004	65.8	74.4	75.3	65.9	58.0	76.0	100.5	72.0	69.9
2005	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5

TABLE 4A.124

Table 4A.124 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
2012	70.5	77.2	78.5	77.1	84.2	67.8	104.7	62.1	75.8
Indigenous students									
2003	29.2	34.5	50.6	21.6	25.4	55.8	69.8	38.1	36.4
2004	29.9	33.8	51.3	23.7	31.4	60.2	106.7	41.7	37.3
2005	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
2012	43.0	44.9	54.9	34.6	67.4	44.4	78.4	35.3	46.6
Non-Indigenous students									
2003	66.3	75.3	77.7	67.6	57.8	75.8	101.7	77.4	71.0
2004	67.3	74.9	76.7	69.0	59.0	77.1	100.4	80.9	71.3
2005	67.4	74.4	74.6	68.7	62.8	67.0	100.2	77.6	70.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
2012	72.2	77.7	80.6	81.3	85.1	69.8	105.5	84.4	77.7
Year 10 to year 12									
All students									
2003	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
2004	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
2005	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
2012	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8

TABLE 4A.124

Table 4A.124 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2003	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
2004	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
2005	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
2012	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2
Non-Indigenous students									
2003	69.1	77.6	77.4	67.0	62.6	78.2	101.3	84.6	72.9
2004	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
2005	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4
2012	72.2	76.1	78.3	77.9	82.9	70.0	101.5	79.7	76.2

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students' and these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.125

Table 4A.125 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2003	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	100.5
2004	98.6	99.9	102.4	103.7	102.7	103.3	97.3	75.1	100.4
2005	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
2012	98.7	98.4	99.2	97.3	101.5	98.4	100.3	84.1	98.7
Indigenous students									
2003	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	86.8
2004	94.5	118.4	102.9	106.9	104.0	141.9	70.6	31.8	92.0
2005	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
2012	108.3	135.2	101.8	108.0	104.0	103.2	100.0	109.2	107.0
Non-Indigenous students									
2003	99.1	100.9	101.1	103.6	102.8	102.3	98.7	92.5	100.7
2004	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
2005	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
2012	98.6	98.2	99.1	97.0	101.4	98.2	100.3	75.6	98.6
Year 7 or 8 to year 12									
All students									
2003	81.1	92.1	91.7	83.8	88.8	75.9	75.2	33.3	86.1
2004	81.0	91.9	92.2	84.9	88.4	77.3	73.1	33.1	86.3
2005	80.6	91.0	92.5	85.2	88.4	70.9	73.3	39.0	85.8
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3

TABLE 4A.125

Table 4A.125 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
2012	82.3	89.3	92.7	82.9	95.9	67.3	74.0	42.8	86.4
Indigenous students									
2003	59.7	66.7	85.8	51.4	62.5	55.8	57.9	11.4	54.7
2004	51.2	65.7	79.5	46.2	60.0	50.0	33.3	14.4	53.3
2005	47.3	70.0	74.2	53.8	51.9	60.5	35.3	25.3	53.9
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
2012	77.0	100.0	91.9	75.8	86.5	51.9	32.4	25.5	73.3
Non-Indigenous students									
2003	81.2	92.1	91.8	84.5	89.0	76.4	75.3	44.7	86.6
2004	81.2	91.9	92.6	85.7	88.6	77.8	73.4	42.4	86.7
2005	80.9	91.0	92.9	86.0	88.7	71.1	73.6	45.3	86.3
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
2012	82.4	89.3	92.7	83.1	96.0	67.8	74.7	51.1	86.6
Year 10 to year 12									
All students									
2003	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
2004	81.3	91.9	91.5	82.4	87.7	75.9	72.6	43.1	86.1
2005	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
2012	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4

TABLE 4A.125

Table 4A.125 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2003	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
2004	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
2012	64.9	78.3	81.8	67.8	83.1	56.2	40.0	25.0	66.1
Non-Indigenous students									
2003	81.2	91.9	91.2	82.9	88.0	76.6	76.5	50.6	86.3
2004	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
2005	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0
2012	83.8	89.2	92.3	82.1	92.7	67.6	76.9	65.3	86.8

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students' and these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.126

Table 4A.126 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Low socioeconomic status deciles									
Male students	57	61	53	49	44	43	np	13	54
Female students	70	73	68	62	65	58	np	17	68
All students	64	67	60	55	54	51	np	15	61
Medium socioeconomic status deciles									
Male students	60	66	61	57	58	57	np	37	61
Female students	72	81	73	74	78	65	np	42	74
All students	66	73	67	65	68	61	np	39	68
High socioeconomic status deciles									
Male students	73	80	66	66	74	69	75	np	73
Female students	82	89	74	77	84	76	77	np	82
All students	77	85	70	71	79	72	76	np	77
Total									
Male students	63	70	60	59	56	52	73	30	63
Female students	74	82	72	73	75	63	75	36	75
All students	68	75	66	66	65	58	74	33	69
2009									
Low socioeconomic status deciles									
Male students	56	65	56	50	46	26	np	14	55
Female students	69	73	69	62	68	39	np	18	67
All students	62	69	62	56	57	32	np	16	61
Medium socioeconomic status deciles									
Male students	61	71	61	59	61	37	np	36	62
Female students	71	79	74	72	75	47	np	45	73
All students	66	75	67	65	68	42	np	40	68
High socioeconomic status deciles									
Male students	73	79	67	68	71	57	73	np	72
Female students	80	85	75	75	89	55	77	np	80
All students	76	82	71	72	80	56	75	np	76
Total									
Male students	62	72	61	61	58	35	72	28	63
Female students	73	80	73	72	76	44	75	37	74
All students	67	76	67	66	66	39	74	33	68
2010									
Low socioeconomic status deciles									
Male students	59	63	56	56	49	28	np	13	56
Female students	71	75	70	64	68	40	np	17	69
All students	65	69	63	60	58	34	np	15	62
Medium socioeconomic status deciles									

TABLE 4A.126

Table 4A.126 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male students	63	70	65	68	59	43	np	34	65
Female students	73	82	73	77	77	50	np	48	75
All students	68	76	69	72	68	46	np	40	70
High socioeconomic status deciles									
Male students	75	80	68	73	70	49	74	np	74
Female students	81	88	75	78	84	64	79	np	81
All students	78	84	71	75	77	56	76	np	78
Total									
Male students	65	72	64	68	58	37	74	27	65
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Low socioeconomic status deciles									
Male students	61	65	58	58	62	29	np	14	59
Female students	76	77	70	68	83	40	np	17	73
All students	68	71	64	62	72	34	np	16	66
Medium socioeconomic status deciles									
Male students	65	72	66	68	72	41	np	46	67
Female students	76	82	75	78	84	55	np	54	78
All students	70	77	71	73	78	48	np	49	72
High socioeconomic status deciles									
Male students	76	83	70	72	80	54	71	np	76
Female students	83	87	74	79	87	63	84	np	82
All students	80	85	72	76	83	59	77	np	79
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Low socioeconomic status deciles									
Male students	62	68	59	60	71	34	np	15	61
Female students	74	77	71	69	85	47	np	21	73
All students	68	72	65	64	78	40	np	18	67
Medium socioeconomic status deciles									
Male students	65	75	66	70	79	45	np	42	69
Female students	74	83	77	79	89	56	np	57	78
All students	70	79	71	74	84	50	np	49	73
High socioeconomic status deciles									
Male students	76	84	71	73	86	60	81	np	77
Female students	83	88	75	77	93	69	84	np	82

TABLE 4A.126

Table 4A.126 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	80	86	73	75	90	64	82	np	80
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.
- (b) The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.
- (c) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.
- (d) A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.
- (e) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.
- (f) In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- (g) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

np Not published.

Source: Department of Education (unpublished).

TABLE 4A.127

Table 4A.127 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2008									
Metropolitan zone									
Male students	66	72	61	60	60	62	73	..	65
Female students	75	82	71	73	75	69	75	..	76
All students	70	77	66	66	67	65	74	..	70
Provincial zone									
Male students	55	63	58	57	46	45	..	39	56
Female students	70	80	75	79	73	59	..	46	73
All students	62	71	66	68	59	52	..	43	64
Remote									
Male students	53	np	48	58	np	29	..	34	48
Female students	72	np	66	78	np	53	..	37	69
All students	62	np	56	68	np	40	..	35	58
Very remote									
Male students	48	..	47	37	np	np	..	10	32
Female students	61	..	66	41	np	np	..	14	41
All students	55	..	56	39	np	np	..	12	36
Total									
Male students	63	70	60	59	56	52	73	30	63
Female students	74	82	72	73	75	63	75	36	75
All students	68	75	66	66	65	58	74	33	69
2009									
Metropolitan zone									
Male students	65	73	62	62	60	43	72	..	66
Female students	74	79	72	71	75	46	75	..	74
All students	69	76	67	67	68	44	74	..	70
Provincial zone									
Male students	54	70	58	59	49	29	..	35	57
Female students	69	80	77	78	76	43	..	51	73
All students	61	75	67	68	62	36	..	42	65
Remote									
Male students	55	np	52	63	np	16	..	37	52
Female students	74	np	71	70	np	34	..	40	66
All students	64	np	61	67	np	25	..	38	59
Very remote									
Male students	64	..	46	34	np	np	..	9	30
Female students	50	..	62	49	np	np	..	12	41
All students	57	..	54	41	np	np	..	10	35
Total									
Male students	62	72	61	61	58	35	72	28	63

TABLE 4A.127

Table 4A.127 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Female students	73	80	73	72	76	44	75	37	74
All students	67	76	67	66	66	39	74	33	68
2010									
Metropolitan zone									
Male students	68	74	65	68	60	42	74	..	68
Female students	76	83	72	75	75	51	77	..	77
All students	72	78	69	71	67	47	75	..	72
Provincial zone									
Male students	56	65	61	68	48	32	..	38	58
Female students	70	80	75	81	76	45	..	52	73
All students	63	72	68	74	62	39	..	45	65
Remote									
Male students	54	np	54	69	np	25	..	27	53
Female students	72	np	72	74	np	26	..	37	69
All students	62	np	62	72	np	26	..	32	60
Very remote									
Male students	54	..	41	46	np	np	..	7	31
Female students	55	..	63	50	np	np	..	10	41
All students	55	..	51	48	np	np	..	9	36
Total									
Male students	65	72	64	68	58	37	74	27	65
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Metropolitan zone									
Male students	69	77	67	68	72	44	70	..	71
Female students	79	83	73	76	83	52	82	..	78
All students	74	80	70	72	78	48	76	..	74
Provincial zone									
Male students	59	65	62	68	62	33	..	48	60
Female students	74	82	76	82	87	47	..	56	76
All students	66	73	69	75	74	39	..	51	68
Remote									
Male students	53	np	54	72	np	14	..	38	58
Female students	77	np	79	80	np	33	..	46	76
All students	64	np	65	75	np	22	..	42	66
Very remote									
Male students	32	..	44	45	np	np	..	6	31
Female students	56	..	61	54	np	np	..	9	42
All students	44	..	52	49	np	np	..	8	36

TABLE 4A.127

Table 4A.127 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Metropolitan zone									
Male students	70	79	67	70	80	47	81	..	72
Female students	78	84	75	75	87	58	82	..	79
All students	74	81	71	72	83	52	82	..	76
Provincial zone									
Male students	58	69	61	70	70	38	..	46	61
Female students	72	80	76	81	93	50	..	59	75
All students	65	74	68	75	81	44	..	52	68
Remote									
Male students	55	np	54	76	np	21	..	34	59
Female students	76	np	75	83	np	40	..	49	75
All students	65	np	64	79	np	29	..	41	66
Very remote									
Male students	52	..	44	52	np	np	..	8	35
Female students	57	..	60	54	np	np	..	10	42
All students	55	..	51	53	np	np	..	9	38
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73

(a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.

(b) Definitions are based on the agreed MCEECDYA (now SCSEEC) Geographic Location Classification.

(c) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.

(d) There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results; therefore, the relevant Year 12 data have not been published since 2007. Additionally, for South Australia, numbers for 2011 are too small to give meaningful results and therefore are not published. This constitutes a break in series for these data.

(e) In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.

**Table 4A.127 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
(f)	In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.								
(g)	The ACT is included in the metropolitan zone. Darwin is included in the NT provincial zone.								
	.. Not applicable. np not published.								

Source: Department of Education (unpublished).

TABLE 4A.128

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT(g) (h)</i>	<i>Aust(i)</i>
Year 12										
Attending in May 2012										
Higher Education	%	44.6 ± 10.7	55.5 ± 10.6	39.9 ± 9.6	47.3 ± 14.6	50.5 ± 13.9	38.9 ± 27.2	48.2 ± 20.9	np	46.6 ± 4.9
TAFE/Other study	%	25.4 ± 9.2	18.3 ± 8.8	22.4 ± 8.7	12.7 ± 6.2	13.1 ± 7.2	14.9 ± 15.2**	15.4 ± 14.0	np	20.4 ± 4.4
Total attending	%	70.1 ± 10.5	73.8 ± 8.0	62.3 ± 10.4	60.0 ± 14.7	63.5 ± 12.9	53.8 ± 26.0	63.6 ± 19.6	np	66.9 ± 4.5
Not attending in May 2012										
Full-time workers	%	12.4 ± 5.4	5.3 ± 3.8	15.4 ± 6.8	15.9 ± 9.5	8.9 ± 7.4	15.9 ± 19.2**	np	np	12.0 ± 2.4
Other (j)	%	17.6 ± 8.5	20.9 ± 7.2	22.3 ± 9.6	24.1 ± 11.1	27.6 ± 11.3	30.3 ± 17.2	np	np	21.1 ± 4.4
Total not attending	%	29.9 ± 10.5	26.2 ± 8.0	37.7 ± 10.4	40.0 ± 14.7	36.5 ± 12.9	46.2 ± 26.0	36.4 ± 19.6	np	33.1 ± 4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 11 and below										
Attending in May 2012										
Higher Education	%	–	np	np	–	–	–	np	np	1.2 ± 1.3**
TAFE/Other study	%	45.1 ± 13.6	37.5 ± 13.4	33.2 ± 13.3	52.5 ± 23.6	37.4 ± 21.9	42.4 ± 26.1	–	np	39.9 ± 6.2
Total attending	%	45.1 ± 13.6	np	np	52.5 ± 23.6	37.4 ± 21.9	42.4 ± 26.1	np	np	41.1 ± 6.2
Not attending in May 2012										
Full-time workers	%	–	11.2 ± 10.3	14.7 ± 13.1	20.4 ± 16.2	15.0 ± 14.1	np	np	np	9.2 ± 3.9
Other (j)	%	54.9 ± 13.6	48.7 ± 15.6	50.2 ± 15.4	27.1 ± 22.4	47.6 ± 24.3	np	np	np	49.7 ± 6.0
Total not attending	%	54.9 ± 13.6	59.9 ± 11.4	64.9 ± 14.8	47.5 ± 23.6	62.6 ± 21.9	57.6 ± 26.1	86.1 ± 29.7	np	58.9 ± 6.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All school leavers										
Attending in May 2012										
Higher Education	%	32.3 ± 8.1	43.3 ± 10.4	30.2 ± 8.8	35.5 ± 12.3	38.1 ± 12.0	25.1 ± 19.3	40.6 ± 18.7	np	34.9 ± 4.6
TAFE/Other study	%	30.9 ± 8.1	22.7 ± 7.9	25.1 ± 6.9	22.6 ± 8.0	19.0 ± 7.7	24.7 ± 16.0	12.0 ± 10.8	np	25.4 ± 3.2

TABLE 4A.128

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT(g) (h)</i>	<i>Aust(i)</i>
Total attending	%	63.2 ± 8.4	66.0 ± 7.1	55.3 ± 7.3	58.1 ± 12.2	57.2 ± 13.0	49.7 ± 15.3	52.6 ± 17.3	np	60.3 ± 3.8
Not attending in May 2012										
Full-time workers	%	9.0 ± 4.0	6.7 ± 3.8	15.2 ± 6.4	17.0 ± 7.4	10.4 ± 6.4	12.7 ± 12.2	16.5 ± 13.3	np	11.2 ± 2.2
Other (j)	%	27.9 ± 7.8	27.4 ± 6.6	29.5 ± 7.1	24.8 ± 9.7	32.5 ± 11.9	37.5 ± 12.5	30.9 ± 15.8	np	28.4 ± 3.9
Total not attending	%	36.8 ± 8.4	34.0 ± 7.1	44.7 ± 7.3	41.9 ± 12.2	42.8 ± 13.0	50.3 ± 15.3	47.4 ± 17.3	np	39.7 ± 3.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 12										
Attending in May 2012										
Higher Education	'000	35.6	33.7	24.3	12.7	8.6	1.3	2.0	np	118.2
TAFE/Other study	'000	20.3	11.1	13.6	3.4	2.2	0.5**	0.6	np	51.7
Total attending	'000	55.8	44.8	37.9	16.1	10.8	1.8	2.6	np	169.9
Not attending in May 2012										
Full-time workers	'000	9.9	3.2	9.4	4.3	1.5	0.5**	np	np	30.3
Other (j)	'000	14.0	12.7	13.6	6.5	4.7	1.0	np	np	53.6
Total not attending	'000	23.8	15.9	23.0	10.7	6.2	1.5	1.5	np	83.9
Total	'000	79.7	60.8	60.9	26.9	17.0	3.3	4.1	1.2	253.8
Year 11 and below										
Attending in May 2012										
Higher Education	'000	–	np	np	–	–	–	np	np	1.1**
TAFE/Other study	'000	13.7	6.9	7.0	4.7	2.1	0.8**	–	np	35.1
Total attending	'000	13.7	np	np	4.7	2.1	0.8**	np	np	36.1
Not attending in May 2012										
Full-time workers	'000	–	2.0	3.1	1.8	0.8**	np	np	np	8.1
Other (j)	'000	16.7	8.9	10.6	2.4**	2.6	np	np	np	43.6

TABLE 4A.128

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT(g) (h)</i>	<i>Aust(i)</i>
Total not attending	'000	16.7	11.0	13.7	4.2	3.4	1.1	1.0	np	51.7
Total	'000	30.4	18.3	21.1	8.9	5.5	1.8	1.2	0.7**	87.8
All school leavers										
Attending in May 2012										
Higher Education	'000	35.6	34.2	24.7	12.7	8.6	1.3	2.1	np	119.2
TAFE/Other study	'000	34.0	18.0	20.6	8.1	4.3	1.3	0.6	np	86.8
Total attending	'000	69.5	52.2	45.3	20.8	12.9	2.6	2.8	np	206.0
Not attending in May 2012										
Full-time workers	'000	9.9	5.3	12.5	6.1	2.3	0.7	0.9	np	38.4
Other (j)	'000	30.7	21.6	24.2	8.9	7.3	1.9	1.6	np	97.2
Total not attending	'000	40.5	26.9	36.6	15.0	9.7	2.6	2.5	np	135.6
Total	'000	110.0	79.1	82.0	35.8	22.5	5.1	5.2	1.8	341.6

- (a) Includes all people aged 15-24 years who left school in the previous year but not prior to May in the current year.
- (b) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. Some SA, Tasmania, NT and Australian estimates have relative standard errors greater than 50 per cent and are considered too unreliable for general use and are marked '**'. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is also reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the statistical context chapter for more information on confidence intervals and relative standard errors.
- (c) The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed.
- (d) Data are not published (np) for some items due to small sample sizes, but these data are included in Australian totals.
- (e) Proportions are determined using the number of people who have left school and currently attending an educational institution or participating in the labour force divided by the estimated residential population for the jurisdiction.
- (f) Components may not add to the totals due to rounding and/or not published (np) data.
- (g) NT data are not published due to small sample sizes.

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT(g) (h)</i>	<i>Aust(i)</i>
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(h) The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas.

(i) Australia includes 'Other Territories'.

(j) The category 'other' includes part-time workers, unemployed people and people not in the labour force.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) Education and Work, cat. no. 6227.0, Canberra.

TABLE 4A.129

Table 4A.129 **15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above**

	<i>Unit</i>	<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</i>
2009										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	99.9	106.3	81.0	35.0	19.6	8.9	6.3	3.1	360.3
15 to 19-year-old population	('000)	480.4	364.9	309.4	155.5	107.8	34.7	24.2	16.7	1 493.8
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	20.8	29.1	26.2	22.5	18.2	25.6	26.0	18.6	24.1
2010										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	103.5	116.5	80.4	36.2	20.3	9.2	6.3	2.8	375.2
15 to 19-year-old population	('000)	479.9	365.5	314.1	157.3	108.0	35.0	24.2	16.8	1 501.0
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	21.6	31.9	25.6	23.0	18.8	26.3	26.0	16.6	25.0
2011										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	106.9	130.4	84.2	37.6	21.4	10.9	6.1	2.7	400.1
15 to 19-year-old population	('000)	461.2	355.5	303.6	154.9	105.9	33.9	25.0	16.2	1 456.4
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	23.2	36.7	27.7	24.3	20.2	32.1	24.5	16.4	27.5

Source: NCVER, *National VET Provider Collection (various years)*; NCVER, *National VET in Schools Collection (various years)*; ABS *Population by Age and Sex, Australian States and Territories, (various years)* (Cat. no. 3201.0) Canberra.

TABLE 4A.130

Table 4A.130 Student attendance rates, government schools, by sex, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	94	94	94	94	92	90	89	87	91	83
Female	94	94	94	94	94	94	93	90	89	87	91	83
Total	94	94	94	94	94	94	92	90	89	87	91	83
Vic												
Male	94	94	94	94	94	94	94	92	91	92	91	87
Female	94	94	94	94	94	94	94	92	91	91	90	88
Total	94	94	94	94	94	94	94	92	91	91	90	88
Qld												
Male	92	92	93	93	92	92	92	90	88	87	na	na
Female	92	93	93	93	93	93	93	91	88	87	na	na
Total	92	93	93	93	93	93	92	91	88	87	na	na
WA												
Male	92	92	93	92	92	92	91	89	87	86	na	94
Female	92	92	93	93	93	93	92	90	86	86	na	96
Total	92	92	93	93	93	93	92	89	87	86	na	95
SA												
Male	92	92	93	92	92	92	91	90	88	87	91	89
Female	92	92	92	92	92	92	92	90	87	86	91	89
Total	92	92	93	92	92	92	92	90	88	86	91	89
Tas												
Male	94	94	94	94	94	94	92	90	88	87	na	na
Female	94	94	94	94	94	94	92	89	86	85	na	na
Total	94	94	94	94	94	94	92	89	87	86	na	na

TABLE 4A.130

Table 4A.130 **Student attendance rates, government schools, by sex, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	93	93	93	93	92	91	89	88	87	na	na
Female	93	93	93	92	93	93	92	89	88	87	na	na
Total	93	93	93	93	93	92	92	89	88	87	na	na
NT												
Male	82	81	81	80	81	81	78	77	76	74	33	91
Female	80	81	84	82	83	82	80	77	75	74	100	93
Total	81	81	82	81	82	81	79	77	76	74	60	92

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.131

Table 4A.131 Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	90	90	90	90	90	85	81	78	75	88	73
Non-Indigenous	94	94	95	95	94	94	93	91	89	88	92	85
Total	94	94	94	94	94	94	92	90	89	87	91	83
Vic												
Indigenous	89	90	90	90	89	88	89	85	84	83	85	82
Non-Indigenous	94	94	94	94	94	94	94	92	91	92	91	88
Total	94	94	94	94	94	94	94	92	91	91	90	88
Qld												
Indigenous	86	86	87	87	86	87	86	83	79	77	na	na
Non-Indigenous	93	93	93	93	93	93	93	91	89	88	na	na
Total	92	93	93	93	93	93	92	91	88	87	na	na
WA												
Indigenous	80	81	82	82	82	81	80	72	67	64	na	na
Non-Indigenous	93	93	94	94	94	94	93	91	89	88	na	95
Total	92	92	93	93	93	93	92	89	87	86	na	95
SA												
Indigenous	80	81	82	81	83	81	81	77	72	73	81	78
Non-Indigenous	92	93	93	93	93	93	92	91	88	87	91	90
Total	92	92	93	92	92	92	92	90	88	86	91	89
Tas												
Indigenous	92	93	93	91	92	92	89	84	82	78	na	na
Non-Indigenous	94	94	94	94	94	94	92	90	88	87	na	na
Total	94	94	94	94	94	94	92	89	87	86	na	na

TABLE 4A.131

Table 4A.131 **Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	87	85	88	87	87	83	76	79	77	na	na
Non-Indigenous	93	93	94	93	93	93	92	90	88	87	na	na
Total	93	93	93	93	93	92	92	89	88	87	na	na
NT												
Indigenous	68	70	72	71	72	71	68	64	60	55	60	88
Non-Indigenous	91	92	92	92	92	92	90	88	88	85	na	92
Total	81	81	82	81	82	81	79	77	76	74	60	92

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.132

Table 4A.132 Student attendance rates, independent schools, by sex, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	95	95	96	95	95	94	95	95	94	93	92	94
Female	94	95	95	95	95	95	95	94	93	92	91	97
Total	94	95	95	95	95	95	95	94	94	93	92	95
Vic												
Male	94	95	95	95	95	94	95	93	94	94	86	82
Female	95	94	95	95	95	94	95	94	93	93	94	79
Total	94	95	95	95	95	94	95	94	93	93	89	81
Qld												
Male	94	94	95	94	95	95	95	94	94	93	93	70
Female	94	94	94	94	95	94	95	94	94	93	91	70
Total	94	94	95	94	95	94	95	94	94	93	92	70
WA												
Male	94	94	94	95	95	94	95	95	94	92	100	30
Female	94	94	94	94	95	94	95	94	93	92	na	24
Total	94	94	94	94	95	94	95	94	94	92	100	27
SA												
Male	94	94	95	95	94	94	94	94	94	94	91	95
Female	94	94	95	94	95	94	94	94	93	92	86	98
Total	94	94	95	95	94	94	94	94	93	93	89	95
Tas												
Male	94	95	95	93	94	94	93	93	94	93	84	99
Female	93	93	94	95	94	96	94	92	93	92	100	100
Total	94	94	94	94	94	95	94	93	94	92	86	99

TABLE 4A.132

Table 4A.132 **Student attendance rates, independent schools, by sex, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	93	94	95	95	95	96	95	94	95	na	na
Female	92	93	92	90	91	87	94	81	91	78	na	na
Total	93	93	93	93	93	91	95	88	92	86	na	na
NT												
Male	90	91	91	93	92	92	88	87	87	86	na	43
Female	89	93	92	93	91	92	89	89	88	85	na	51
Total	89	92	92	93	91	92	89	88	88	85	na	48

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.133

Table 4A.133

Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	91	93	91	91	93	91	92	83	79	84	100
Non-Indigenous	95	95	96	95	95	95	95	94	94	93	92	95
Total	94	95	95	95	95	95	95	94	94	93	92	95
Vic												
Indigenous	89	92	92	92	94	89	91	91	96	89	97	86
Non-Indigenous	94	95	95	95	95	94	95	94	93	93	88	81
Total	94	95	95	95	95	94	95	94	93	93	89	81
Qld												
Indigenous	86	88	86	85	87	90	89	88	83	78	na	75
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	92	70
Total	94	94	95	94	95	94	95	94	94	93	92	70
WA												
Indigenous	84	85	87	86	87	81	92	85	75	65	na	19
Non-Indigenous	94	94	95	94	95	95	95	95	94	93	100	31
Total	94	94	94	94	95	94	95	94	94	92	100	27
SA												
Indigenous	90	78	91	88	89	92	84	83	92	93	100	na
Non-Indigenous	94	95	95	95	94	94	94	94	93	93	89	95
Total	94	94	95	95	94	94	94	94	93	93	89	95
Tas												
Indigenous	93	84	94	90	96	93	95	93	92	93	na	na
Non-Indigenous	94	94	94	94	94	95	94	93	94	92	86	99
Total	94	94	94	94	94	95	94	93	94	92	86	99

TABLE 4A.133

Table 4A.133

Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	73	94	88	95	94	77	98	76	76	98	na	na
Non-Indigenous	93	93	93	93	93	91	95	88	92	86	na	na
Total	93	93	93	93	93	91	95	88	92	86	na	na
NT												
Indigenous	77	77	75	85	79	81	76	74	75	71	na	48
Non-Indigenous	91	94	94	94	94	93	93	93	93	91	na	48
Total	89	92	92	93	91	92	89	88	88	85	na	48

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended
na Not available.

Source: ACARA (unpublished)

TABLE 4A.134

Table 4A.134 **Student attendance rates, Catholic schools, by sex, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	95	95	94	94	93	93	92	93	na
Female	94	94	95	94	95	94	95	93	93	91	91	na
Total	94	94	95	94	95	94	94	93	93	92	92	na
Vic												
Male	94	94	95	94	95	94	94	93	93	93	95	99
Female	94	95	95	94	95	94	94	93	92	92	95	91
Total	94	94	95	94	95	94	94	93	92	93	95	94
Qld												
Male	93	94	94	94	94	94	94	94	93	92	na	67
Female	93	94	94	93	94	93	94	94	93	92	na	76
Total	93	94	94	94	94	94	94	94	93	92	na	69
WA												
Male	93	94	95	94	95	95	95	94	94	94	na	na
Female	94	93	94	94	95	95	95	94	93	92	na	na
Total	94	94	94	94	95	95	95	94	93	93	na	na
SA												
Male	94	94	95	94	94	93	93	92	91	91	95	96
Female	94	94	95	94	94	94	94	93	92	91	93	92
Total	94	94	95	94	94	94	93	93	91	91	94	94
Tas												
Male	94	95	94	94	95	94	93	92	91	91	na	na
Female	94	94	94	94	95	94	93	92	90	88	na	na
Total	94	94	94	94	95	94	93	92	91	90	na	na

TABLE 4A.134

Table 4A.134 **Student attendance rates, Catholic schools, by sex, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	95	94	95	94	93	92	89	91	92	na	na
Female	93	94	95	94	94	93	91	89	88	87	na	na
Total	93	94	94	94	94	93	92	89	90	89	na	na
NT												
Male	79	82	78	82	84	83	80	84	82	82	na	na
Female	82	80	83	84	82	85	83	85	82	85	na	na
Total	80	81	81	83	83	84	82	85	82	84	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.135

Table 4A.135 Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	91	91	91	91	90	92	90	89	87	na	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	92	na
Vic												
Indigenous	85	87	90	89	87	90	88	89	85	85	na	na
Non-Indigenous	94	95	95	94	95	94	94	93	92	93	95	94
Total	94	94	95	94	95	94	94	93	92	93	95	94
Qld												
Indigenous	87	87	90	89	89	88	90	91	89	86	na	69
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	na	70
Total	93	94	94	94	94	94	94	94	93	92	na	69
WA												
Indigenous	77	79	81	78	86	81	82	80	82	80	na	na
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	na	na
Total	94	94	94	94	95	95	95	94	93	93	na	na
SA												
Indigenous	90	92	89	90	93	88	86	83	85	84	100	na
Non-Indigenous	94	94	95	94	94	94	94	93	92	91	94	94
Total	94	94	95	94	94	94	93	93	91	91	94	94
Tas												
Indigenous	95	92	93	92	93	91	91	90	89	88	na	na
Non-Indigenous	94	94	94	94	95	94	93	92	91	90	na	na
Total	94	94	94	94	95	94	93	92	91	90	na	na

TABLE 4A.135

Table 4A.135 **Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	89	93	92	91	79	85	87	83	83	84	na	na
Non-Indigenous	93	94	94	95	94	93	92	89	90	90	na	na
Total	93	94	94	94	94	93	92	89	90	89	na	na
NT												
Indigenous	63	66	67	64	66	67	65	73	67	71	na	na
Non-Indigenous	92	91	92	93	92	93	93	92	92	90	na	na
Total	80	81	81	83	83	84	82	85	82	84	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

Data quality information — School education, chapter 4

Data quality information

DQI provides information against the seven ABS data quality framework dimensions, for performance indicators in the School education chapter.

Where Report on Government Services indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI is available for the following performance indicators/measures:

Attendance	2
Participation (6–15 year old children enrolled in school)	4
Participation (participation of 14–19 year old students)	7
Participation (the proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above)	9
Retention	15
Recurrent expenditure per student	18
Recurrent expenditure per student – staff expenditure per student	23
User cost of capital per student	26
Student-to-staff ratio	29
Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)	31
Learning outcomes – Science literacy performance - NAP	33
Learning outcomes – Civics and citizenship performance - NAP	36
Learning outcomes – ICT literacy performance - NAP	38
Learning outcomes – The proportion of students in the achieving at or above the proficient standard, and in bottom and top levels of performance in international testing (PISA 2012, TIMSS 2011 and PIRLS 2011).	41
Completion (year 12)	44
Destination	48

Attendance

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA) with additional Steering Committee comments.

Indicator definition and description

Element Equity — Access

Indicator Attendance

Measure Definition

(computation)

The number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period, disaggregated by sex, Indigenous status, and by school type (government, independent, Catholic)

Numerator (Actual_Day_Attendance) – the number of actual full time equivalent student days attended by full time students.

Denominator (Possible_Day_Attendance) – the number of possible student days attended by full time students.

Computation/s:

The student attendance rate (per cent) = (the numerator/the denominator)*100 (rounded to the nearest whole number), by year level for years 1-10 and ungraded students, State and Territory, sector, sex, and Indigenous status.

Notes:

1. Indigenous status refers to those who identify as Aboriginal but not Torres Strait Islander origin, or Torres Strait Islander but not Aboriginal origin, or Both Aboriginal and Torres Strait Islander origin.
2. Non Indigenous status refers to those who identify themselves as Non Indigenous or where it is unknown/not stated.
3. Appendix 1 contains the proportion of data where the Indigenous status is unknown/not stated, for those data providers where a breakdown is available.

Data source/s 2012 ACARA student attendance data (unpublished)

Data Quality Framework Dimensions

Institutional environment

ACARA collects the data from individual data providers: Departments of Education in each state / territory, for the government sector and the Australian Government Department of Education for the non-government sector.

Individual data providers collect information from schools under the relevant legislation/agreement in each state/territory and sector.

Relevance

Data represents student attendance rates (per cent) for all schools in all sectors in Australia by Year level for Years 1-10 and ungraded students, State and Territory, Sex, and Indigenous status.

Sex, and Indigenous status are defined as per the ACARA Data Standards Manual: Student Background Characteristics.

The collection period for the government sector was Semester 1 in 2012 for each state / territory except for Tasmania where it was Term 1. Note that actual dates of Semester 1 may vary between state / territory.

The collection period for the non-government sector is for 20 consecutive school days in May that form four complete school weeks.

Timeliness	ACARA requests aggregate data, from data providers, in April of the year following the collection period, e.g. For the 2012 collection, the data were requested in April 2013.
Accuracy	<p>Attendance data are collected through various school management systems at the school, before then being collated into a central database by Departments of Education in each state / territory and by the Australian Government Department of Education for the government and non-government systems respectively.</p> <p>Note that student attendance data are not always captured consistently by schools.</p> <p>The below only relates to ACARAs activities in relation to the accuracy of collation. ACARA has taken necessary steps to ensure that the collated data are accurately based on the data provided. Data providers were requested to provide data in predefined templates.</p> <p>ACARA has undertaken rigorous internal quality assurance processes to ensure the collated data are accurately reflective of the source datasets.</p> <p>ACARA has derived the Rate_Percent (called Derived_Rate_Percent) using the provided data fields and compared to the supplied Rate_Percent</p> <p>Actual_Day_Attendance Possible_Day_Attendance Rate_Percent.</p> <p>Whenever the Derived_Rate_Percent figure is not equal to the Rate_Percent figure (as supplied), ACARA will report the Derived_Rate_Percent figure.</p> <p>ACARA has consistently applied and adopted this treatment across the 2012 National Student Attendance Data Collection.</p> <p>ACARA has provided feedback to data providers and sought confirmation and approval on discrepancies in Derived_Rate_Percent.</p>
Coherence	Methodologies and counting rules vary between state / territory and sector, therefore data cannot be compared across state / territory or across school sectors but comparisons over time (2007 to 2012) within a state / territory and sector can be made. Since 2007, data have generally been collected consistently by each state / territory and sector except for NT where the data source changed in 2012 and SA where the reporting period changed to Semester 1 in 2009.
Interpretability	Further information on the differences in methodologies and counting rules between state / territory and sector can be found in the National Report on Schooling in Australia – Explanatory notes for student attendance data. Note the 2012 report is not yet available, however the 2011 and 2010 reports may be used as there have been minor or no changes to methodologies and counting rules during this time period.
Accessibility	<p>Data in this format were yet to be published by ACARA, however the data will be published in the 2012 National Report on Schooling in Australia.</p> <p>Each state / territory and sector publishes variations of their data through their own websites / publications.</p> <p>For further information please contact info@acara.edu.au.</p>

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • Data comparability issues limit the usefulness of this measure. Further improvements are required to provide comparable data across school sectors and across states and territories, due to the differences in methodologies in jurisdictions / sectors. National Standards have been prepared which will help to improve comparability.
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Participation (6–15 year old children enrolled in school)

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure	<u>Definition</u>
(computation)	Proportion of children aged 6–15 years who are enrolled in school (and is expressed as a percentage), <u>Numerator</u> total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) <u>Denominator</u> total population of children aged 6–15 years <u>Computation/s:</u> The number of children aged 6–15 years enrolled in school divided by the total population of children of that age group
Data source/s	<u>Numerator</u> National Schools Statistics Collection (NSSC) data. <u>Denominator</u> ABS Estimated Resident Population (total population), based on the 2011 Census. Data are available annually and adjusted for change over time. .

Data Quality Framework Dimensions

Institutional environment	Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment .
Relevance	Students are classified by state/territory, level and Year of education, Indigenous status, full time or part time status, age at 1 July, category of school and sex. Student data are not currently available by socioeconomic status or geography. Data covers all students enrolled at in scope schools. All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual for aggregate submissions and the NSSC Data Collection Manual for unit record level submissions. Rates are based on school students as a proportion of the estimated resident population. For more information please see the Data Quality Declaration for Australian Demographic Statistics (cat. no. 3101.0).
Timeliness	The NSSC is based on the national school census that is conducted annually on the first Friday in August by each state and territory department of education and the non-government education systems. Information is disseminated through the ABS website from late January through to March the following year.
Accuracy	The NSSC is based on enrolment information from education administrative data systems at the time of the school census, collected in accordance with the standards and definitions applying to the collection. For government data, each school provides and/or validates the information reflecting their enrolments to the relevant state education department. Each

Coherence

state and territory education department processes the data so that data forwarded to the ABS represents, or can be used to derive, student counts (a count of natural persons within a system of education).

Non-government data are coordinated through the Australian Government Department of Education.

The ABS undertakes further validation of all received data prior to publication.

Due to the different enrolment systems, the ability to manage multiple records of enrolment for a student may vary among jurisdictions, which may result in over-reporting of school students in some jurisdictions.

Some small exceptions exist in the interpretation of the standards applying to the collection, and the ability of systems to collect data to the specifications of the collection. These exceptions may affect comparisons of school counts, student counts and student full time equivalent values.

Rates are based on school students as a proportion of the estimated resident population. Data items are consistent over time, except where not available.

NSSC school and student information is a subset of the enrolment information provided by the various education authorities. The application of NSSC business rules may result in counts which differ from those in other datasets originating from the same education authorities. For example, NSSC student counts may not reconcile to enrolment counts available in alternate datasets where multiple enrolments were reported for those students enrolled in more than one school.

State and territory governments report on schools, students and staff in their Annual Reports.

State and territory governments provide NSSC data to DEEWR for Commonwealth funding purposes.

State and territory governments provide school, student and staff data to the Australian Curriculum Assessment & Reporting Authority (ACARA) for school level reporting.

NSSC data are reported through the National Report on Schooling in Australia, Aboriginal and Torres Strait Islander Education Action Plan, National Education Agreement, National Partnership on Youth Attainment and Transitions and the Report on Government Services.

DEEWR reports on non-government school, student and staff data collected for the purposes of administering the Schools Assistance Act 2008 (www.deewr.gov.au/Schooling/Programs/Pages/SchoolsAssistanceAct2008.aspx).

The five-yearly Census of Population and Housing (www.abs.gov.au/websitedbs/censushome.nsf/home/data?opendocument#from-banner=LN) includes information on children attending school and the occupation of Australians (including teachers).

The ABS Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the most recent published ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian states and territories. See Australian Demographic Statistics (cat. no. 3101.0) for further details.

Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population.

ABS data from the NSSC for reporting student enrolments are not comparable with SCSEEC data from the NSAC for reporting student attendance

Accessibility

Predominantly national level information is published in *Schools, Australia* (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) on the ABS

website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Interpretability *Schools, Australia* (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- The differences in populations used for the numerator (service population for each jurisdiction) and denominator (resident population for each jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and an underestimate in other jurisdictions.

Participation (participation of 14–19 year old students)

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<p><u>Definition</u></p> <p>The number of full-time and part-time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.</p> <p><u>Numerator/s</u></p> <p>Number of full and part-time students of specific ages: 14, 15, 16, 17, 18, 19 and 14–19.</p> <p><u>Denominator/s</u></p> <p>Estimated resident population for these age groups, based on 2011 Census of Population and Housing.</p> <p><u>Computation/s:</u></p> <p>The number of full and part time students as a proportion of the estimated resident population. These are provided by jurisdiction and disaggregated by sex.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: ABS Schools Australia (various years), cat. no. 4221.0; Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) data; and unpublished data from Schools, Australia.</p> <p><u>Denominator</u> – ABS Estimated Resident Population (total population) Data are available annually.</p> <p>The participation rate is supplied directly to the review, but the numerator and denominator on which it is based are not.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC) and are based on the annual School census. This collection was established through the work of the former MCEETYA.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full time students and full plus part time students. Rates are based on school students as a proportion of the estimated resident population.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2012 NSSC were released in March 2013.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state</p>

	<p>education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p>
Coherence	<p>Rates are based on school students as a proportion of the estimated resident population from the five-yearly Census of Population and Housing for the relevant age group. Data items are consistent over time.</p> <p>Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.</p> <p>Cross border enrolments may affect consistency between the populations at the numerator and denominator.</p> <p>Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.</p>
Accessibility	<p><u>Schools, Australia</u> (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.</p>
Interpretability	<p>Predominantly national level information is published in <u>Schools Australia</u> (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example; work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the ‘Child care, education and training sector summary’.
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Participation (the proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above)

Data quality information for this indicator has been drafted by the Secretariat in consultation with NCVER and the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Attendance and participation
Measure (computation)	<u>Definition</u> The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above <u>Numerator</u> – number of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II, at June 2011. <u>Denominator</u> – The 15 to 19-year-old population at June 2011. <u>Computation/s</u> : Numerator (above) divided by denominator (above) for each jurisdiction.
Data source/s	NCVER, National VET Provider Collection 2011; NCVER, National VET in Schools Collection 2011 (numerator); ABS (2011) Population by Age and Sex, Australian States and Territories, June 2011 (cat. no. 3201.0) Canberra (denominator).

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator</u>: The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p> <p><u>Denominator</u>: This publication uses data sourced from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).</p> <p>ABS Census of Population and Housing and Post Enumeration Survey (PES) data are used to determine a base population from which Estimated Resident Population (ERP) is calculated and to finalise all components of population change. For information on the institutional environment of the Australian Bureau of Statistics (ABS), please see ABS Institutional Environment.</p>
Relevance	The National VET Provider Collection collects information relating to

students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

The National VET in Schools Collection contains information on all activity undertaken as part of a student's senior secondary certificate that provides credit towards a nationally recognised VET qualification.

Estimates of the resident population (ERP) for the states and territories of Australia are published by sex and age groups, and experimental estimates and projections of the Aboriginal and Torres Strait Islander population are also available. The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

Timeliness

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses

The National VET in Schools Collection is an annual collection, which commenced from the 2005 year. Data are submitted to NCVET via state training authorities and/or the senior secondary assessment authorities by 31 March in the year following activity. A summary of 2012 data was released by NCVET in early December 2013 in the VET in Schools data tables.

Accuracy

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting

against agreed Key Performance Measures (KPMs). Some of the KPMs include:

- Percentage of unknown data
- The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the NTIS listing
- The number of modules/units of competency that do not match the NTIS listing
- Duplicate client identification
- Duplicate qualifications completed
- Reporting scopes
- Funding sources
- Outcome identifiers

The National VET in Schools Collection is an administrative collection, sourced from the student enrolment records through the senior secondary assessment authority in each state or territory. The data are submitted at unit record level either directly to NCVET or via state/territory training authorities. Prior to submission to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a data quality checking program to ensure accurate reporting.

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. In the case of Census and PES data every effort is made to minimise reporting error by the careful design of questionnaires, intensive training and supervision of interviewers, and efficient data processing procedures. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment).

Another dimension of non-sampling error in ERP is the fact that the measures of components of population growth become more accurate as more time elapses after the reference period. As discussed under Timeliness, the tradeoff between timeliness and accuracy means that a user can access more accurate data by using the revised or final ERP data. While the vast majority of births and deaths are registered promptly, a small proportion of registrations are delayed for months or even years. As a result, preliminary quarterly estimates can be an underestimate of the true number of births and deaths occurring in a reference period. Revised figures for a reference period incorporate births and deaths registrations that were received after the preliminary data collection phase as well as the estimated number of registrations that have still not been received for that reference period. For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2006 Census results were used to update quarterly population estimates between the 2001 and 2006 Census. The PES is conducted soon after the Census to estimate the number of Australians not included in the Census. Adding this net undercount of

people back into the population is a crucial step in arriving at the most accurate ERP possible. For more information on rebasing see the feature article in the December quarter 2007 issue of Australian Demographic Statistics (cat. no. 3101.0).

Coherence

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

The National VET in Schools collection is governed by the VET in Schools administrative arrangements that are used in conjunction with AVETMISS. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

ERP was introduced in 1981 and backdated to 1971 as Australia's official measure of population based on place of usual residence. ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation). Before the introduction of ERP, the Australian population was based on unadjusted census counts on actual location basis. It is important to note this break in time series when comparing historical population estimates.

An improved method for calculating NOM was applied from September quarter 2006 onwards. The key change is the introduction of a '12/16 month rule' for measuring a person's residency in Australia replacing the '12/12 month rule'. This change results in a break in time series therefore it is not advised that NOM data calculated using the new method is compared to data previous to this. For further information see Information Paper: Improving Net Overseas Migration Estimation, 2009 (cat. no. 3412.0.55.001).

The births and deaths data in this publication are not coherent with the data found in ABS births and deaths publications. This is because the revision cycle necessary to produce ERP results in a mix of preliminary births and deaths data, based on date of registration, and revised data which is a modelled estimate of births and deaths by date of occurrence. By contrast, the main tables of data in the births and deaths publications are based wholly on registration in the reference year, with some tables and analysis based wholly on date of occurrence data.

Interpretability

To aid interpretation, information on the National VET Provider Collection, the National VET in Schools Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collections use the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
 - Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

Population estimation is also very different to sample survey-based estimation. This is because population estimation is largely based on a full enumeration of components. In the case of the population base, only the PES used sampled data to adjust for census net undercount. In the case of the components of population growth used to carry population estimates forward, Australia has a theoretically complete measure of each component.

Another example of a common misconception relates to the fact that the population projections presented in this publication are not predictions or forecasts. They are an assessment of what would happen to Australia's population if the assumed levels of components of population change - births, deaths and migration - were to hold into the future.

Accessibility

Summary information from the National VET Provider Collection is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>.

Summary information from the National VET in Schools Collection is available free of charge in the VET in Schools data tables on NCVER's website at: <http://www.ncver.edu.au/statistic/21068.html>.

Requests for more detailed statistical information from the National VET Provider Collection and the National VET in Schools Collection can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

ERP data is available in a variety of formats on the ABS website under the 3101.0 and 3201.0 product families. The formats available free on the web are:

- The main features which has the key figures commentary,
- A pdf version of the publication,
- Time series spreadsheets on population change, components of change and interstate arrivals and departures,
- A data cube (in Supertable format) containing quarterly interstate arrivals and departures data.

If the information you require is not available as a standard product, then ABS Consultancy Services can help you with customised services to suit your needs. For inquiries contact the National Information and Referral Service on 1300 135 070. Alternatively, please email client.services@abs.gov.au

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- This measure does not include private RTOs who are not in receipt of government funding

Retention

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Access — Equity
Indicator	Retention
Measure (computation)	<u>Definition</u> Apparent retention rates (ARRs): The number of school students in a designated level/Year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling — at Year 7 or 8 — or at Year 10). Data are reported for: (1) the proportion of students commencing secondary school at Year 7 or 8 and continuing to Year 10 (2) the proportion of students commencing secondary school at Year 7 or 8 and continuing to Year 12 (3) the proportion of Year 10 students continuing to Year 12.

Numerators and denominators

Numerator (1) – number of full-time students in Year 10 in reference year (2012)

Denominator (1) – number of full-time students in the base year (Year 7 in NSW, Vic, Tas and ACT in 2009; Year 8 in QLD, WA, SA and NT in 2010).

Numerator (2) – number of full-time students in Year 12 in reference year (2012)

Denominator (2) – number of full-time students in the base year (Year 7 in NSW, Vic, Tas and ACT in 2007; Year 8 in Qld, WA, SA and NT in 2008).

Numerator (3)– number of full time students in Year 12 in reference year (2012)

Denominator (3) – number of full-time students in the base year (Year 10 in 2010).

In addition data including part-time students are provided for the Year 10 – 12 measure. This measure only provides information on those who are retained to Year 10 or Year 12. These students may or may not complete Year 10 or Year 12.

Computation/s:

The number of students in the relevant numerator year divided by the number of students in the denominator year. These data are provided by Indigenous status and for government, non-government and all schools. In addition data including part time students are provided for the Year 10 – 12 measure.

Data source/s	<u>Numerator and denominator</u> – non-finance National Schools Statistics Collection. Non-finance NSSC. Data are published in <i>Schools, Australia</i> (http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0). Data are available annually
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Data Quality Framework Dimensions

Institutional environment	The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, the Australian Bureau of Statistics (ABS), and the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA),now
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SCSEEC.

NSSC (non-finance) data are collated by the ABS and are sourced from administrative school enrolment databases from the various state and territory departments of education for government data and the DEEWR for non-government data.

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see [ABS Institutional Environment](#).

Relevance

School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status.

Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'.

This indicator is calculated by dividing the number of students in Year 10 or Year 12 in the reference year by the number enrolled at the commencement of secondary school some years previously (depending on jurisdiction). Hence the measure is an Apparent Retention Rate (ARR). It is not a measure of the proportion of students who actually completed Year 10 or Year 12.

Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year.

All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations manual. Data covers all students enrolled in school, some of whom may be taking a VET course.

Timeliness

The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2012 NSSC were released in March 2013.

Accuracy

Each school provides information on their enrolments to the relevant state education department to then forward aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through DEEWR.

The NSSC is based on information on each student enrolled at the time of the school census.

Care should be taken in the interpretation of ARR as the method of calculation does not take into account a range of factors such as repeating students, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARRs, see Explanatory Notes of *Schools, Australia* (<http://www8.abs.gov.au/AUS>

[STATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?](http://www8.abs.gov.au/AUS)

OpenDocument) (cat. no. 4221.0).

Coherence

The ARR is based on those who are undertaking study at the Year 10 or Year 12 level as at August in the reference year and they may not go on to complete Year 10 or Year 12.

The NSSC data items used to construct the ARRs are consistent and comparable over time, and support assessment of annual change.

The ARR measures change over a period of time. The numerator and denominator are sourced from different annual cycles of the NSSC, to follow the same age-cohort. Given the long analysis period, student transitions, such as migration or re-entry to the school system, have an effect on the accuracy of this calculation. In addition, the denominator is sourced from two different NSSC years due to different starting years for secondary school. For example, for the ARR from Year 7/8 to Year 10 in 2012, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2009 (Year 7) and for Qld, WA, SA and NT is

sourced from 2010 (Year 8).

There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Details>

Page/4221.02009?OpenDocument) (cat. no. 4221.0) 2009. Increases in the number of Indigenous students due to improvements in the reporting of Indigenous status may lead to increases in ARR for Indigenous students independently of changes in actual retention.

Care should be taken in the interpretation of ARRs as the method of calculation does not take into account a range of factors such as repeating students, migration, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARRs, see Explanatory Notes of *Schools, Australia* (<http://www8.abs.gov.au/AUS>

STATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?OpenDocument) (cat. no. 4221.0).

Accessibility Predominantly national level information is published in *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on State/Territory level information, are available on the ABS website.

Interpretability *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) includes explanatory notes and glossary available on the ABS website.

Socioeconomic status is not yet available in the NSSC

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures is currently available disaggregated by Indigenous status.

Recurrent expenditure per student

Data quality information for this indicator has been drafted by the Standing Council on School Education and Early Childhood, the Australian Government, State and Territory Governments and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Recurrent expenditure per student
Measure (computation)	<p><u>Definition</u></p> <p>'Recurrent expenditure per student' is defined as all government recurrent expenditure per FTE student. It is reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations; and for non-government schools. It is also reported for all Australian government expenditure and state and territory government expenditure, by government and non-government sector.</p> <p><u>Numerator</u> – expenditure on government schools by categories identified in 'definition' above</p> <p><u>Denominator</u> – Full time equivalent (FTE) students in government schools.</p> <p><u>Computation/s:</u></p> <p>The expenditure per full time equivalent student in the categories identified in 'definition' above.</p> <p>State and territory expenditure for government schools are derived by subtracting reported Australian government expenditure on government schools from all government school expenditure (reported by SCSEEC).</p> <p>The four previous years data are deflated using the GDP Price deflator to provide real expenditure, that can be compared with the current year.</p>
Data source/s	<p>Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2012</i>, cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument>.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Numerator:</p> <p><i>Australian Government expenditure data (government and non-government schools):</i></p> <p>Australian Government expenditure data are collected by the Department of Finance and Deregulation (DoFD). The Australian Government Department of Education and Department of Treasury (Treasury) both contribute financial information to the expenditure data that are collected. DoFD plays an important role in assisting government across a wide range of policy areas to ensure its outcomes are met, particularly with regard to expenditure and financial management, deregulation reform and the operations of</p>
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government.

State and territory expenditure data (non-government schools):

These data are collected and compiled by each of the eight state and territory governments, from their own records of budget allocations and expenditure.

Overall government school expenditure data (provided by SCSEEC):

ACARA SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.

Denominator:

For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.

Relevance

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government payments for specific purposes to support state education services are split across states and territories. This reporting shows how Specific Purpose Payments expenditure is attributed across states and territories.

State and territory expenditure data for non-government schools:

These data identify the extent of state and territory funding to non-government schools. These data reflect expenditure by state and territory governments to the non-Government schools sector (both Independent and Catholic, not disaggregated between these sectors). Data are provided on a whole of state allocation and apply to a range of expenditure types agreed by the School Education Working Group, and included in an agreed data manual.

Overall government school expenditure data (provided by SCSEEC)

Data relate to major expenditure categories and are provided both in total expenditure terms and in terms of cost per student.

Denominator:

These data supplied match the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data include students undertaking additional study where this is in conjunction with NSSC in-scope schooling. This additional study is included as part of the student's workload and includes educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.

Timeliness

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government data for the Final Budget Outcome (FBO) are collected on an annual basis. Data are publicly available around October/November annually. The reference period for the FBO is the 2011-12 financial year.

State and territory expenditure data for non-government schools:

Data are collected in relation to financial year outcomes, on an annual basis for the RoGS. The data request is made in July for the financial year ending in the year prior. This is the first opportunity for them to be collected for the RoGS. Data providers (states and territories) may update these data for prior years, as part of the data provision process for each RoGS.

Overall government school expenditure data (provided by SCSEEC):

Data are collected annually on a financial year basis which accords with State and Territory financial reporting processes. The most recent available data are used.

Denominator:

The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data is made available between January and March the following year.

Numerator:

Australian Government expenditure data (government and non-government schools):

The method of Australian Government data collection for FBO is through the Central Budget Management System (CBMS). The Australian Government Department of Education and Treasury are required to enter data, on a monthly basis to maintain this system. This then forms the basis of the expenditure data that appears in table 36 of the FBO for the 2011-12 financial year. The Australian Government Department of Education minimises processing errors through the use of standard monitoring processes and financial system controls.

State and territory expenditure data for non-government schools:

The data are collected by states and territories through their budget and financial recording processes and have a high degree of accuracy. Data categories fit the definitions in the data manual, unless states or territories advise otherwise.

Overall government school expenditure data (provided by SCSEEC):

Data are derived from jurisdictions' audited annual accounts.

Denominator:

The NSSC is an administrative by-product data collection from data collected on enrolment forms. 2011 and 2012 data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and over-reporting of students by some systems may occur. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Australian Government Department of Education for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this bench mark have a high degree of accuracy.

Numerator:

Australian Government expenditure data (government and non-government schools):

The consistency of the Australian Government data for recurrent expenditure has changed from 2008-09 financial year with the introduction of the National Education Agreement (and associated National Schools SPP reported in the FBO), which commenced from 1 January 2009. The National Partnerships, including the Smarter Schools National Partnership, Closing the Gap – Northern Territory also commenced in the 2008-09 financial year. The Australian Government expenditure data by state and territory are consistent across states and territories and nationally.

State and territory expenditure data for non-government schools:

The data are consistent over time, subject to any inclusions or exclusions

Accuracy

Coherence

noted by states and territories. The counting rules and inclusions have remained consistent over recent RoGS editions. As programs vary across states and territories, some aspects of inclusions may differ, but within the agreed categories. A five year time series is published in each RoGS. Other data in relation to state and territory government funding for non-government schools is included in the annual national Report on Schooling, published by ACARA.

Overall government school expenditure data (provided by SCSEEC):

Data are specialised in terms of established data standards and instructions.

Denominator:

Each state and territory government and the Australian Curriculum Assessment and Reporting Authority (ACARA) reports on school students. ABS NSSC data is sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.

Interpretability

Numerator:

Australian Government expenditure data (government and non-government schools):

There are no context issues that need to be considered in relation to the Australian Government data.

State and territory expenditure data for non-government schools:

This information can be considered in the context of all government funding for both government and non-government schools, which is reported in each RoGS.

Overall government school expenditure data (provided by SCSEEC):

Data are nationally consistent and used for the National Report on Schooling.

Denominator:

Explanatory Notes and a Glossary accompanying the data are available on the ABS website, and include caveats and advice as appropriate.

<<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12011?OpenDocument>>

Accessibility

Numerator:

Australian Government expenditure data (government and non-government schools):

Unpublished Australian Government data cannot be requested as the FBO is only produced upon the completion of the financial year, in this case the 2011-12 financial year. The FBO report is produced in a PDF format. Contact details: Robyn Beutel (02) 6240 0993. DoFD/Treasury released the 2012-13 FBO in September 2013.

State and territory expenditure data for non-government schools:

Data are unpublished and supplied by state and territory governments as one figure, not subdivided. These data are included in the RoGS in a time series and also in combination with ABS data as a measure of expenditure per Full Time Equivalent student.

Overall government school expenditure data (collected by SCSEEC):

Data are determined based on a derived nationally consistent basis and underpinning data is not directly available.

Denominator:

Results from the NSSC are presented on the ABS website in through data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)

Recurrent expenditure per student – staff expenditure per student

Data quality information for this indicator has been drafted by SCSEEC and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Staff expenditure per student
Measure (computation)	<p><u>Definition</u></p> <p>Staff expenditure per student is defined as government recurrent expenditure on staff per FTE student in government schools.</p> <p>It is reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations</p> <p><u>Numerator</u> – expenditure on staff in government schools by categories identified in 'definition' above</p> <p><u>Denominator</u> – Full-time equivalent (FTE) students in government schools.</p> <p><u>Computation/s:</u></p> <p>The expenditure per student (FTE) in the categories identified above.</p> <p>The four previous year's data are deflated using the GDP Price deflator to provide real expenditure, that can be compared with the current year.</p>
Data source/s	<p>Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2012</i>, cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument</p>

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></p> <p>SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p><u>Denominator:</u></p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see <u>ABS Institutional Environment</u>.</p>
Relevance	<p><u>Numerator:</u></p> <p>Data relate to major expenditure categories provided both as total expenditure and as cost per student.</p> <p><u>Denominator:</u></p> <p>Data supplied match the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data includes students undertaking additional study where this is in conjunction with NSSC in-scope schooling. This additional study is included as part of the student's workload and includes</p>

educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.

Timeliness

Numerator:

Data are collected annually on a financial year basis which accords with state and territory financial reporting processes.

Denominator:

The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data are published between January and March the following year.

Accuracy

Numerator:

Data are derived from jurisdiction's audited annual accounts.

Denominator:

The NSSC is an administrative by-product data collection using data collected from enrolment forms. Data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and may result in over-reporting of students by some systems. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Commonwealth Department of Education for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this bench mark have a high degree of accuracy.

Coherence

Numerator:

Data are specialised in terms of established data standards and instructions.

Denominator:

Each state and territory government reports on school students, the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students and the five-yearly Census of Population and Housing includes information on children attending school. ABS NSSC data is sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.

Interpretability

Numerator:

Nationally consistent data that are used for the National Report on Schooling.

Denominator:

Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.

Accessibility

Numerator:

Data are determined based on a derived nationally consistent basis and underpinning data is not directly available.

Denominator:

Results from the NSSC are presented on the ABS website in data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.

Data Gaps/Issues Analysis

**Key data
gaps /issues**

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the 'staff expenditure per student' measure is partial in nature, as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

User cost of capital per student

Data quality information for this indicator has been drafted by the SCSEEC and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	User cost of capital per student
Measure (computation)	<p><u>Definition</u></p> <p>The notional costs to governments of the funds tied up in capital used to produce services (for example, land and buildings owned by government schools) per FTE student</p> <p><u>Numerator</u> – 8 per cent of the value of non-current physical assets of government schools (for example, land, buildings, plant and equipment) which are re-valued over time.</p> <p><u>Denominator</u> – number of full time equivalent students in government schools.</p> <p><u>Computation/s</u>: The numerator divided by the denominator (above).</p>

Data source/s	Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC are disseminated by the ABS through <i>Schools, Australia, 2012</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument >.
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Data Quality Framework Dimensions

Institutional environment	<p>Numerator: SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p>Denominator: For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>Numerator: Data relate to major expenditure categories provided both as total expenditure and in terms of cost per student (FTE).</p> <p>Denominator: The data supplied matches the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data includes students undertaking additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such</p>

	<p>programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p>Numerator: Data are collected annually on a financial year basis which accords with State and Territory financial reporting processes. The most recent available data are used.</p> <p>Denominator: The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data is made available between January and March the following year.</p>
Accuracy	<p>Numerator: Data are derived from jurisdictions' audited annual accounts.</p> <p>Denominator: The NSSC is an administrative by-product collection from data collected from enrolment forms. 2011 and 2012 data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and may result in over-reporting of students by some systems. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Australian Government Department of Education, for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this indicator have a high degree of accuracy.</p>
Coherence	<p>Numerator: Data are specialised in terms of established data standards and instructions.</p> <p>Denominator: Each state and territory government and the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students. ABS NSSC data is sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.</p>
Interpretability	<p>Numerator: Data are nationally consistent and used for the National Report on Schooling.</p> <p>Denominator: Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.</p>
Accessibility	<p>Numerator: Data are determined based on a derived nationally consistent basis and underpinning data is not directly available.</p> <p>Denominator: Results from the NSSC are presented on the ABS website in data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.</p>

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Student-to-staff ratio

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Student-to-staff ratio
Measure (computation)	<p><u>Definition</u></p> <p>The FTE (full-time equivalent) of students per FTE of staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff.</p> <p><u>Numerator/s</u></p> <p>The FTE of students</p> <p><u>Denominator/s</u></p> <p>The FTE of staff.</p> <p><u>Computation/s:</u></p> <p>The numerator (above) divided by the denominator (above) Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff, by jurisdiction</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: National Schools Statistics Collection (NSSC) data; and unpublished data from <i>Schools, Australia</i>,(cat. no. 4221.0).</p> <p>The student to staff ratios for teaching staff are available directly from published data. The ratios for non-teaching staff and all staff are derived from a range of published NSSC data.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the National Schools Statistics Collection (NSSC) (non-finance) and are based on the annual School census. This collection was established through the work of the former MCEETYA, now the Standing Council on School Education and Early Childhood (SCSEEC).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full-time students and full plus part-time students. Rates are based on FTE school students and FTE staff.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August each year by state and territory departments of education. The results from the 2012 NSSC were released in March 2013.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state</p>

education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.

The NSSC is based on information on each student enrolled at the time of the school census.

Coherence Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.

Cross boarder enrolments may affect consistency between the populations at the numerator and denominator.

Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly ABS Census of Population and Housing includes information on children attending school.

Accessibility *Schools, Australia* (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.

Interpretability Published information is included in *Schools, Australia* (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes
- the student-to-staff ratio is aggregated across all subjects and Year levels, and does not distinguish between subjects and/or Year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)

Data quality information for NAPLAN outcomes for these indicators has been sourced from the Steering Committee’s report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA), with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	‘Learning outcomes’ (reading performance, writing performance, numeracy performance)
Measure (computation)	<p><u>Definition</u></p> <p><u>Measures</u></p> <ul style="list-style-type: none"> • Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9) • NAPLAN mean scale scores for students (for reading, writing and numeracy in years 3, 5, 7 and 9) <p><u>Computation</u></p> <p>Proportion at or above the national minimum standard, or mean scale score. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by States, Territories and the Commonwealth and endorsed by the NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose.’</p> <p>Confidence intervals:</p> <ul style="list-style-type: none"> • <u>2012 Reading CIs</u>: 2012 confidence interval data for the “proportion of students who achieved at or above the national minimum standard” and “mean scale scores” in reading for Years 3, 5, 7 and 9 • <u>2012 Persuasive Writing CIs</u>: 2012 confidence interval data for the “proportion of students who achieved at or above the national minimum standard” and “mean scale scores” in persuasive writing for Years 3, 5, 7 and 9 • <u>2012 Numeracy CIs</u>: 2012 confidence interval data for the “proportion of students who achieved at or above the national minimum standard” and “mean scale scores” in numeracy for Years 3, 5, 7 and 9
Data source/s	Is collected at school level and distributed by the Test Administration Authorities in each state and territory. 2012 data sourced from ACARA (2013 and unpublished) National Assessment Program - Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy (and additional unpublished data supplied by ACER). Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of NAPLAN results at the national, state and territory level.

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories</p> <p>Collection authority: ACARA Act 2008</p> <p>Data Compiler(s): ACER (Australian Council for Educational Research)</p>
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Relevance	<p><i>Level of geography:</i> Data are available at National and State/Territory levels, by general population, language background other than English, male and female, indigenous and non-indigenous, geographic location, indigenous and non-indigenous by geographic location, and parental education and parental occupation.</p> <p><i>Data completeness:</i> Yes.</p> <p><i>Numerator/Denominator source:</i> The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.</p> <p><i>For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included?</i> Schools included are those whose students sit NAPLAN tests.</p> <p><i>Have standard classifications been used?</i> Yes.</p>
Timeliness	<p>Collection interval/s: The NAPLAN tests are conducted annually.</p> <p>Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2012 was released by ACARA on 18 December 2012.</p>
Accuracy	<p>Method of Collection: By Test Administration Authorities and provided to ACER, who provide to ACARA.</p> <p>Data Adjustments: Raw NAPLAN scores are converted to scaled scores</p> <p>Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9)</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years</p> <p>Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee</p> <p>Is the data being used attitudinal or data? - Data</p> <p>The abbreviation 'n.p.' indicates data not published as there were no students tested or the number of students tested was less than 30.</p> <p>The abbreviation '-' indicates that the geographic location code does not apply within this State/Territory or for this year level.</p>
Coherence	<p>Consistency over time: NAPLAN results are collected in a consistent manner annually</p> <p>The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER</p> <p>The data are consistent with data supplied in previous reporting rounds.</p> <p>Jurisdiction estimate calculation: Yes</p>
Accessibility: Interpretability	<p>The data are available in PDF format at www.naplan.edu.au.</p> <p>Other Supporting information: FAQs on (www.naplan.edu.au).</p> <p>Socioeconomic status derivation: NA</p> <p>Socioeconomic status quintiles derivation: NA The data is available in PDF format at (www.naplan.edu.au).</p>

Data Gaps/Issues Analysis

- Key data gaps/issues** The Steering Committee notes the following issues:
- Students are classified in four ways: assessed, exempt, absent, withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard.
 - Published confidence intervals are used for student 'gain' from 2008-2010-2012.

Learning outcomes – Science literacy performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – science literacy performance
Measure (computation)	<p><u>Definition</u></p> <p>Percentage of students achieving at or above the proficient standard on the scientific literacy scale by jurisdiction. These data are also reported by sex, Indigenous status, and geolocation for 2006, 2009 and 2012, and by LBOTE status and socioeconomic status for 2009 and 2012. The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) for year 6.</p> <p><u>Numerator</u> –</p> <p>Number of year 6 students assessed achieving at proficiency level 3.2 or above the proficient standard on the scientific literacy scale</p> <p><u>Denominator</u> –</p> <p>Number of year 6 students assessed on scientific literacy</p> <p><u>Computation/s:</u></p> <p>The proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy.</p>
Data source/s	Published report by ACARA (2013).

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send their data under a set of protocols to the Contractor/Data Compiler. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2012, the contractor was Educational Assessment Australia, EAA)</p>
Relevance	<p>Level of Geography: Data are available by National, State and Territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory</p> <p>Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by EAA.</p> <p>The original purpose for collecting the data is to report against the national key performance measure detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for</p>

	<p>Young Australians.</p> <p>Have standard classifications been used? If not, why not? Yes they have been used.</p>
Timeliness	<p>Collection interval/s: The Science Literacy test is conducted every three years.</p> <p>Data available: (for most recent data – 2012) The 2012 National Assessment Program – Science Literacy (NAP-SL) Public Report and the 2012 NAP-SL Technical Report were both released by ACARA in 2013.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: By schools and provided to EAA, who provide to ACARA.</p> <p>Data Adjustments: Raw NAP-SL scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 students.</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided.</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions.</p> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next; 95 per cent confidence intervals have been provided.</p> <p>The following quality control measures were undertaken:</p> <ul style="list-style-type: none"> • Student responses/scores were entered separately by two trained operators and a program compared the scores from each entry and identified any discrepancies. Any discrepancy was highlighted and checked by the supervisor and the correct response/score recorded. Range checked validations were also conducted. • Parallel processing: Procedures undertaken for the conduct of the sampling, data analysis and equating were carried out by the contractor and a subcontractor independently, with results from each cross-checked for accuracy.
Coherence	<p>Consistency over time: NAP-SL results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</p> <p>The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by EAA.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p>
Interpretability	<p>Context: Yes, this is within the context of the NAP-SL testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>

Accessibility Data publicly available on www.nap.edu.au
Data are not available prior to public access.
Supplementary data are available upon request.
The data are available in PDF format.

Data Gaps/Issues Analysis

Key data gaps /issues The Steering Committee notes the following issues:

- This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students to be tested. Confidence intervals are provided.

Learning outcomes – Civics and citizenship performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – civics and citizenship performance (NAP)
Measure (computation)	<p>Proportion of sampled of year 6 and year 10 students achieving at or above the proficient standard for civics and citizenship. These data are also reported by sex, Indigenous status, LBOTE status, socioeconomic status and geolocation (national data only for subgroups). The proficient standard for civics and citizenship performance is set at proficiency level 2 for year 6, and at level 3 for year 10, (of levels 1 to 5).</p> <p><u>Numerator –</u> Number of year 6 and year 10 students assessed achieving proficiency level 2 for year 6, and at level 3 for year 10 for civics and citizenship performance</p> <p><u>Denominator –</u> Number of year 6 and year 10 students assessed on civics and citizenship knowledge and understanding</p> <p><u>Computation/s:</u> The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 2 for year 6, and at level 3 for year 10 for civics and citizenship performance</p>
Data source/s	Published report by ACARA (2011)

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send their data under a set of protocols to the Contractor/Data Compiler. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2010, the contractor was the Australian Council for Educational Research, ACER)</p>
Relevance	<p>Level of Geography: Data are available by National, State and Territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory</p> <p>Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.</p> <p>The original purpose for collecting the data is to report against the national key performance measure detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.</p>

	Have standard classifications been used? If not, why not? Yes they have been used.
Timeliness	Collection interval/s: The Civics and Citizenship test is conducted every three years. Data available: (for most recent data – 2010) The 2010 NAP Civics and citizenship Year 6 and Year 10 Report and the 2010 NAP Civics and citizenship Technical Report were released by ACARA in November 2011. Updates to the data after its release are not likely.
Accuracy	Method of Collection: Method of Collection: By schools and provided to ACER, who provide to ACARA. Data Adjustments: Raw NAP CC scores are converted to scaled scores. Sample/Collection size: The collection size is a nationally representative sample of Year 6 and Year 10 students. Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided. Known Issues: Confidence intervals should be considered when ranking jurisdictions. Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.
Coherence	Consistency over time: NAP CC results are collected in a consistent manner every three years. State and Territory data are consistent with each other and the Australian level. The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER. The data are consistent with data supplied in previous reporting round.
Interpretability	Jurisdiction estimate calculation: Yes Jurisdiction/Australia estimate calculation: Yes Context: Yes, this is within the context of the NAP CC testing and reporting environment. Other Supporting information: FAQs and Glossary on www.nap.edu.au Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported Socioeconomic status derivation: Not available Socioeconomic status quintiles derivation: Not available
Accessibility	Data publicly available on www.nap.edu.au Data are not available prior to public access. Supplementary data are available upon request. The data is available in PDF format.

Data Gaps/Issues Analysis

Key data gaps /issues	The Steering Committee notes the following issues: <ul style="list-style-type: none"> • This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students to be tested. Confidence intervals are provided.
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Learning outcomes – ICT literacy performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – Information and communication technologies (ICT) literacy performance (NAP)
Measure (computation)	<p>Proportion of sampled of year 6 and year 10 students achieving at or above the proficient standard in ICT literacy by jurisdiction. These data are also reported by sex, Indigenous status, LBOTE status, socioeconomic status and geolocation (national data only for subgroups). The proficient standard for ICT literacy performance is set at the boundary between proficiency Levels 2 and 3 for year 6, and at the boundary between Proficiency Levels 3 and 4 for year 10, (of levels 1 to 6). Data are reported for 2005, 2008 and 2011.</p> <p><u>Numerator</u> – Number of year 6 and year 10 students assessed achieving proficiency level 3 for year 6, and at level 4 for year 10 on ICT literacy knowledge and understanding</p> <p><u>Denominator</u> – Number of year 6 and year 10 students assessed on the ICT literacy knowledge and understanding</p> <p><u>Computation/s</u>: The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 3 for year 6, and at level 4 for year 10 on the ICT literacy performance.</p>
Data source/s	Published reports by MCEECDYA (2010) and ACARA (2012).

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send their data under a set of protocols to the Contractor/Data Compiler. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2011, the contractor was the Australian Council for Educational Research, ACER))</p>
Relevance	<p>Level of Geography: Data are available by national, state and territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory</p> <p>Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.</p> <p>The original purpose for collecting the data is to report against the national key performance measures detailed in the Measurement Framework for</p>

	<p>Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.</p> <p>Have standard classifications been used? If not, why not? Yes they have been used.</p>
Timeliness	<p>Collection interval/s: The ICT Literacy test is conducted every three years.</p> <p>Data available: (for most recent data – 2011) The 2011 NAP ICT Literacy Year 6 and Year 10 Report and the 2011 NAP ICT Literacy Technical Report were both released by ACARA in 2012.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: By schools and provided to ACER, who provide to ACARA.</p> <p>Data Adjustments: Raw NAP ICT Literacy scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 and Year 10 students.</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided.</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions.</p>
Coherence	<p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.</p> <p>Consistency over time: NAP ICT Literacy results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</p> <p>The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.</p> <p>The data are consistent with data supplied in previous reporting round.</p>
Interpretability	<p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p> <p>Context: Yes, this is within the context of the NAP ICT Literacy testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>
Accessibility	<p>Data publicly available on www.nap.edu.au</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are available upon request.</p> <p>The data is available in PDF format.</p>

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students to be tested. Confidence intervals are provided.

Learning outcomes – The proportion of students in the achieving at or above the proficient standard, and in bottom and top levels of performance in international testing (PISA 2012, TIMSS 2011 and PIRLS 2011).

Data quality information for this indicator has been drafted by the School Education Working Group, and sourced from the Steering Committee’s report to the COAG Reform Council on the National Education Agreement (data supplied by ACER), with additional material supplied by ACER and Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	‘Learning outcomes’ – (reading literacy, scientific literacy, mathematical literacy performance)
Measure	<p>Proportion of students that achieved at or above the nationally agreed proficiency level</p> <p>Numerator: number of students who achieved at or above the nationally agreed proficiency level</p> <ul style="list-style-type: none"> – PISA: level 3 for each of reading literacy, mathematical literacy and scientific literacy – TIMSS: intermediate and above (years 4 and 8 mathematics achievement and science achievement) – PIRLS: intermediate and above (year 4 reading literacy performance) <p>Denominator: total population of all students (15 year old students participating in PISA; years 4 and 8 students participating in TIMSS and PIRLS)</p>

Proportion of students in top and bottom levels of performance

Numerator top level: number of students who achieved:

- PISA: at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy
- TIMSS and PIRLS: above the Intermediate benchmark on each of reading literacy performance (PIRLS Year 4); mathematics achievement and science achievement (TIMSS years 4 and 8).

Numerator bottom level: number of students who achieved

- PISA: at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy
- TIMSS and PIRLS: below the Intermediate benchmark on each of reading literacy performance (PIRLS Year 4); mathematics achievement and science achievement (TIMSS years 4 and 8).

Denominator: total population of all students (15 year old students participating in PISA; years 4 and 8 students participating in TIMSS and PIRLS).

Data source	PISA 2012 and earlier PISA cycles; TIMSS 2011 and earlier TIMSS cycles; PIRLS 2011
Institutional Environment	<p>The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company.</p> <p>ACER are contracted by the Australian and State and Territory</p>

	<p>Governments to manage PISA, TIMSS and PIRLS in Australia</p> <p>Data are collected from students, teachers and schools directly by ACER. Statistical confidentiality is assured. All identifying data are removed from the data file prior to submission to the International Study Centre.</p> <p>The data are collected as part of the National Assessment Program. Participation of selected schools is mandatory, participation of students is voluntary.</p>
Relevance	<p>Level of Geography: State/Territory, Metropolitan, Provincial and Remote</p> <p>Data Completeness: All data are available from this data source</p> <p>Indigenous Statistics: Indigenous status is obtained from students</p> <p>Socioeconomic status data: Socioeconomic status is available at all data levels</p>
Timeliness	<p>Numerator/Denominator Source: Yes</p> <p>Collection interval/s: every 3 years (PISA); every 4 years (TIMSS); every 5 years (PIRLS).</p> <p>Data available: December 2013 (PISA 2012); December 2012 (TIMSS 2011; PIRLS 2011)</p> <p>Referenced Period: The data are collected during the 2012 school year (PISA 2012); 2010 school year (TIMSS 2011; PIRLS 2011)</p> <p>No revisions likely.</p> <p>Single data source only</p> <p>No other less frequent data sources that contain more detailed data can be used in other reporting years</p>
Accuracy	<p>Method of Collection: For PISA the test and questionnaires are administered to selected students in selected schools by independent test administrators who are employed by and trained by ACER. For TIMSS and PIRLS the test and questionnaires are administered to selected classes in selected schools by teachers at the school who are not teachers of the selected students.</p> <p>Data Adjustments: data are weighted only.</p> <p>Sample/Collection size: 14 481 students aged who are aged between 15 years and 3 months and 16 years and 2 months at the beginning of the testing period (PISA 2012). The TIMSS 2011 and PIRLS 2011 sample is about 6150 students at Year 4 and the TIMSS 2011 sample is about 7500 students at Year 8.</p> <p>Response rate: Student response rate is about 95 per cent.</p> <p>Standard Errors: These vary but are included in tables where required.</p> <p>Data are test achievement data.</p> <p>There are no particular data tables for the performance indicator that require more detailed information or explanation.</p> <p>There are no external factors that may impact on the consistency of the data for the performance indicator.</p>
Coherence	<p>There are no revisions expected.</p> <p>The data are internally consistent.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting rounds.</p> <p>There have been no changes to the underlying data collection.</p> <p>No real world events have impacted on the data or its management.</p> <p>These data are not comparable with any other data sources.</p>
Interpretability	<p>All terms used in analysis are explained in the reports available from www.acer.edu.au/timss and from www.acer.edu.au/ozpisa</p> <p>There are no ambiguous terms.</p>
Accessibility	<p>Data are publicly available from www.acer.edu.au/timss and from</p>

www.acer.edu.au/ozpisa. Some unpublished data have been provided by ACER for this report.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

The population sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status. Further analysis is required to determine whether an alternative data source is necessary and/or more refined indicators/measures developed.

The disaggregation of data to report students in the 'top' and 'bottom' levels of performance has resulted in larger RSEs than for the disaggregation of data to report students 'at or above the national minimum standard'. The size of the RSEs affects the ability to identify small movements over time.

PISA data do not account for the differences in school starting ages across states and territories — a 15 year old in one jurisdiction could be in year 9, while a 15 year old in another jurisdiction could be in year 11.

Completion (year 12)

Data quality information for this indicator has been drafted by the Australian Government Department of Education with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Completion
Measure (computation)	<p><u>Definition</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population, by socio-economic status and geolocation.</p> <p><u>Numerator/s</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent (these criteria vary across jurisdictions) by socio-economic status and geolocation.</p> <p><u>Denominator/s</u></p> <p>The estimated potential year 12 population (an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five) by socio-economic status and geolocation.</p> <p><u>Computation/s:</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent divided by the estimated potential year 12 population. These are provided as follows for socio-economic status (high, medium, low) and by geolocation (metropolitan, provincial, remote, very remote):</p> <p>Socio-economic status: The ABS Postal Area Index of Relative Socio-economic Disadvantage is used to calculate socioeconomic status on the basis of postcode of students' home addresses.</p> <p>Geolocation: Definitions for geolocation are based on the agreed MCEECDYA Geographic Location Classification adapted to the Australian Statistical Geography Standard (ASGS) which was introduced in 2011.</p> <p>A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>Australian Government Department of Education (unpublished) – sourced from states and territories qualification authorities.</p> <p><u>Denominator/s:</u></p> <p>Australian Government Department of Education (unpublished) – sourced from ABS population data based on the 2011 Census of Population and Housing</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): The data were collected by each of the eight state/territory Australian Curriculum, Assessment and Certification Authorities (ACACA) boards.</p> <p>Collection authority: Collected at request of MCEECDYA and Steering Committee for the Review of Government Service Provision</p> <p>Data Compiler(s): Compiled by the Australian Government Department of Education</p> <p>DEEWR requests summary data at the postcode level. Significant errors</p>
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Relevance

picked up in subsequent report periods.

Data topic: Students under 20 years of age, issued with Year 12 Certificates by sex and postcode. The certificates reported include:

- NSW - Year 12 Students Completing the Requirements of the High School Certificate (HSC);
- VIC - Year 12 Students Completing the Requirements of the Victorian Certificate of Education (VCE)) and Victorian Certificate of Applied Learning (VCAL) - Intermediate and Senior levels;
- QLD - Year 12 Students who received a Senior Statement;
- WA - Year 12 Students Receiving a Statement of Results for Completing at least one full year Curriculum Council Subject;
- SA - Students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia includes students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- TAS*- Year 12 Students Completing the Requirements of the Tasmanian Certificate of Education ;
- ACT - Year 12 Students Completing the Requirements of the ACT Year 12 Certificate.
- NT - Year 12 Students Completing the Requirements of the Northern Territory Certificate of Education;

* In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

Level of geography: Data are collected at the postcode level.

Key Data Items: Year 12 completion rates, by region and SES status, which are both calculated from postcode data.

Numerator/Denominator Source: The numerator is calculated based on Year 12 certificate data supplied by the state/territory examination boards. The denominator is based on Estimated Resident Population data released by the ABS at the SLA level for 15 to 19 year olds by sex.

Year 12 Completions data are collected to construct indicators showing the relative rates of young people completing senior secondary school education across different socio economic groups and across geographic regions by state. The collection has limited scope. The data refer predominantly to Year 12 Certificates issued from mainly academic streams, and so does not include completions from courses that have a large vocational component. The collection is therefore not suitable as a measure of Year 12 or equivalent attainment. Definitions of completions differ widely across states, so indicators are not comparable across states. Also, in three states, the completions numbers relate to students who have been issued certificates in at least one subject, whilst in other states the data refer to numbers of students who have successfully completed a Year 12 course over a number of subject areas.

Timeliness

Data collected: Annually. The Year 12 certificate data become available in January / February in the year following the reference year, whilst the estimated resident population data become available in July or August following the reference year.

Data available: The indicators are generally available four weeks after the estimated resident population data become available.

Referenced Period: The reference period for the Year 12 certificate data is the school calendar year. The estimated resident population data refer to 30 June of the reference year.

Data are unlikely to be updated after release, though the indicators are recalculated every five years as the ABS Estimated Resident Population series is rebased after each population census. In some years data have been revised, due to annual revisions in data becoming available.

The only alternative data source, in relation to the socioeconomic status and geography of Year 12 completers, is from the ABS Census of Population and Housing.

Accuracy

Method of Collection: Year 12 Completions data are supplied by the relevant qualifications authorities in annual data submissions to the Australian Government Department of Education.

The population data are published by the ABS.

Data Adjustments: The postcodes are mapped to Statistical Local Areas, as per the Australian Standard Geographical Classification, as published for the most recent census year. Where postcodes refer to post office boxes, these postcodes are mapped on to the delivery postcode that the post office box is located in. Newly created postcodes are mapped to the existing postcode that covers the new postcode area. Completions for student addresses that are postcodes allocated to military bases and universities are excluded.

Sample size: Estimates are based on full counts of completions.

Collection size: About 190,000.

Standard errors: Not calculated.

Under Counts: There are no known issues with under counts.

Over Counts: Given that in some states, the completion count refers to numbers of students receiving a completion certificate for completing at least one Year 12 subject, it is likely that a number of these students will receive certificates over at least a two year period.

As the indicator was not designed to be used to be a measure of completion levels, this is not considered to be a major issue.

Sensitive Questions - Not applicable. Steps have been taken to minimise processing errors - incoming completions data are checked for reasonableness. Reporting rates - Not applicable. Coverage issues - none

Coherence

Consistency over time: The series has changed over time, as Year 12 qualifications have changed. For example, in 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

The Northern Territory also had a similar break in series some years ago.

Consistency of jurisdictions: Data are not comparable across states and territories. State and territory data submissions vary substantially.

Numerator/denominator: The numerator is based on the numbers of Year 12 certificates issued to people who are either less than twenty year of age, or are in the 15-19 age group, as of December in the reference year. The difference in the definition of age group is not considered significant.

The denominator is based on numbers of people in the 15 to 19 year age group. The difference in age groups is not considered significant.

The data have been collected and processed consistently over time. In 2009 the Tasmanian Qualification Authority introduced a new Tasmanian Certificate of Education, which is based on students satisfactorily completing a number of senior secondary subjects before being eligible for the certificate. In previous years, the collection related to the numbers of students being issued a certificate for completing at least one Year 12 subject. This break in series will be documented. There is no alternative annual data source for this collection but a nationally agreed measure is under development. Similar indicators could be published quinquennially from ABS Census of Population and Housing data.

Accessibility

Contact details: (02) 6240 9281

Data are available in Excel tables. Low level data are not released.

Interpretability

Context: As the Year 12 completions data are not strictly comparable across jurisdictions, care must be taken in making interstate comparisons.

The coverage of Year 12 courses is limited, so the indicators are not suitable to be used to measure progress towards achieving the 'Year 12 or equivalent' COAG targets, though they can provide an indication of which socioeconomic and geographical groups are most in danger of not completing Year 12 level education.

Other Supporting information:

Information about Year 12 certificates can be found at the ACACA website at <http://acaca.bos.nsw.edu.au/>.

The ABS web site on the Socio-Economic Indexes for Areas (SEIFA).

The ABS publication, Schools Australia for information on numbers enrolled in Year 12.

Technical documentation published by the ABS explaining the ABS Estimated Resident Population series.

Year 12 completion refers to state Year 12 certificates. See 'relevance' section for names of these certificates.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage. These data are not comparable as states and territories hold different requirements to achieve year 12 completion. Work is continuing to develop comparable measures.

Destination

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Destination
Measure (computation)	<p><u>Definition</u></p> <p>The estimated number of school students who left school in a year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year.</p> <p><u>Numerator:</u></p> <p>Number of persons aged 15 to 19 years who have left school who are undertaking education, training or full time employment, or other outcomes by highest level of schooling completed.</p> <p><u>Denominator:</u></p> <p>Number of persons aged 15 to 19 years who have left school, by highest level of schooling completed.</p> <p><u>Computation/s:</u></p> <p>The proportion of students participating in post-school education, training or full time employment or other outcomes, as a percentage of the estimated number of all school leavers in the previous calendar year. These are provided by jurisdiction and disaggregated by highest level of schooling completed.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>ABS Survey of Education and Work (unpublished data)</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment</p>
Relevance	<p>SEW data are available by state/territory. The SEW collects information on participation in education. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED).</p> <p>In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational participation of the other. Furthermore, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2012 survey were released in November 2012.</p>
Accuracy	<p>The 2012 SEW response rate was approximately 95 per cent which constituted around 39 500 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per</p>

	cent in 2009, but the full sample was reinstated in 2010.
	Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.
Coherence	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting.</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared</p> <p>The Survey of Education and Training (SET) and the Census of Population and Housing also provide information on educational participation and attainment, and labour force status.</p>
Accessibility	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service) (NIRS). A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2011) and are available on request</p>
Interpretability	<p>Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes in Education and Work, Australia (http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument) (Cat. No. 6227.0)</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • The data reported for this indicator relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school. • The small number of young people included in this sample survey means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for states and territories with smaller populations.
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5 Vocational education and training

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia. The VET system (including apprenticeships and traineeships) delivers employment related skills across a wide range of vocations. It provides Australians with the skills to enter or re-enter the labour force, retrain for a new job or upgrade skills for an existing job. The VET system includes government and privately funded VET delivered through a number of methods by a wide range of training institutions and enterprises.

The focus of this chapter is on VET services delivered by providers receiving government funding, which includes training activity funded under the *National*

Agreement for Skills and Workforce Development (NASWD). These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of School education, chapter 4) or university education (some information on university education is included in the Child care, education and training sector overview B).

Major improvements to reporting on VET in this edition include:

- reporting additional data on VET graduates with improved employment and education/training status after training, in the outcome indicator ‘student employment and further study outcomes’
- reporting the number of modules and units of competency completed as a combined measure, in the outcome indicator ‘skill profile’
- expansion of time series data in attachment tables for various measures within the outcome indicators ‘student employment and further study outcomes’ and ‘student satisfaction with VET’.

5.1 Profile of vocational education and training

Service overview

The general roles of the VET system, and the main reasons that students participate in VET programs, are to:

- obtain a qualification to enter the labour force
- retrain or update labour force skills
- develop skills, including general education skills such as literacy and numeracy, that enhance students’ ability to enter the labour force
- provide a pathway to further tertiary education, including entrance to higher education.

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and an increasing number of private and community RTOs. Students have access to a diverse range of programs and qualification levels, with course durations varying

across modules or units of competency (a stand-alone course component or subject) (box 5.1).

Box 5.1 Diversity of the VET system

Vocational education and training (VET) programs range from a single module or unit of competency (which can involve fewer than 10 contact hours) to associate degrees (which can involve up to four years of study). All training in the VET system needs to be assessed, because many students complete modules or units of competency without intending to complete a course or qualification.

The types of training range from formal classroom learning to workplace-based learning, and can include flexible, self-paced learning and/or online training, often in combination. Also included are apprenticeships/traineeships (referred to as Australian Apprenticeships), which combine employment and competency-based training, including both formalised training and on-the-job training. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

The types of training organisation include: institutions specialising in VET delivery, such as government owned technical and further education (TAFE) institutes, agricultural colleges and private training businesses; adult community education (ACE) providers; secondary schools and colleges; universities; industry and community bodies with a registered training organisation (RTO) arm; and businesses, organisations and government agencies that have RTO status to train their own staff. Group Training Organisations are RTOs and some RTOs may also be Australian Apprenticeship Centres (formerly New Apprenticeship Centres). Schools and universities provide dual award courses that combine traditional studies with VET, with an award from both the VET provider and the secondary school or university. In addition to formal VET delivered by an RTO, many people undertake on-the-job training in the workplace or attend training courses that do not lead to a recognised VET qualification.

Expenditure

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$6.0 billion in 2012 — an increase of 3.2 per cent (in real terms) from 2011, and a 24.3 per cent increase (in real terms) from 2008 to 2012, equivalent to an average annual increase of 5.6 per cent (table 5A.1). Government recurrent expenditure was equal to \$397.77 per person aged 15–64 years across Australia in 2012 (table 5A.2). Further information on the breakdown of real funding by jurisdictions is available in attachment tables 5A.1 for 2003 to 2012 and 5A.2 and 5A.8 for 2008 to 2012.

Government funded activity is the primary focus of this Report. However, not all data can be limited to government funded activity. A representation of data used for statistical reporting is provided in figure 5.1. A detailed explanation of data inclusions in this chapter is provided in box 5.2.

Figure 5.1 Scope of reporting

Training Funding Type	Registered Training Organisations		
	TAFE and other government providers	Community providers	Private providers
Government Funded			
Fee-for-Service (domestic and international)			

Data available for reporting and used to report government funded activity
 Data available for reporting and used to report VET activity
 Data not available for reporting

Box 5.2 Scope of VET reporting

Where this chapter refers to 'government funded' activity, it is defined as VET activity that is funded under Commonwealth and State/Territory recurrent, Commonwealth specific and State/Territory specific funding. This includes activity funded under the NASWD. Any government funded training activity that a student undertakes, regardless of whether or not it forms the majority of their course of training, is in scope of this Report. This definition of 'government funded' activity has been broadened, commencing with the 2011 Report. Until the 2010 Report, the VET activity reported was that funded by Commonwealth and State recurrent funding under the *Commonwealth–State Agreement for Skilling Australia's Workforce* (CSASAW) (replaced by the NASWD on 1 January 2009). Historical data in this chapter reflect the revised definition of 'government funded' activity. Some other VET activity is beyond the scope of this chapter and is not reported.

Data on student participation, efficiency measures, student achievement, Qualification Equivalents, and competencies/modules completed in this chapter are limited to services that are government funded. These include VET services provided by:

- TAFE and other government providers, including multi-sector higher education institutions
- registered community providers and registered private providers.

Where the chapter refers to VET activity, it is defined as all VET data available for reporting, unless otherwise specified.

The discussion in this chapter of student outcomes and student satisfaction focuses on students undertaking government funded training.

Data on qualifications completed include both government and non-government funded VET students attending TAFE, and only government funded students from private providers.

Data on employer engagement and satisfaction are on all nationally recognised training, from all provider types, irrespective of funding source.

Size and scope

In 2012, 32.2 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.29). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly in length, level and field. Approximately 1.9 million people were reported as participating in VET programs at 22 486 locations across Australia in 2012 (NCVER unpublished, table 5A.3). The number of VET students increased by 3.3 per cent between 2011

and 2012, and increased by 14.3 per cent between 2008 and 2012 (NCVER unpublished).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2012, 1.5 million students (79.6 per cent) were government funded (NCVER unpublished). The remaining 395 900 students participated on a fee-for-service basis as domestic students (18.8 per cent of all VET students) or were international students (1.6 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 23.8 per cent of all VET students in 2008 to 18.8 per cent in 2012 (NCVER unpublished).

Students

Student participation data presented in this chapter refer to VET students who were government funded and where the program was delivered by TAFE or other government providers (including multi-sector higher education institutions), registered community providers or registered private providers. The data do not include students who participated in VET programs where the delivery was undertaken by schools, or students who undertook ‘recreation, leisure or personal enrichment’ education programs. Students who undertook VET in schools programs at TAFE are in-scope for this chapter.

Nationally, 1.5 million students participated in VET programs funded by government through State and Territory agencies in 2012 (table 5A.4). Approximately 25 per cent of government funded students were enrolled in apprenticeships and traineeships (NCVER unpublished). Participation by females aged 15–64 years was 9.8 per cent and participation by males aged 15–64 years was 10.1 per cent. The participation rate for the total population aged 15–64 years was 10.0 per cent (table 5A.11).

Between 2011 and 2012, the number of government funded students increased by 4.3 per cent (approximately 63 600 students) (table 5A.5). Between 2008 and 2012, the number of government funded VET students increased by 23.1 per cent (table 5A.5).

Hours

Government funded VET students participated in 478.7 million government funded annual hours in 2012. On average, each government funded VET student in 2012 received 309.4 hours of VET (table 5A.4).

Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and above. In 2012, 13.5 per cent of government funded VET students were undertaking a diploma or above, 56.4 per cent were enrolled in a certificate level III or IV, 22.4 per cent were enrolled in a certificate level I or II or lower, and 7.7 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of study also varied. In 2011 (for which the latest data for qualifications completed are available), 28.7 per cent of qualifications completed by total VET students were in management and commerce, 18.9 per cent in society and culture, 16.8 per cent in engineering and related technologies and 7.2 per cent in food, hospitality and personal services. Other fields studied by government funded VET students included architecture and building; education; health; agriculture, environment and related studies; creative arts; information technology; and natural and physical sciences (NCVER unpublished).

Of the 1.5 million government funded VET students who participated in government funded VET programs in 2012, 124 719 (8.1 per cent) gained some recognition of prior learning (RPL) (table 5A.4).

Institutions

In 2012, government funded programs were delivered by 2110 RTOs at 22 486 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery) (table 5A.3).

The infrastructure (physical non-current assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$11.6 billion in 2012, of which 93.9 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was \$781.18 per person aged 15–64 years across Australia in 2012. Asset values per person varied across jurisdictions (table 5A.6).

Roles and responsibilities

VET is an area of shared responsibility between governments and industry. Governments provide funding, develop national and jurisdictional policies for the

training system and share responsibility for the regulation, governance and quality assurance of the VET sector.

State and Territory governments manage the delivery of VET within their jurisdictions and have traditionally provided approximately two thirds of the funding in the VET system. They facilitate the development and training of the public VET workforce and ensure the effective operation of the training market.

The Australian Government provides significant financial support to states and territories to support the national training systems through funding mechanisms under the Intergovernmental Agreement. The Australian Government also provides specific incentives, interventions and assistance for national priority areas.

The NASWD, which came into effect on 1 January 2009, set out the commitment between the Australian Government and State and Territory governments, to work towards increasing the skill levels of all Australians, including Indigenous Australians. A revised NASWD and a new National Partnership Agreement on Skills Reform were negotiated throughout 2011 and agreed by all states and territories at the Council of Australian Governments (COAG) meeting on 13 April 2012. The new national reporting relationships for 2012, summarised below and in figure 5.2, also reflect changes following the establishment of the Standing Council on Tertiary Education and, Skills and Employment (SCOTESE) in September 2011.

Governance of the national training system

SCOTESE was established in September 2011 by COAG to replace the Ministerial Council for Tertiary Education and Employment (MCTEE).

SCOTESE is a key decision-making body for the national training system. SCOTESE has high level policy responsibility for higher education, vocational education and training, including skills and workforce development, international education, adult community education and employment. SCOTESE sets strategic policy, priorities for training and makes decisions in relation to national training system funding, planning and performance.

Membership of SCOTESE comprises Australian Government, State and Territory government and New Zealand Government ministers with responsibility for tertiary education, skills and employment. SCOTESE is chaired by the member who represents the Australian Government.

SCOTese is supported by a National Senior Officials Committee (NSOC) and four Principal Committees. NSOC implements SCOTese decisions, drives national collaboration on training matters and monitors the effectiveness of the national training system. Principal Committees are action orientated groups that are generally chaired by Senior Officials, focus on strategic issues and report to SCOTese through NSOC. The four Committees are:

- Workforce Development, Supply and Demand — provides advice on matters relating to short and long term workforce development, supply and demand issues to address emerging skills needs and impediments to workforce reforms with a view to improving productivity, participation and skills utilisation.
- Access and Participation — provides advice on matters relating to impediments to accessing tertiary education and employment, particularly amongst disadvantaged groups, and considers strategies to increase participation and attainment outcomes in tertiary education and employment.
- Data and Performance Measurement — provides advice on matters relating to performance against tertiary education national targets, data collection and measurement, approaches to the public provision of high quality information and opportunities to resolve data issues such as common definitions and comparability.
- Tertiary Education Quality and Pathways — previously named Regulation, Quality Assurance and International Engagement, which has been reconfigured to a committee of senior government officials that convenes on an as-needs-basis, focussed especially on quality issues

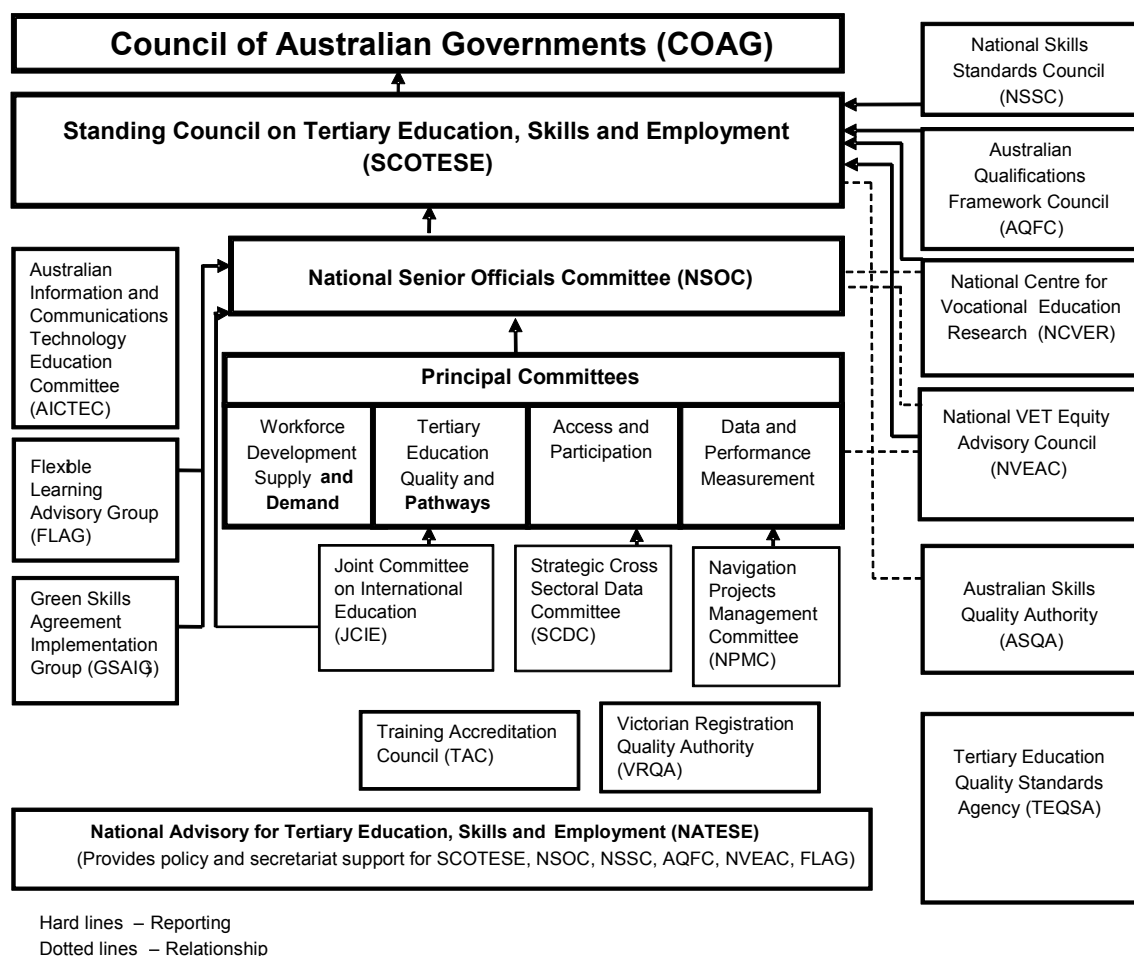
The Joint Committee on Higher Education reports directly to NSOC.

In addition to the four Principal Committees, a number of other bodies report or provide advice to SCOTese, either directly or indirectly. These include:

- The National Skills Standards Council (NSSC), an expert body charged with responsibility for providing advice to SCOTese on, and informing the sector of, the national standards for regulation of vocational education and training. The NSSC also has specific decision making powers in relation to the endorsement of Training Packages.
- The National VET Equity Advisory Council (NVEAC) provides high-level strategic advice to SCOTese on improving outcomes for equity groups in VET. The advice provided by the Council is informed by the policy directions outlined in the *Equity Blueprint 2011–16 Creating Futures: Achieving Potential through VET*.

-
- The Australian Qualifications Framework Council (AQFC) reports to SCOTese and, where appropriate, to the Standing Council on School Education and Early Childhood. It is responsible for developing and maintaining the Australian Qualifications Framework (AQF) and associated policies, and for providing authoritative and strategic advice on the AQF. The AQF is the national framework for regulated qualifications in Australian education and training.
 - The National Centre for Vocational Education Research (NCVER) is Australia's clearing house for VET data and research. The organisation is a not-for-profit company owned by State, Territory and federal ministers responsible for training. NCVER is responsible for the collection of VET statistics and for providing statistical and other information to a wide range of stakeholders. It also facilitates and disseminates research and undertakes employer, student and graduate surveys relating to VET outcomes and performance.
 - The Flexible Learning Advisory Group (FLAG) is an advisory committee to NSOC on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education.
 - The National Advisory for Tertiary Education, Skills and Employment (NATESE) provides policy and secretariat support for a number of committees and advisory groups (SCOTese, NSOC, NSSC, NVEAC and FLAG). Policy and secretariat services for the AQFC are provided on a shared platform of support with NATESE.
 - The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards, set by the NSSC, are met. ASQA has jurisdiction over all RTOs, except those operating solely in Victoria and/or Western Australia that do not offer services to overseas students. These providers are regulated by the Victorian Registration and Qualifications Authority if operating in Victoria and the Training Accreditation Council if operating in Western Australia. The function of registering RTOs within this jurisdiction transferred to ASQA in stages from July 2011 to June 2012.

Figure 5.2 National reporting relationships within the VET system in 2012^a



^a This is a summarised reflection of the governance and reporting environment at September 2012, and does not reflect all stakeholders and their interactions in the VET sector.

VET funding flows

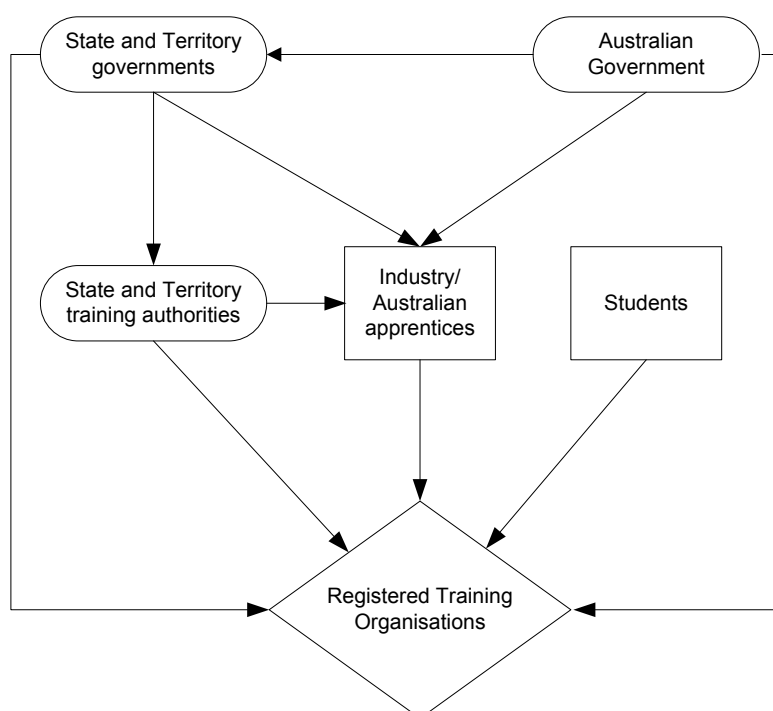
State and Territory governments provide funding to VET providers, students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. State and Territory governments provided \$4.3 billion in 2012 — 71.7 per cent of government funding. The Australian Government provided the remainder of government funding (\$1.7 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

The Australian, State and Territory governments provide funding for apprenticeships in the form of employer incentives and subsidies. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. RTOs also received revenue

from individuals and organisations for fee-for-service programs, ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds (figure 5.3).

While not all training across the VET system (including apprenticeships and traineeships) is government funded, significant government administrative resources support the regulation and management of the system overall.

Figure 5.3 Major funding flows within the VET system



Allocation of VET funding

The majority of government VET funds are allocated to government VET providers based on the planned level of training delivery agreed with State and Territory training authorities. The disbursement of a component of VET funding on a competitive basis was introduced in the early 1990s to allocate additional Australian Government funds. Processes used to allocate funds on a competitive basis include:

- *user choice*, whereby the employer and apprentice/trainee choose a registered training provider and negotiate key aspects of their training, and then government funds flow to that provider

-
- *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
 - *preferred supplier arrangements*, an extension of competitive tendering, whereby a contract is awarded to providers (chosen by the tender process) to provide training on a longer term basis.

In 2012, \$2.6 billion (42.4 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — 11.3 per cent more in real terms than in 2011 (table 5A.8). A further \$1.4 billion was allocated to non-government providers — a 20.6 per cent increase in real terms from 2011 (table 5A.7). The degree of competition in the tendering process varies across and within jurisdictions, depending on the program. Some tenders can be contested by any RTO (open competitive tendering), while some other tenders are restricted to RTOs able to deliver a specific type of training, for example, in a selected industry or to a particular client group (limited competitive tendering). Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions.

5.2 Framework of performance indicators

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 chapter 1 for more detail on reforms to federal financial relations).

The NASWD (COAG 2012) covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) (COAG 2011) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with VET indicators in the NASWD. The NASWD was reviewed in 2012, resulting in changes that have been reflected in this Report, as relevant. In 2013, iterative revisions were made to the NASWD, that have been reflected in this Report, as relevant.

The objectives and outcomes outlined in the NASWD for the VET sector (box 5.3) inform the performance indicator framework for this chapter.

Box 5.3 Objectives for VET

The objective for the VET system, as outlined in the NASWD, is:

- a system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future, and supports the achievement of increased rates of workforce participation.

Success in meeting the objective for the VET system is underpinned in the NASWD by the following target outcomes:

- the skill levels of the working age population are increased to meet the changing needs of the economy
- all working age Australians have the opportunity to develop skills
- training delivers the skills and capabilities needed for improved economic participation for working age Australians.

The NASWD also acknowledges the need for the VET system to address the particular needs of individuals experiencing disadvantage or disengagement with gaining skills that lead to employment or other meaningful engagement in society.

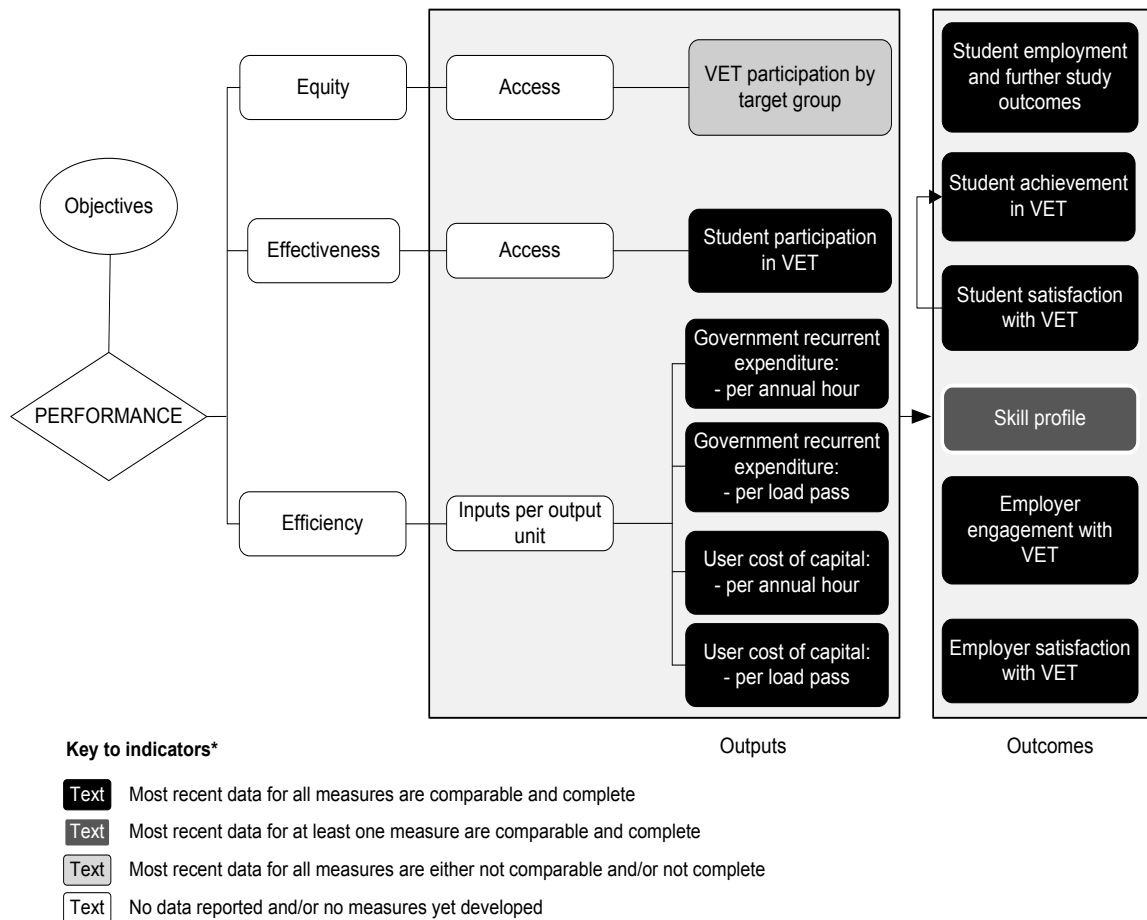
These objectives are to be met through the provision of services in an efficient manner.

Source: COAG (2012).

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The performance indicator framework shows which data are comparable in the 2014 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

The Report's Statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (chapter 2).

Figure 5.4 VET performance indicator framework



* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

5.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. For this report, the designated equity groups are Indigenous Australians, residents of remote and very remote areas, people with disability and people speaking a language other than English at home. This section includes indicators of access to VET by these target groups.

VET participation by target group

‘VET participation by target group’ is an indicator of governments’ objective to achieve equitable access to the VET system by target groups (box 5.4).

Box 5.4 VET participation by target group

'VET participation by target group' is defined as the number of government funded participants in the VET system who self-identified that they are from a target group, as a proportion of the total number of people in the population in that group. The four target groups are:

- Indigenous Australians
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

It is desirable that VET participation by target group is at a similar level to that for all students. A lower participation rate means the target group is underrepresented in VET; a higher participation rate means the group is overrepresented in VET.

Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous Australians, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.

Data on participation by Indigenous status are for students identified as aged 15-64 years, and data on participation for other groups are reported for students of all ages. Data on participation are for students who have participated in Australia's government funded VET system.

Data reported for this measure:

- may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions
- are complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions.

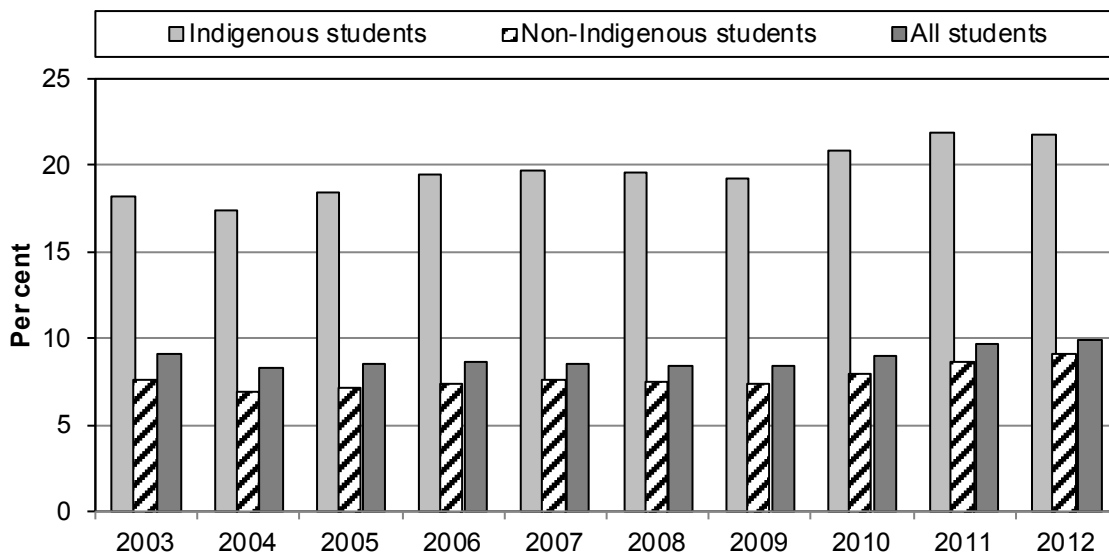
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

VET participation by target group — Indigenous Australians

Nationally, the participation rate for the Indigenous population aged 15–64 years in government funded VET was 21.7 per cent in 2012, compared with 19.6 per cent in 2008 and 18.2 per cent in 2003. The participation rate for the non-Indigenous population aged 15–64 years was 9.2 per cent in 2012, compared with 7.5 per cent in 2008 and 7.6 per cent in 2003. The participation rate for all people aged 15-64 years was 10.0 per cent in 2012, compared with 8.4 per cent in 2008 and 9.1 per cent in 2003 (figure 5.5).

These student participation data are not age standardised, so the younger age profile of the Indigenous population relative to all Australians is likely to affect the results.

Figure 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status^{a, b, c}

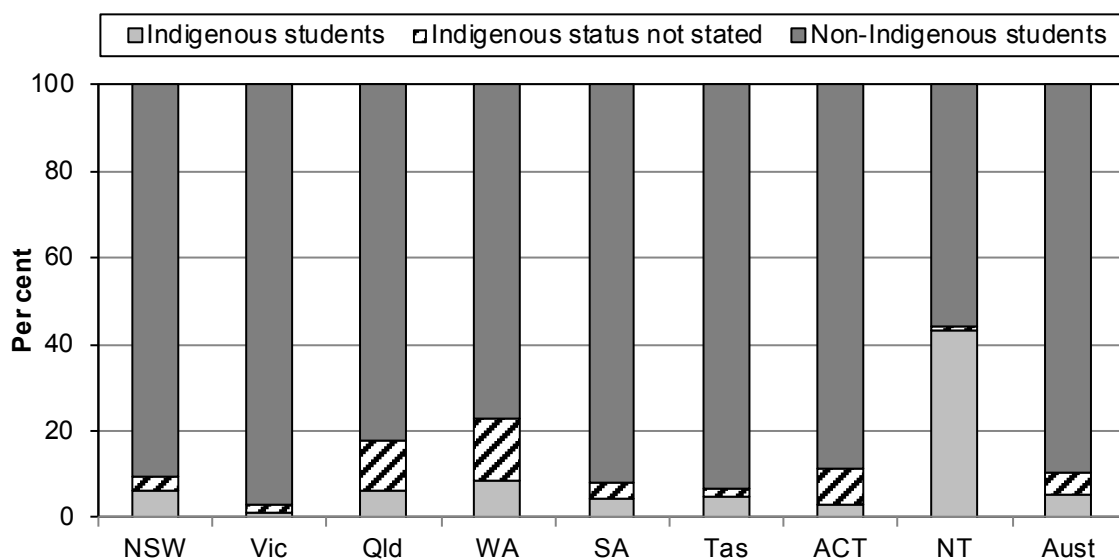


^a Data are for government funded VET students. ^b The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population for 30 June. The all students participation rate is the number of students as a percentage of the estimated total population as at 30 June. The non-Indigenous students participation rate is the number of students as a percentage of the estimated non-Indigenous population as at 30 June, calculated by subtracting the experimental estimates of Indigenous population from estimates of the total resident population. ^c Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.10). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10.

Nationally in 2012, 5.2 per cent of government funded VET students (of all ages) identified themselves as Indigenous (figure 5.6), higher than the proportion of Indigenous Australians in the total population (2.6 per cent) (table 5A.16). Nationally, 89.7 per cent of government funded VET students (of all ages) identified themselves as non-Indigenous.

Figure 5.6 VET students, all ages, by Indigenous status, 2012^{a, b}



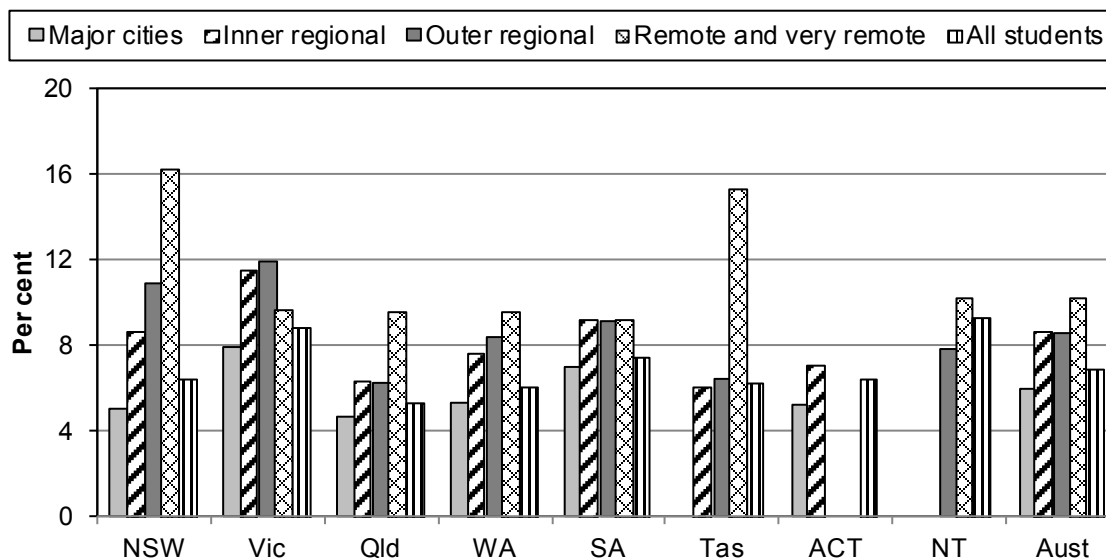
^a Data are for government funded VET students. ^b Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.16).

Source: NCVET (unpublished) National VET provider collection; table 5A.16.

VET participation by target group — people from remote and very remote areas

VET student data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Nationally, the government funded VET participation rate generally increased with remoteness. Participation was higher for people from remote and very remote areas (10.2 per cent) than for people from other geographic regions (8.5 per cent for outer regional areas, 8.6 per cent for inner regional areas and 5.9 per cent for major cities) compared with 6.8 per cent for all students (figure 5.7). Factors such as employment opportunities and the availability of alternative education services in regional and remote areas can affect the level of VET participation in these areas.

Figure 5.7 VET participation rate for people of all ages, by region, 2012^{a, b, c}



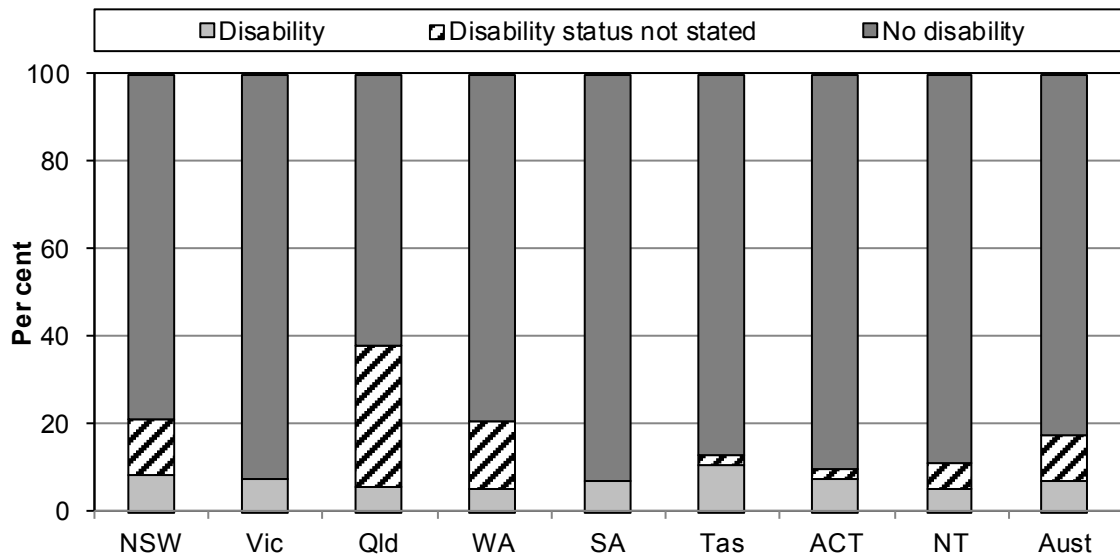
^a Data are for government funded VET students. ^b The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. ^c There are no very remote areas in Victoria, no major cities in Tasmania, no outer regional areas, remote areas or very remote areas in the ACT, and no major cities or inner regional areas in the NT.

Source: NCVET (unpublished) National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2011-12*, Cat. no. 3218.0; table 5A.12.

VET participation by target group — people with disability

Nationally, 7.2 per cent of government funded VET students in 2012 reported having disability, an impairment or a long-term condition (figure 5.8). Based on the 2012 ABS *Survey of Disability, Ageing and Carers* (SDAC) data, an estimated 14.4 per cent of all 15–64 year olds in the population living in households and 18.5 per cent of the total population reported having disability (derived from ABS 2013). The proportion of VET students reporting disability is not directly comparable with the proportion of the population reporting disability, as the classifications of disabilities differ across the two collections. Within the VET system, the focus is on identifying students who require additional teaching and learning support.

Figure 5.8 VET students of all ages, by disability status, 2012^{a, b, c}



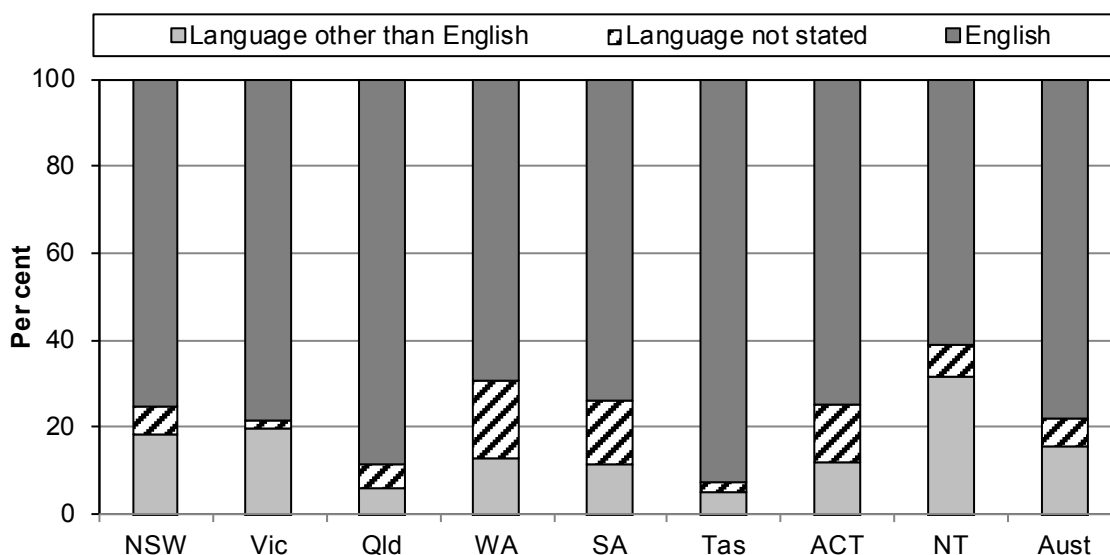
^a Data are for government funded VET students. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. ^c Disability status not stated is nil or rounded to zero for Victoria and SA.

Source: NCVET (unpublished) National VET provider collection; table 5A.13.

VET participation by target group — people speaking a language other than English at home

In 2012, 15.5 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 18.2 per cent of the total population of Australia in 2011 spoke a LOTE at home (table 5A.14) (derived from ABS 2011 *Census of Population and Housing*, table 2A.11).

Figure 5.9 VET students of all ages, by language spoken at home, 2012^{a, b}



^a Data are for government funded VET students. ^b Students reported as speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students responded to the relevant question on the enrolment form.

Source: NCVET (unpublished) National VET provider collection; table 5A.14.

Participation in government funded VET for people speaking a LOTE at home was estimated to be 5.6 per cent nationally in 2011, compared with 7.1 per cent for people who spoke only English at home, and 6.6 per cent for the general population. The estimated national participation rate in 2006 for people speaking a LOTE at home was similar at 5.5 per cent (table 5A.15) (derived from ABS 2006 and 2011 *Census of Population and Housing*, tables 2A.10 and 2A.11).

Effectiveness

A key national goal of the VET system is to enable development of a highly skilled workforce.

Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.5).

Box 5.5 Student participation in VET

'Student participation in VET' is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

High or increasing VET participation rates indicate high or increasing levels of access to the VET system by the general population. High or increasing participation in VET certificate level III and above, and in VET diploma level and above, indicate greater or increasing participation in higher skill level courses, which is desirable.

Data for VET diploma level and above are a sub-set of data for the larger group of VET certificate III level and above. Data are for government funded VET students.

Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

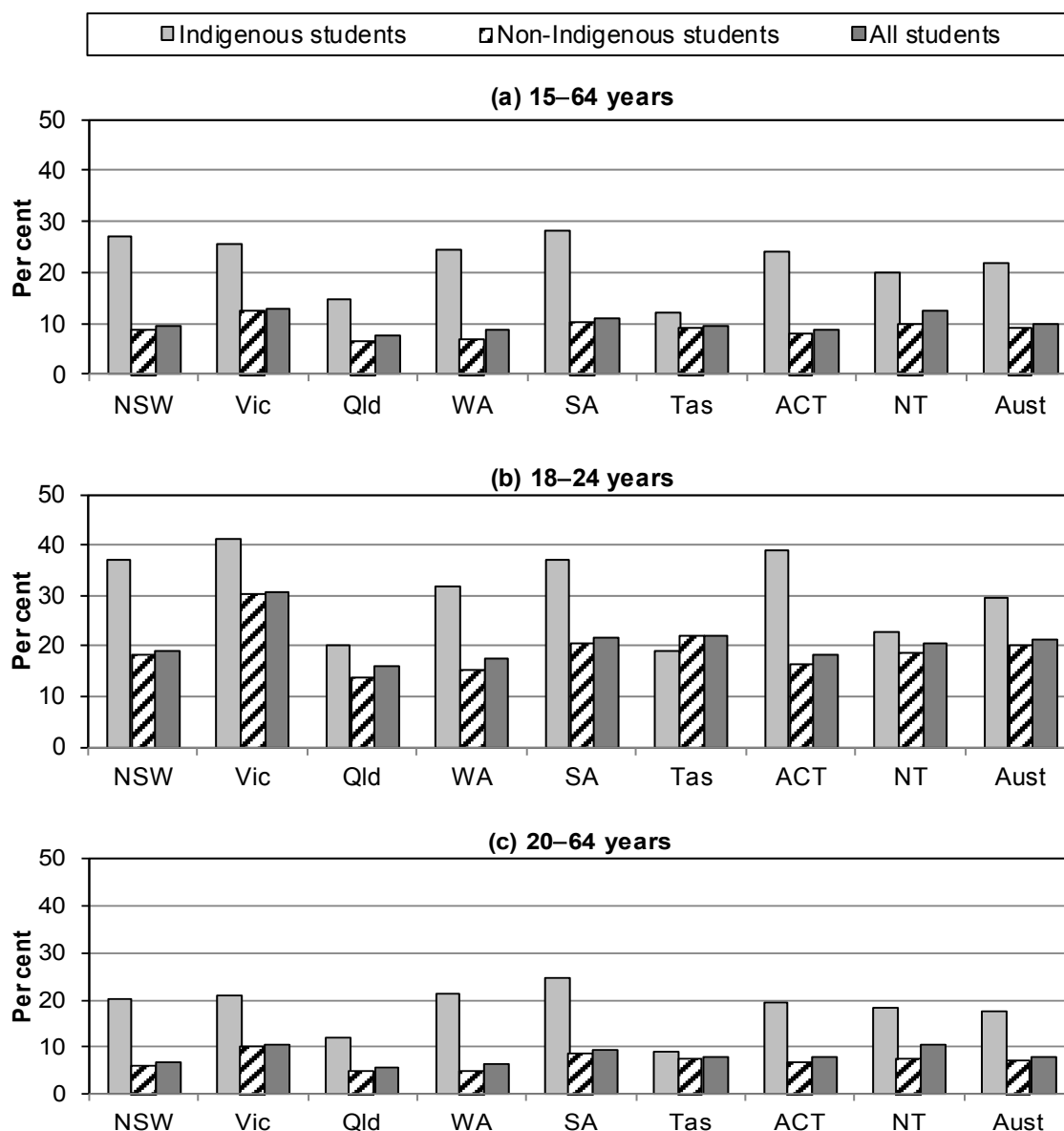
In 2012, 1.5 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 10.0 per cent of people aged 15–64 years nationally. The 1.5 million government funded VET students include:

- 433 300 or 29.7 per cent of all people aged 15–19 years
- 273 400 or 16.9 per cent of all people aged 20–24 years
- 807 400 or 6.7 per cent of all people aged 25–64 years (table 5A.9).

Figures 5.10–5.12 show VET participation rates for the 15–64 year old population by Indigenous status, and for the target age groups of 18–24 years and 20–64 years. The national participation rate for the general population aged 15–64 years was 10.0 per cent in 2012, compared with 21.7 per cent for the Indigenous population and 9.2 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

Nationally in 2012, 21.4 per cent of all people aged 18–24 years participated in government funded VET, compared with 29.5 per cent of the Indigenous population and 20.3 per cent of the non-Indigenous population in the same age group. Nationally, 7.9 per cent of all people aged 20–64 years participated, compared with 17.6 per cent of the Indigenous population and 7.2 per cent of the non-Indigenous population aged 20–64 years (figure 5.10).

Figure 5.10 VET participation rate, by target age group and Indigenous status, 2012^{a, b, c}



^a Data are for government funded VET students. ^b The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^c Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.10). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

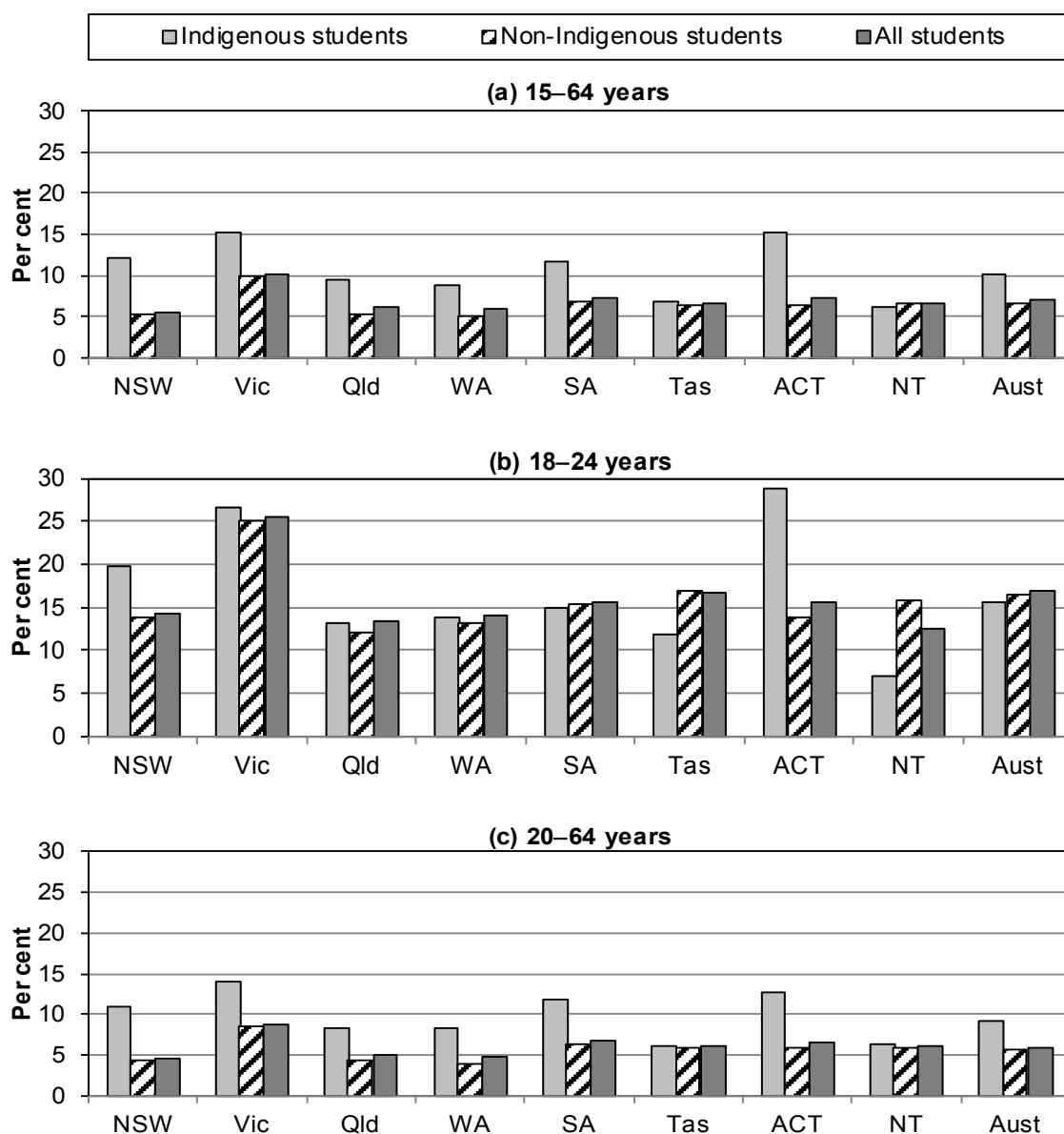
Source: NCVET (unpublished) National VET provider collection; ABS (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10.

In 2012, approximately 1.1 million people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing

7.0 per cent of the population aged 15–64 years nationally (figure 5.11 and table 5A.17). This compares with 10.1 per cent of the Indigenous population and 6.7 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2012, 17.0 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 15.6 per cent of the Indigenous population and 16.5 per cent of the non-Indigenous population aged 18–24 years. Nationally, 6.0 per cent of all people aged 20–64 years participated, compared with 9.3 per cent of the Indigenous population and 5.6 per cent of the non-Indigenous population aged 20–64 years (figure 5.11).

Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2012^{a, b, c, d}



^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^d Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.17). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

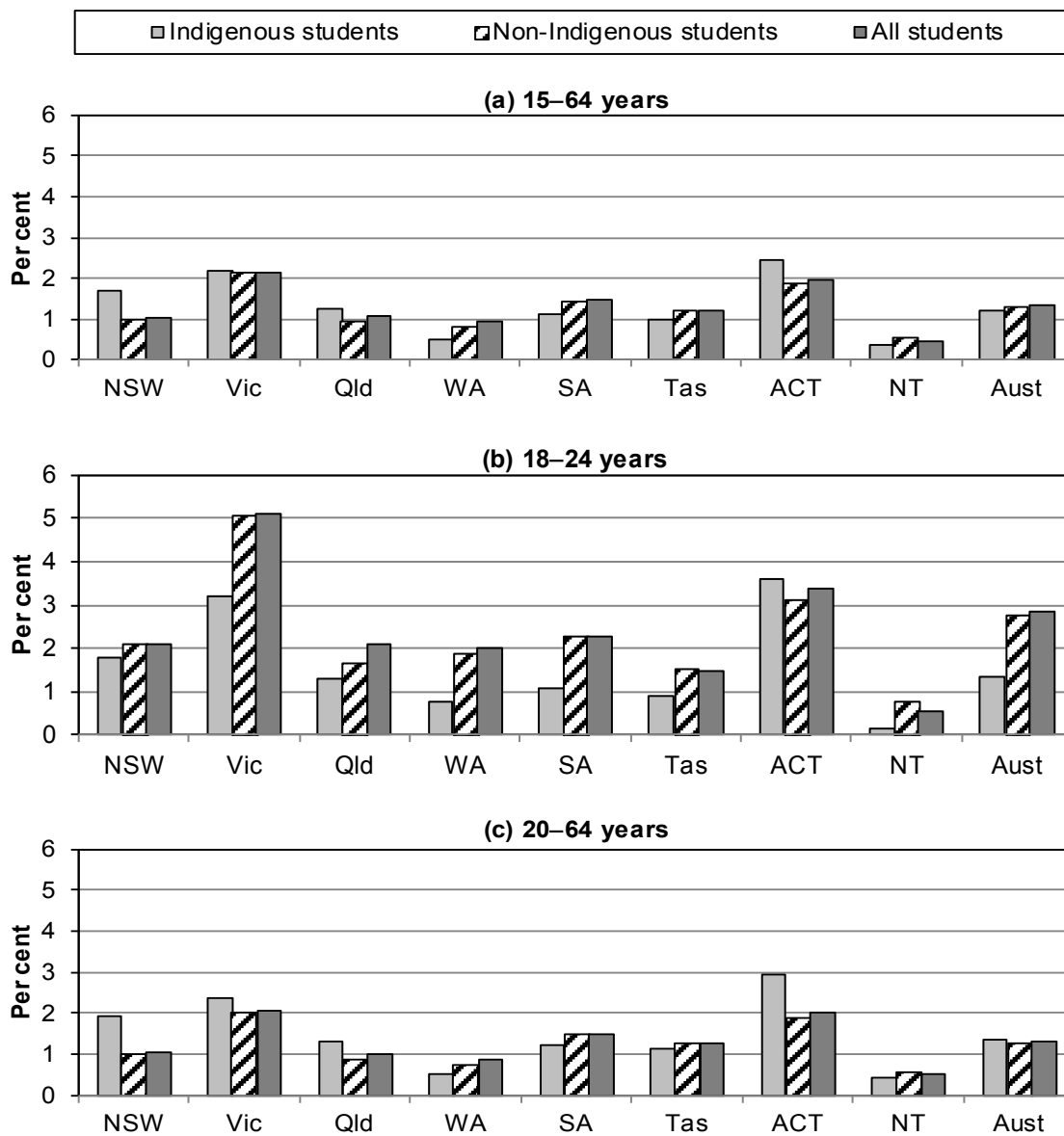
Source: NCVET (unpublished) National VET provider collection; ABS (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.17.

In 2012, approximately 207 100 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing

1.4 per cent of the population aged 15–64 years nationally (figure 5.12 and table 5A.18). This compares with 1.2 per cent of the Indigenous population and 1.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2012, 2.9 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.4 per cent of the Indigenous population and 2.8 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.3 per cent of all people aged 20–64 years participated, the same as the proportion for the Indigenous and non-Indigenous populations (figure 5.12).

Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2012^{a, b, c, d, e}



^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. ^d The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^e Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.18). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: *NCVER (unpublished) National VET provider collection*; ABS (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.18.

Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicators of unit cost reported are ‘recurrent expenditure per annual hour’ and ‘recurrent expenditure per load pass’. The Steering Committee has addressed four areas that could improve the comparability of efficiency indicators: superannuation; depreciation; user cost of capital; and payroll tax (see chapter 1) across jurisdictions. In VET, the user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately in the measures ‘user cost of capital per annual hour’ (box 5.9) and, ‘user cost of capital per load pass’ (box 5.10). To promote accuracy and comparability of reported efficiency measures some adjustments are made to the data (box 5.6).

Box 5.6 Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by states and territories under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET financial data. These data are prepared annually on an accrual basis and are audited.

The method for calculating government recurrent expenditure for VET was changed commencing with the 2011 Report, and includes Commonwealth and State/Territory recurrent funding, Commonwealth specific purpose funding and State/Territory specific purpose funding. This includes activity funded under the NASWD. The definition of government recurrent expenditure has been broadened since the 2010 Report, which included only Commonwealth and State recurrent funding under the CSASAW (replaced by the NASWD on 1 January 2009). Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State/Territory recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. VET in schools revenue for 2010 and later years can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, commencing with the 2011 Report, the government recurrent expenditure figures include payments received by states and territories for VET in schools programs. Historical government expenditure has been recalculated to reflect this revised approach.

(Continued on next page)

Box 5.6 (Continued)

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) is reported separately. The method for calculating user cost of capital is unchanged from the earlier editions of the Report (referred to as 'cost of capital' in this chapter prior to the 2011 Report).

To promote comparability of the financial data across states and territories, as well as comparability between the financial and activity data, expenditure is adjusted by course mix weights where used for calculating unit costs (that is, efficiency indicators per government funded annual hour) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The same method of calculating course mix weights has been implemented across all years for relevant data, providing comparability across all years for the indicators: 'government recurrent expenditure per annual hour' and 'user cost of capital per annual hour'.

Expenditure data for years prior to 2012 are adjusted to real dollars (2012 dollars) using the gross domestic product (GDP) chain price index (table 5A.91) This index is also used for calculating VET expenditure data in other reports.

Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period.

Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is an indicator of governments' objective to provide VET services in an efficient manner. Recurrent cost per annual hour of training measures the average cost of producing a training output of the VET system (a unit cost) (box 5.7).

Box 5.7 Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (as defined in box 5.6) divided by government funded annual hours.

Low or decreasing unit costs can indicate efficient delivery of VET services.

Government recurrent expenditure per annual hour needs to be interpreted carefully because low or decreasing unit costs do not necessarily reflect a lessening of quality.

The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Expenditure per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6). The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

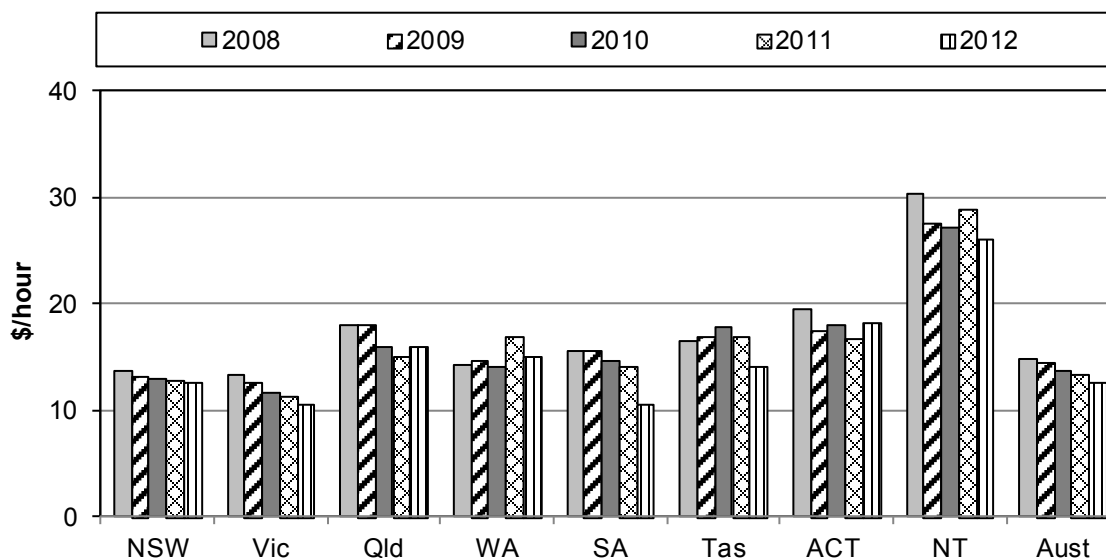
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Government real recurrent expenditure per annual hour of government funded VET programs in 2012 was \$12.62 nationally, a decrease from \$13.45 in 2011 (figure 5.13).

Figure 5.13 **Government real recurrent expenditure per annual hour (2012 dollars)^{a, b, c, d}**



^a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate. ^c The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. ^d Historical data have been adjusted to 2012 dollars using the GDP chain price index deflator (table 5A.91). Recent volatility in the deflator series affects annual movements of real expenditure.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.19.

Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. It is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output) (box 5.8).

Box 5.8 Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.6) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low or decreasing unit costs can indicate efficient delivery of VET services per successfully completed load pass hour.

The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

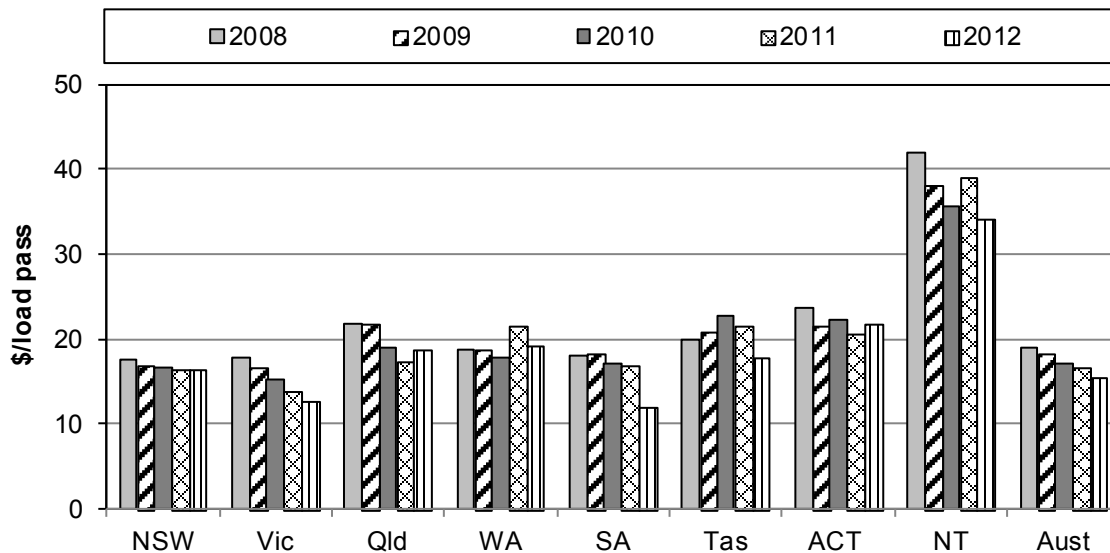
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Government real recurrent expenditure per load pass hour of government funded VET programs in 2012 was \$15.39 nationally, a decrease from \$16.53 in 2011 and from \$23.41 in 2003 (figure 5.14 and table 5A.20).

Figure 5.14 Government real recurrent expenditure per hour of load pass (2012 dollars)^{a, b, c, d}



^a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate. ^c The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. ^d Historical data have been adjusted to 2012 dollars using the GDP chain price index deflator (table 5A.91). Recent volatility in the deflator series affects annual movements of real expenditure.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.20.

User cost of capital per annual hour

'User cost of capital per annual hour' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.9).

Box 5.9 User cost of capital per annual hour

'User cost of capital per annual hour' is defined as the user cost of capital (adjusted for course mix weight) divided by government funded annual hours. User cost of capital is 8 per cent of the value of total physical non-current assets. Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.

Low or decreasing total costs per annual hour can reflect higher efficiency in the delivery of VET services.

User cost of capital per annual hour needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

User cost of capital per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6).

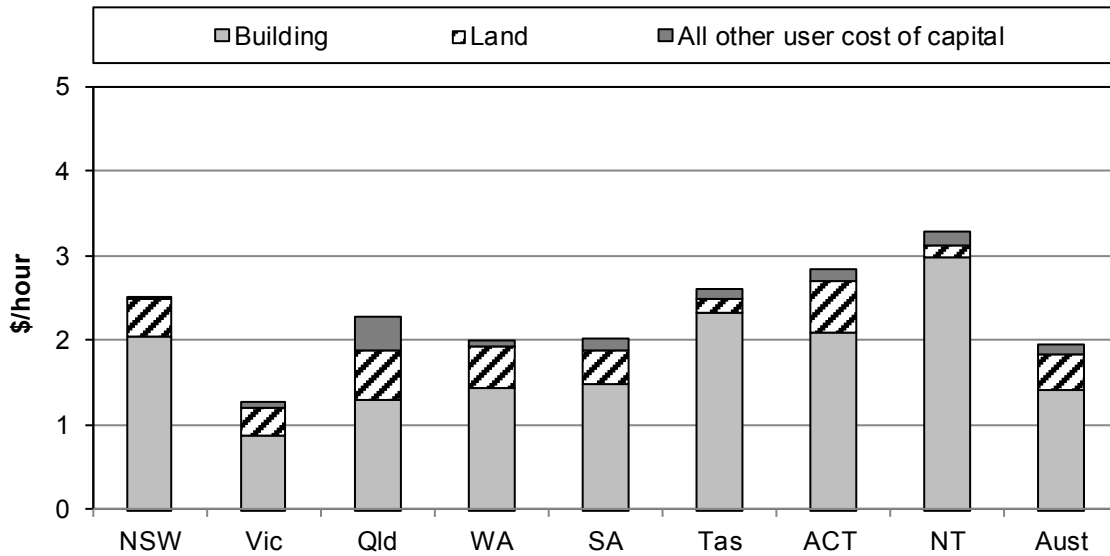
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, the user cost of capital per annual hour in 2012 was \$1.94. The largest components of user cost of capital per annual hour were building costs (\$1.42) followed by land costs (\$0.41) (figure 5.15).

Figure 5.15 User cost of capital per annual hour, 2012^a



^a 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital. See table 5A.21 for further information.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.21.

Table 5A.22 provides additional information on the total cost to government of funding VET per annual hour (including both the user cost of capital and recurrent costs).

User cost of capital per load pass

'User cost of capital per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.10).

Box 5.10 User cost of capital per load pass

'User cost of capital per load pass' is defined as the user cost of capital divided by hours of government funded load pass. User cost of capital is 8 per cent of the value of total physical non-current assets. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low or decreasing total costs per load pass hour can reflect higher efficiency in the delivery of VET services.

User cost of capital per load pass needs to be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

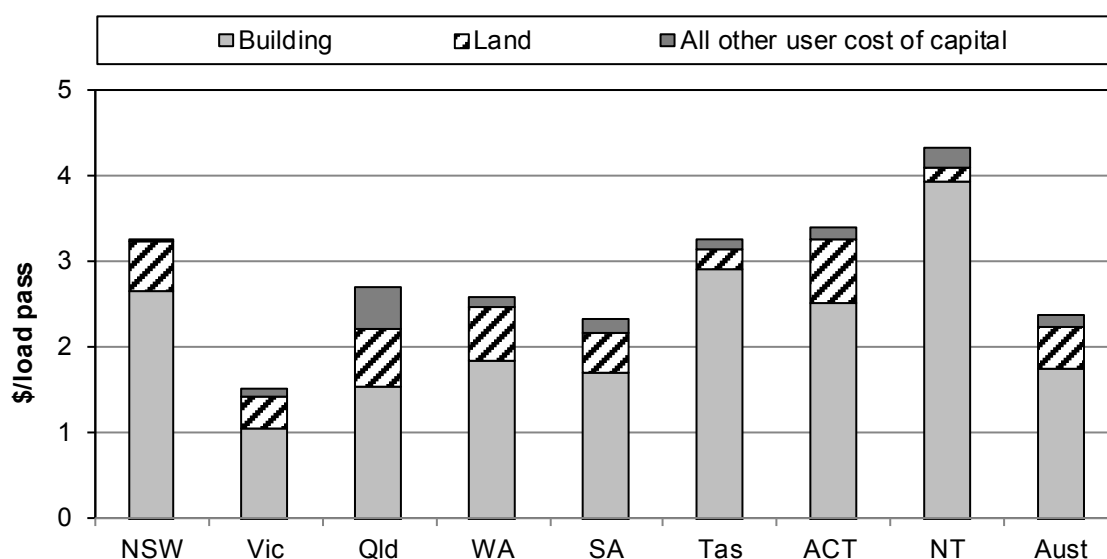
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

In 2012, the user cost of capital per load pass hour was \$2.37 nationally. The largest components were building (\$1.73) and land (\$0.50) costs (figure 5.16).

Figure 5.16 User cost of capital per hour of load pass, 2012^{a, b}



^a Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL. It does not include non-assessable enrolments. ^b 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.24.

Table 5A.23 provides additional information on the total cost to government of funding VET per load pass hour (includes both the user cost of capital and recurrent costs).

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5). The objectives for VET services are to achieve a range of outcomes for students and employers (box 5.3).

Student outcomes

The annual *Student Outcomes Survey* conducted by the NCVET identifies training outcomes for students who graduated with a qualification from a course (graduates) and students who successfully completed some training below the level of full qualification and who were no longer engaged in training when the survey was undertaken (module completers). The students must have been undertaking activity within the VET system in Australia in the previous year (box 5.11).

Box 5.11 Student Outcomes Survey

The data collected about graduates and module completers describes their general characteristics, fields of study, employment outcomes, occupations, industries of employment, satisfaction with their course of study, and further study outcomes.

The survey collects the opinions of a sample of VET students, so the results are estimates of the opinions of the total VET student population. The sample is randomly selected and stratified for graduates and module completers by TAFE institute, field of study, sex and age. Responses are weighted to population benchmarks to minimise non-response bias.

The precision of survey estimates depends on the sample size and the distribution of sample responses. Consequently, jurisdictional comparisons need to be made with care. To assist with making comparisons across jurisdictions, error bars representing the 95 per cent confidence intervals associated with each point estimate are presented in the survey figures. These confidence intervals can be used to indicate whether there are likely to be statistically significant differences across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions do not overlap, then the estimates are statistically significantly different (at the 95 per cent confidence level). Confidence intervals are also included in the associated attachment tables.

The Student Outcomes Survey yields data on all VET providers, capturing government funded students (TAFE, private and community education providers) as well as those training on a fee-for-service basis (TAFE and some private and community education providers). The discussion of student outcomes in the chapter focuses on government funded VET graduates, that is, students who undertook government funded VET activity.

Care needs to be taken when comparing student outcomes across states and territories, because each jurisdiction has different economic, demographic and social profiles that are likely to have an effect on a range of training related outcomes. In particular, economic parameters beyond the control of the VET system may affect employment outcomes for graduates (see chapter 2).

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective for the VET system to meet individual students’ objectives. It reports on the benefits students gained from the VET system. These benefits include employment, improved employment circumstances, a pathway for further study/training, and personal development (box 5.12).

Box 5.12 Student employment and further study outcomes

‘Student employment and further study outcomes’ is defined by four measures:

- the proportion of graduates who were employed and/or continued on to further study after completing their course, reported by VET target groups
- the proportion of graduates employed after completing their course who were unemployed before the course
- the proportion of graduates who improved their employment circumstances after completing their course, reported by VET target groups and by level of qualification. The definition of ‘improved employment circumstances’ is at least one of:
 - employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full-time or part-time after training
 - employed at a higher skill level after training
 - received a job-related benefit after completing their training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits
- the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students).

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training. The proportion of students who improved their employment outcomes or were engaged in further study can overlap, since students may realise the two outcomes simultaneously.

Comparison of labour market outcomes must also account for the general economic conditions in each jurisdiction (see chapter 2).

Data reported for these measures are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

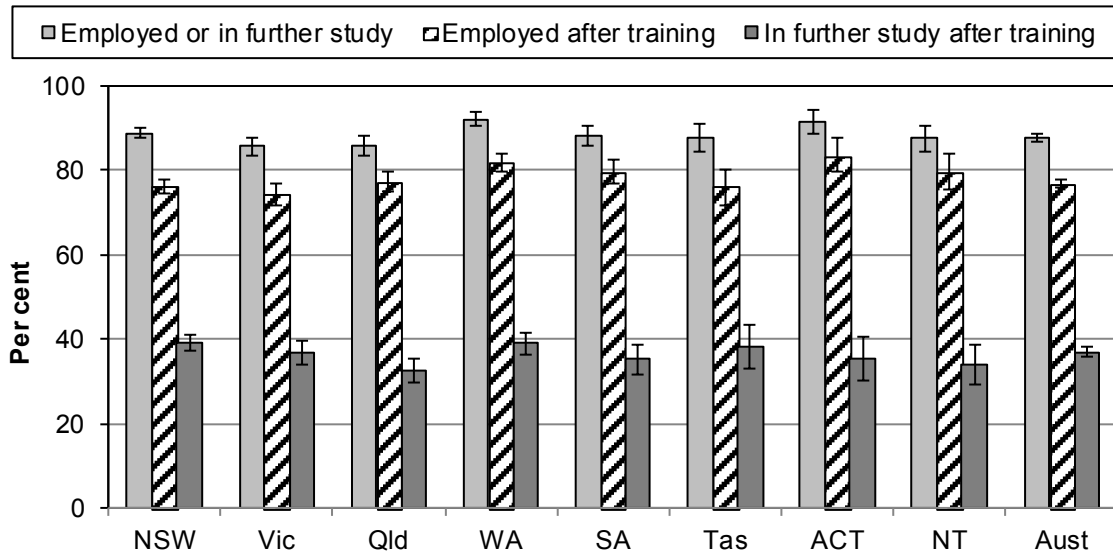
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Student employment and further study outcomes — the proportion of graduates who were employed and/or continued on to further study after completing their course

Nationally, 87.7 per cent of government funded VET graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2012 — compared with 90.8 per cent in 2008. Of all government

funded VET graduates in 2012, 76.9 per cent said they were in employment while 36.8 per cent continued on to further study (figure 5.17 and table 5A.25).

Figure 5.17 Proportion of government funded VET graduates in employment and/or who continued on to further study in 2012 after completing a course^{a, b, c}

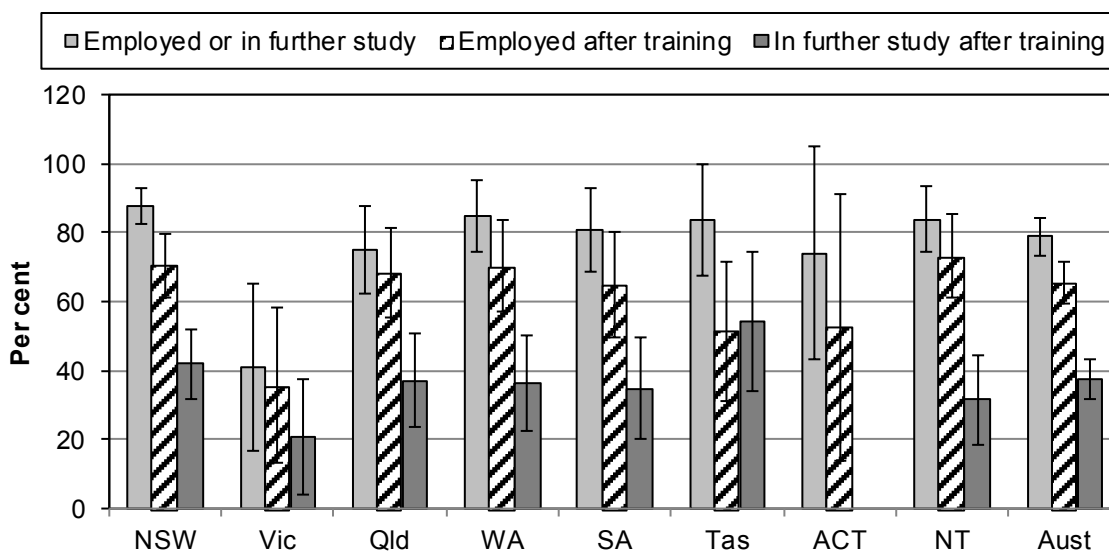


^a Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data relate to courses completed in 2011.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Nationally, 78.9 per cent of government funded Indigenous VET graduates in 2012 indicated that they were employed and/or in further study after completing a course — compared with 75.8 per cent in 2008. Of government funded Indigenous VET graduates in 2012, 65.5 per cent indicated that they were employed after completing a course (compared with 76.9 per cent of all government funded VET graduates) and 37.6 per cent continued on to further study (compared with 36.8 per cent of all government funded VET graduates) (figure 5.18 and table 5A.26).

Figure 5.18 Proportion of Indigenous government funded VET graduates in employment and/or who continued on to further study in 2012 after completing a course^{a, b, c, d}



^a Graduates employed and graduates in further study are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data relate to courses completed in 2011. ^d ACT data for in further study and training are not published due to 5 or fewer responses.

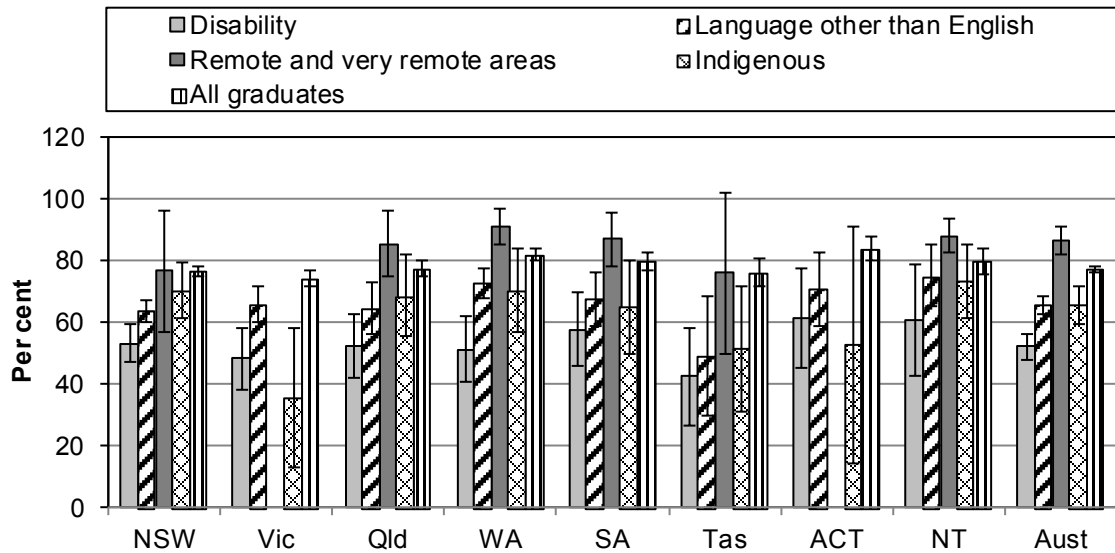
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.26.

The proportion of graduates by target groups who were in employment after completing their course (figure 5.19) or continued onto further study (figure 5.20) can also indicate the equity of outcomes for these groups.

Nationally, 51.9 per cent of government funded VET graduates with disability, 65.5 per cent of graduates who spoke a language other than English at home, 86.4 per cent of graduates from remote and very remote areas and 65.5 per cent of Indigenous graduates were employed in 2012 after completing a course in 2011. In comparison, 76.9 per cent of all government funded VET graduates were employed after completing a course (figure 5.19).

Further information for non-Indigenous graduates and graduates from other geographical locations are reported in tables 5A.27–30.

Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2012^{a, b, c, d}

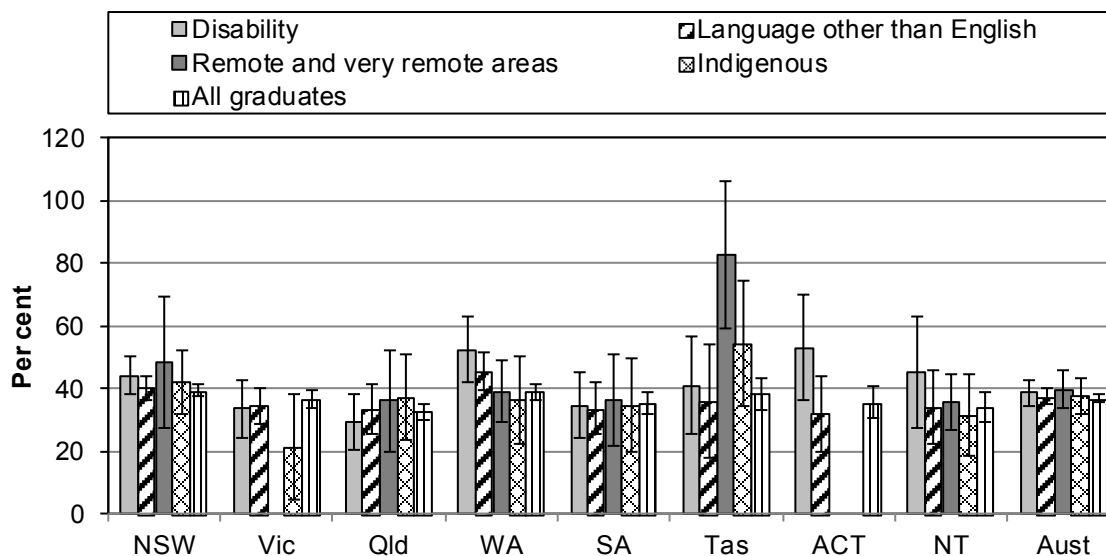


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data relate to courses completed in 2011. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are not published due to 5 or fewer responses.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25-26 and 5A.31-33.

Nationally, 38.5 per cent of government funded VET graduates with disability, 37.4 per cent of graduates who spoke a language other than English at home, 39.7 per cent of graduates from remote and very remote areas and 37.6 per cent of Indigenous graduates continued on to further study in 2012 after completing a course in 2011. In comparison, 36.8 per cent of all government funded VET graduates continued on to further study (figure 5.20).

Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2012^{a, b, c, d}

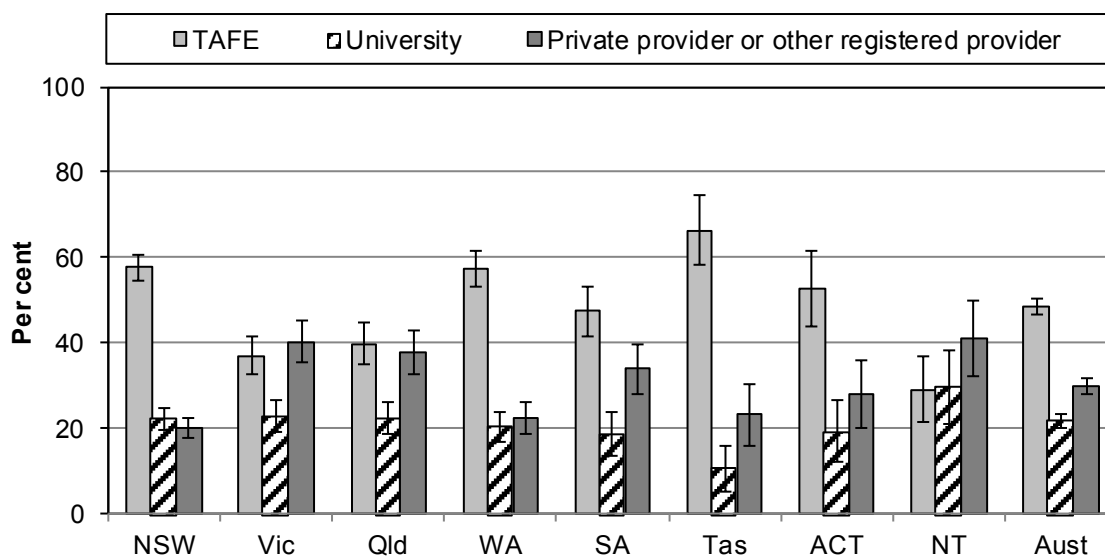


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. The data for graduates from remote and very remote areas in Victoria have relative standard errors greater than 25 per cent and need to be used with caution. ^c Data relate to courses completed in 2011. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote and very remote data for Victoria are for students from remote and very remote areas throughout Australia studying in Victoria (there are no remote and very remote data for the ACT).

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25-26 and 5A.31-33.

Of those government funded VET graduates who continued on to further study, 48.6 per cent pursued their further study within the TAFE system, while 21.7 per cent went on to further study at universities and 29.7 per cent went on to further study at private providers or other registered providers (figure 5.21).

Figure 5.21 Proportion of government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2012^{a, b}

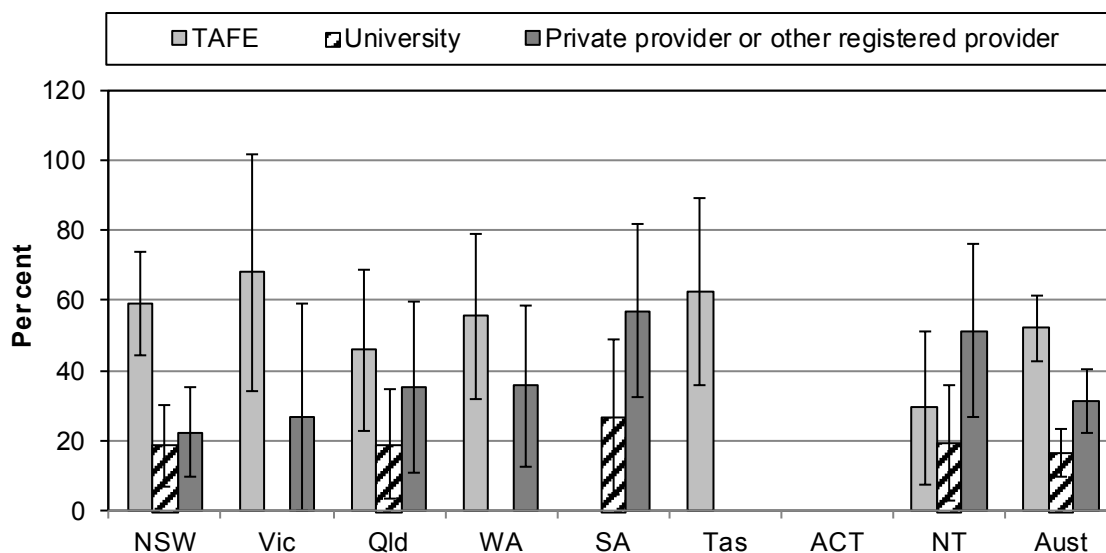


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data relate to courses completed in 2011.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Of those government funded Indigenous VET graduates who went on to further study, 52.0 per cent continued on to further study within the TAFE system (compared with 48.6 per cent for all government funded VET graduates), while 16.5 per cent went to university (compared with 21.7 per cent for all government funded VET graduates) and 31.4 per cent went on to further study at private providers or other registered providers (compared with 29.7 per cent for all government funded VET graduates) (figure 5.22 and table 5A.25).

Figure 5.22 Proportion of Indigenous government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2012^{a, b}



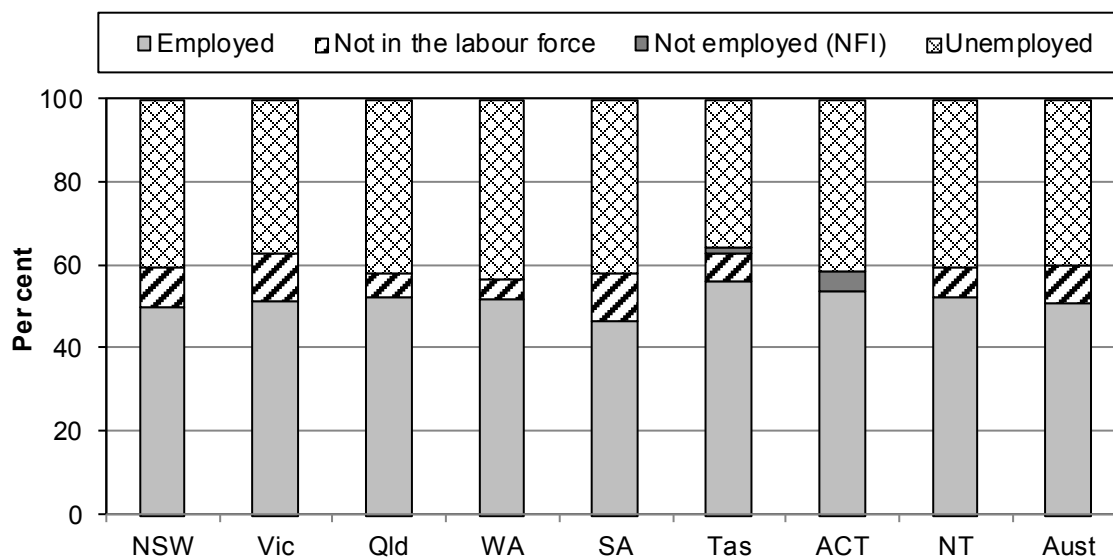
^a The data for graduates who continued at TAFE for Victoria, Queensland and the NT, at University for NSW, Queensland, SA and the NT, and for graduates at private provider or other registered provider for NSW, Victoria, Queensland and WA have relative standard errors greater than 25 per cent and should be used with caution. Some data for Victoria, WA, SA, Tasmania and the ACT are not published due to 5 or fewer responses, but are included in the national totals for Australia. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.26.

Student employment and further study outcomes — the proportion of graduates employed after completing their course who were unemployed before the course

Nationally, of the government funded VET graduates surveyed in 2012 who were unemployed before the course, 51.1 per cent indicated they were employed after the course, 40.1 per cent were unemployed and 8.8 per cent were not in the labour force (figure 5.23).

Figure 5.23 Labour force status after the course of government funded VET graduates who were unemployed before the course, 2012^a



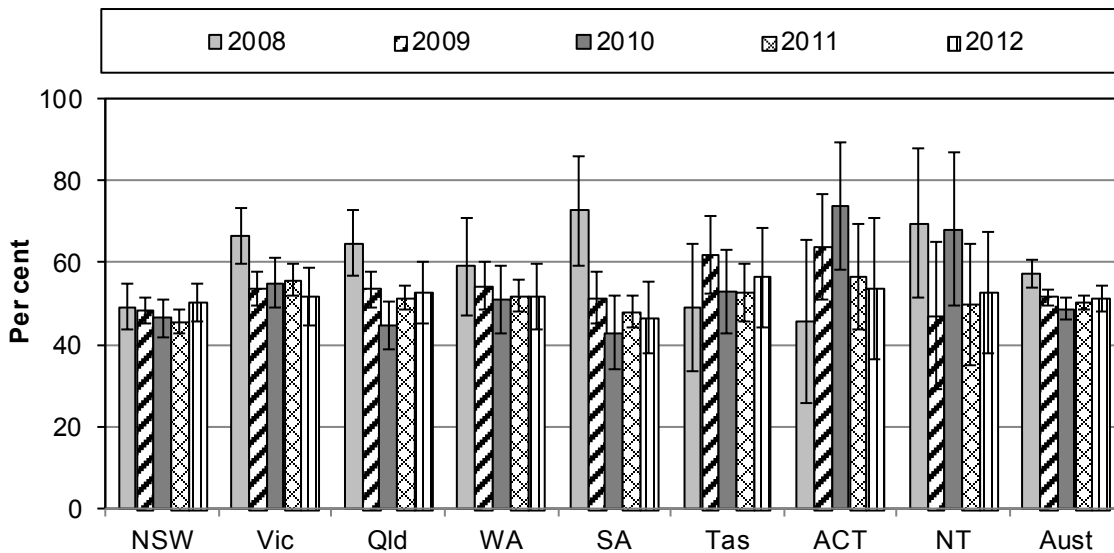
NFI = No further information

^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.34. Not in the labour force estimates for Queensland, WA, Tasmania and the NT have relative standard errors greater than 25 per cent and need to be used with caution. Not in the labour force estimates for the ACT are not published due to 5 or fewer responses, but are included in the national totals for Australia.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.34.

Between 2008 and 2012, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 6.2 percentage points to 51.1 per cent (figure 5.24). This compares with a increase of 3.0 percentage points over the same period for government funded Indigenous VET graduates to 40.3 per cent (table 5A.35).

Figure 5.24 Proportion of government funded VET graduates who were unemployed prior to commencing a course and were employed after completing a course^a



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

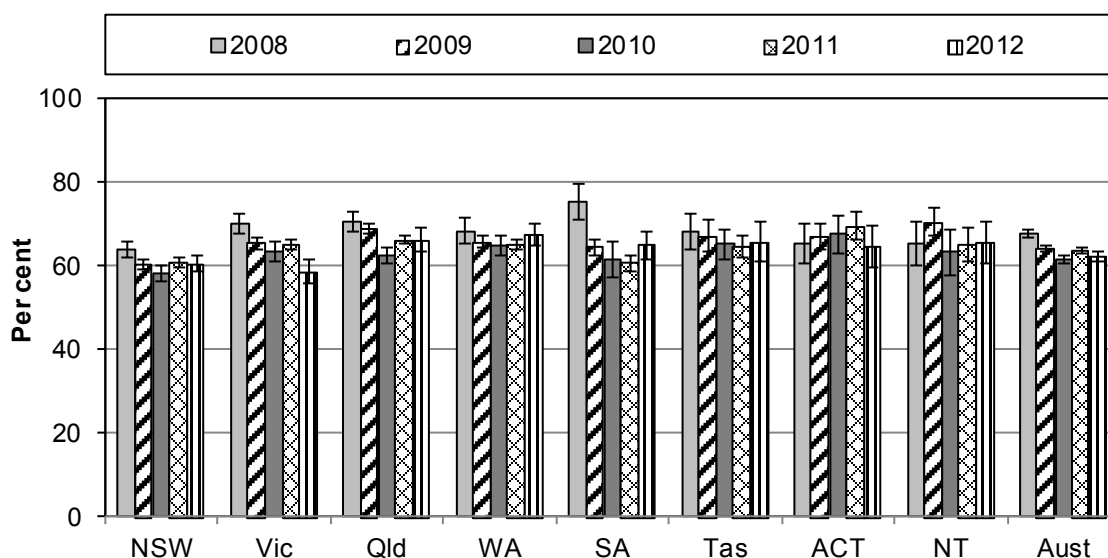
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.34.

Additional information is provided in tables 5A.36-37 on the labour force status after the course, of non-Indigenous graduates and of graduates who were employed prior to the course.

Student employment and further study outcomes — the proportion of graduates who improved their employment circumstances after completing their course

Nationally, 62.3 per cent of all government funded VET graduates in 2012 indicated they had improved their employment circumstances after completing their course, a decrease of 5.3 percentage points from 2008 (figure 5.25). Data from 2005 are included in table 5A.41.

Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training^a



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.41.

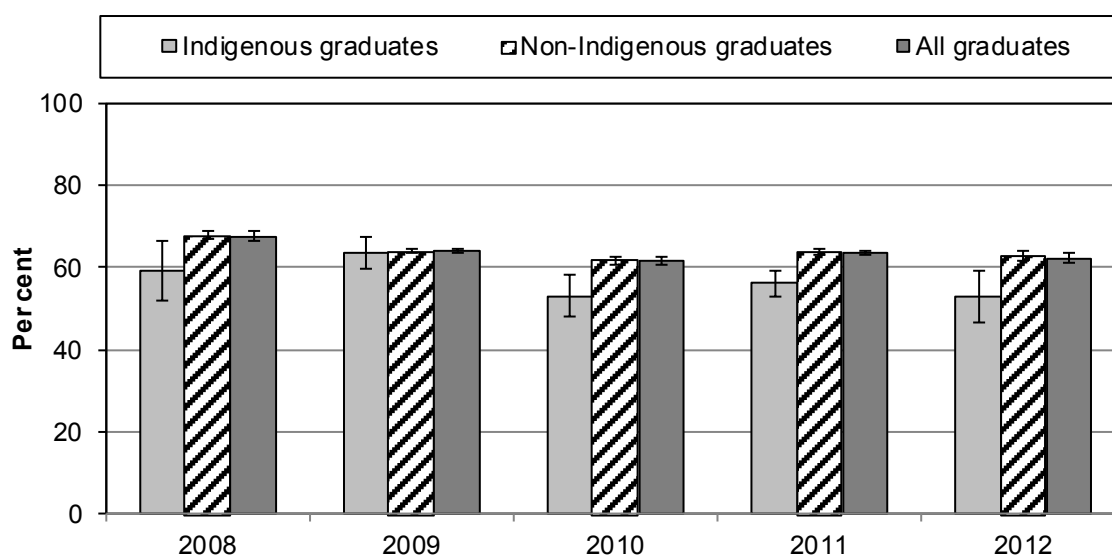
Nationally, government funded VET graduates in 2012 indicated that:

- the employment status of 14.3 per cent changed from not employed before training to employed after completing their training
- 12.2 per cent were employed at a higher skill level after completing their training
- 58.2 per cent received a job-related benefit after completing their training (table 5A.45).

Table 5A.42 includes national data for graduates who speak a language other than English at home, graduates with disability, and graduates from remote and very remote areas. Of these groups, government funded VET graduates who reported disability were the least likely to indicate that they had improved employment circumstances in 2012 (44.2 per cent).

Nationally, 52.8 per cent of all government funded Indigenous VET graduates in 2012 indicated they had improved their employment circumstances after completing their course — a decrease of 6.2 percentage points from 2008 (table 5A.43) — compared with 62.7 per cent of government funded non-Indigenous VET graduates and 62.3 per cent of all government funded VET graduates in 2012 (figure 5.26).

Figure 5.26 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status^a



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.41 and 5A.43-44.

Government funded Indigenous VET graduates nationally in 2012 indicated that:

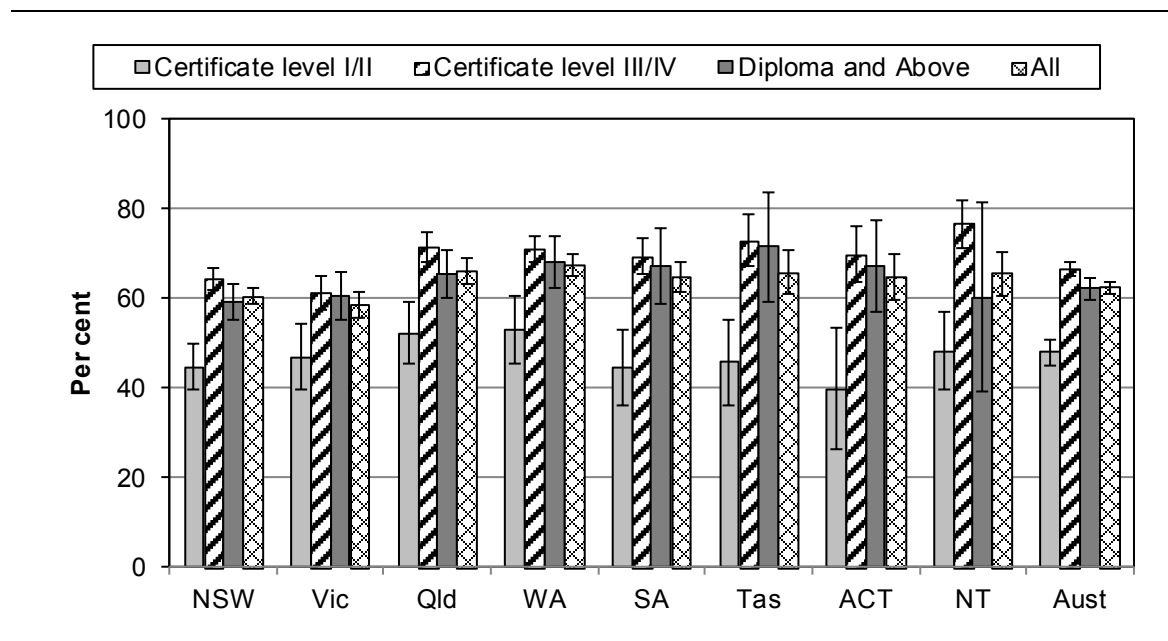
- the employment status of 16.5 per cent changed from not employed before training to employed after completing their training
- 8.1 per cent were employed at a higher skill level after completing their training
- 50.4 per cent received a job-related benefit after completing their training (table 5A.45).

Table 5A.46 provides information on the percentage of graduates aged 20-64 years who improved their employment circumstances after completing their training, by Indigenous status.

Nationally in 2012, 62.1 per cent of government funded VET graduates with a diploma or above indicated they had improved their employment circumstances after completing their course (figure 5.27).

Table 5A.48 provides information on the percentage of graduates aged 20-64 years who improved their employment circumstances after completing their training, by certificate level.

Figure 5.27 Proportion of government funded VET graduates who improved their employment circumstances after training, by certificate level, 2012 ^a



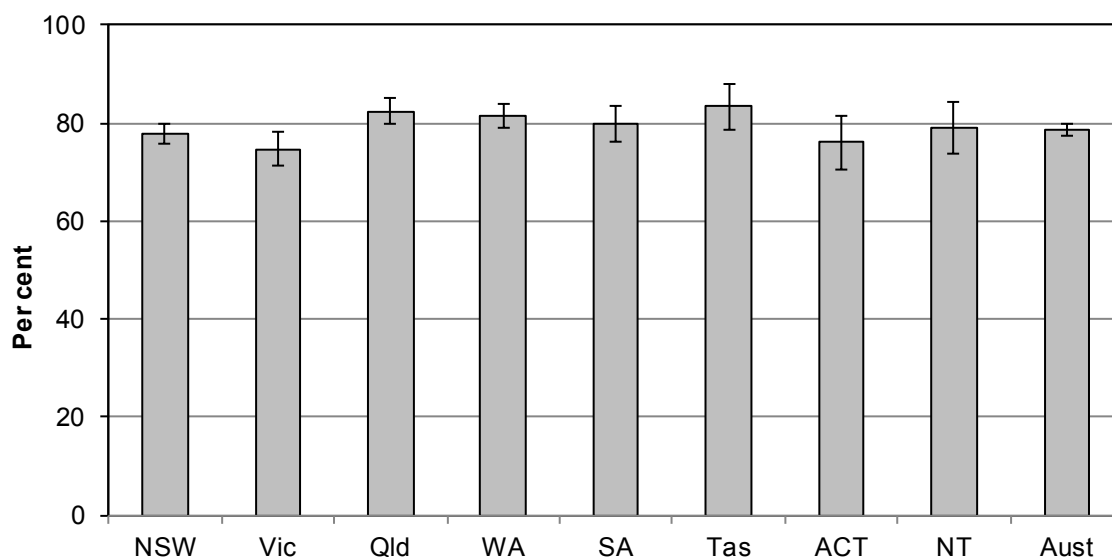
^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.47.

Student employment and further study outcomes — the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Nationally in 2012, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 78.5 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.28). This compares with 77.4 per cent for government funded Indigenous VET graduates (table 5A.40).

Figure 5.28 Proportion of government funded VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course, 2012^a



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.39.

Individual graduates could receive more than one benefit. The benefits reported by graduates included that they had:

- obtained a job (34.5 per cent)
- achieved an increase in earnings (30.1 per cent)
- achieved a promotion or an increased status at work (33.1 per cent)
- a change of job or a new job (20.8 per cent)
- gained the ability to start their own business (8.6 per cent) (table 5A.39).

Attachment table 5A.38 provides information on the reported relevance to the main job, for those graduates who were employed after completing their course and undertook their course for employment related reasons. Further information on VET employment outcomes is available from the Down the Track survey of long term VET outcomes for 15–24 year olds, which is referred to in the 2006 Report (SCRGSP 2006, box 4.13) and is available in *Down the track: TAFE outcomes for young people two years on* (NCVER 2006).

Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective for students to achieve success in VET (box 5.13).

Box 5.13 Student achievement in VET

'Student achievement in VET' is defined by three measures:

- 'Load pass rate' is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through RPL.
- 'Proportion of graduates with improved education/training status after training' is the number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), divided by the number of VET course enrolments.
- 'Number of students who commenced and completed' is the number of VET students in a given year who commenced a course and eventually completed their course, expressed as a proportion of all course commencing enrolments in that year.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.

High or increasing load pass rates and number of students who commenced and completed indicate that student achievement is high or improving, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students. Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

Changes in the proportion of graduates with improved education/training status after training may be affected by relatively large changes in enrolments, due to the time lag between course enrolment (the denominator) and qualification completion (the numerator used for deriving the proportion). Care therefore needs to be taken when interpreting changes over time in the proportion of graduates with improved education/training status after training.

Reporting on the number of students who commenced and completed, expressed as a proportion of all course commencing enrolments in that year is dependent on the capacity to track individual students over more than one calendar year. Data were not available for the 2014 Report.

Data reported for these measures are

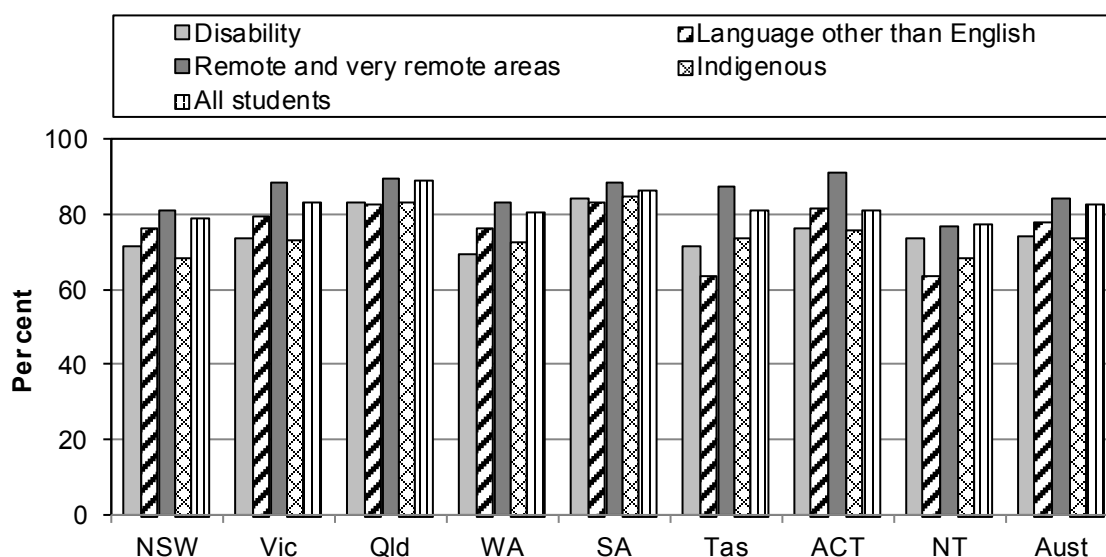
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Student achievement in VET — load pass rate

In 2012, the load pass rate for all government funded students was 82.7 per cent, lower than the load pass rates for students from remote and very remote areas (84.2 per cent). The load pass rates for Indigenous students (73.9 per cent), students with disability (74.3 per cent) and students speaking a language other than English at home (78.3 per cent) were lower than for all students (figure 5.29).

Figure 5.29 Load pass rates, by target group, 2012^{a, b, c, d}



^a Data are for government funded hours. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, and impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. ^c Care needs to be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Indigenous students because the non-identification rates for these groups are high. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions.

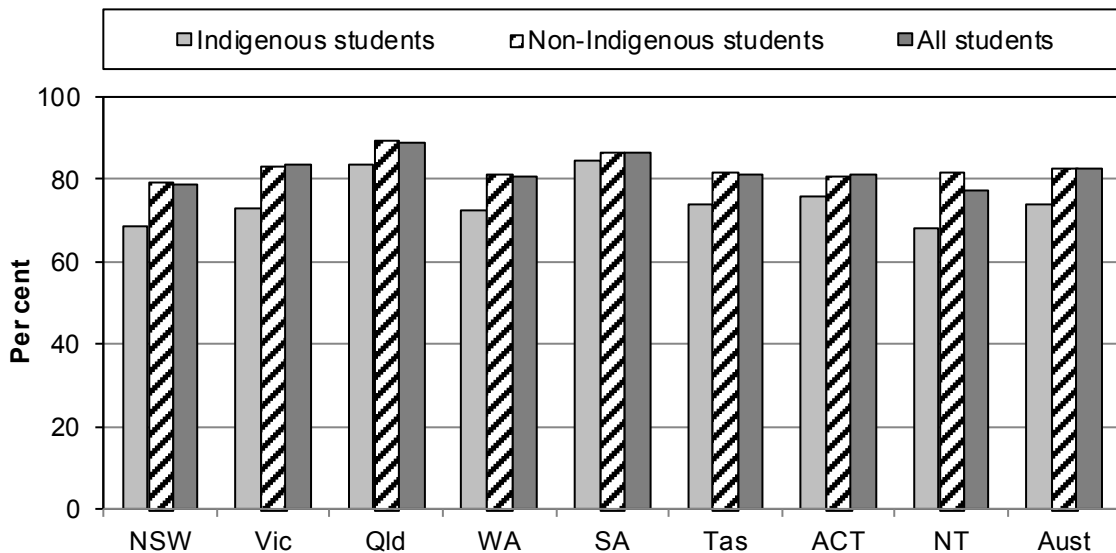
Source: NCVET (unpublished) National VET provider collection; tables 5A.49–52.

Nationally, between 2008 and 2012, load pass rates increased for all students by 3.3 percentage points to 82.7 per cent (table 5A.49) and for:

- students with disability by 4.3 percentage points to 74.3 per cent (table 5A.51)
- students speaking a language other than English at home by 5.6 percentage points to 78.3 per cent (table 5A.52)
- students from remote and very remote areas by 2.7 percentage points to 84.2 per cent (table 5A.50)
- Indigenous students by 5.0 percentage points to 73.9 per cent (table 5A.49).

In 2012, nationally, the load pass rate for Indigenous students (73.9 per cent) was lower than the load pass rate for non-Indigenous students (83.0 per cent) and for all students (82.7 per cent) (figure 5.30).

Figure 5.30 Load pass rate, by Indigenous status 2012^{a, b}



^a Data are for government funded hours. ^b Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. Care needs to be taken in comparing rates for Indigenous and non-Indigenous students. See table 5A.49 for further information.

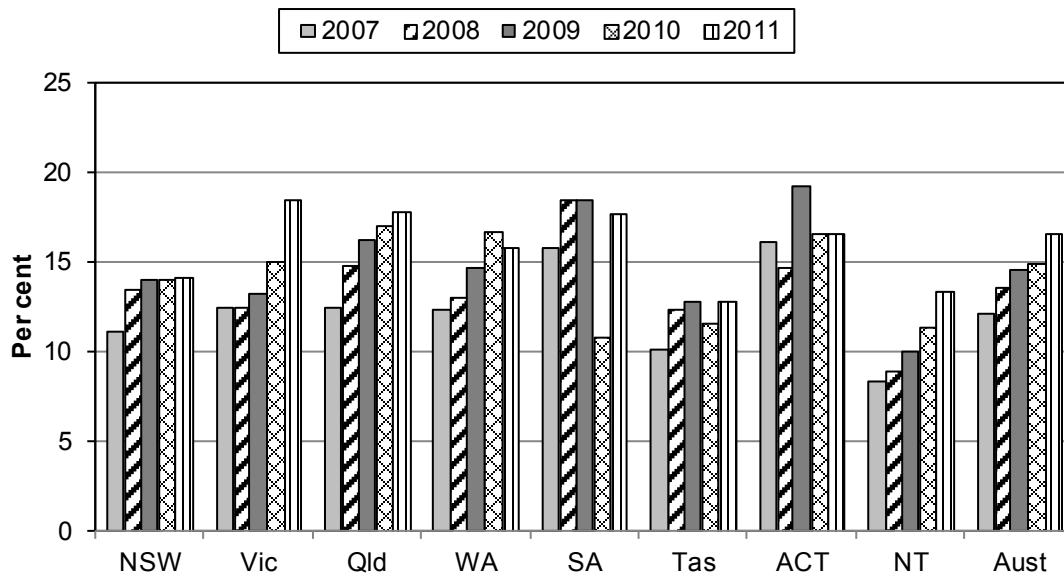
Source: NCVET (unpublished) National VET provider collection; table 5A.49.

Load pass rates for Indigenous students increased by 10.4 percentage points nationally between 2003 and 2012, to 73.9 per cent. This compares with an increase of 5.4 percentage points over the same period for non-Indigenous students (to 83.0 per cent in 2012) and an increase of 5.8 percentage points over the same period for all students (to 82.7 per cent) (table 5A.49).

Student achievement in VET — proportion of graduates with improved education/training status after training

Qualification completions in 2011 by students with improved education/training status after training, as a percentage of course enrolments by students in 2011, was 16.5 per cent. This increased from 13.6 per cent in 2008, representing an increase of 2.9 percentage points over the period (figure 5.31).

Figure 5.31 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments^{a, b}

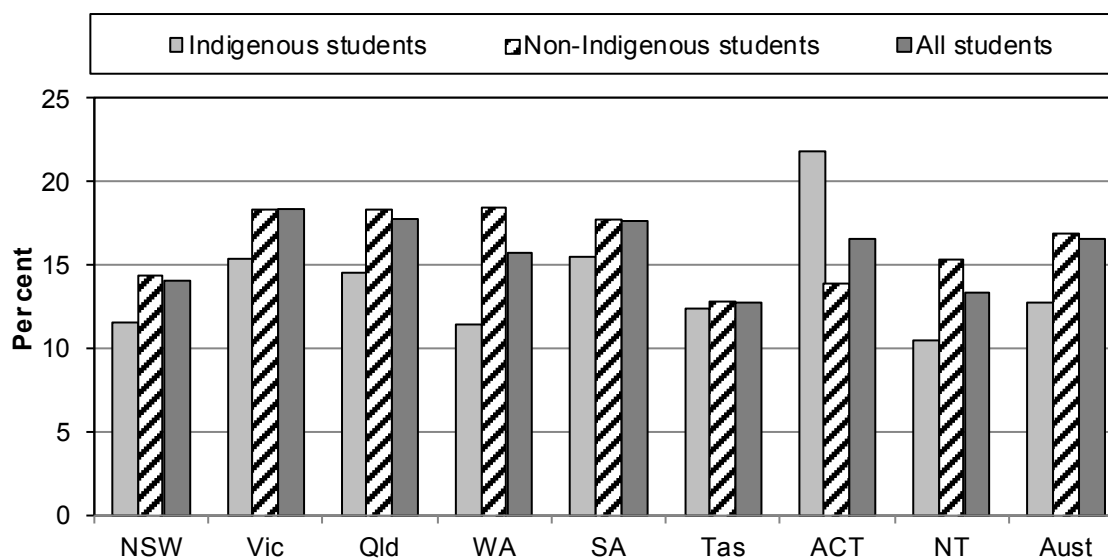


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.53

Qualification completions in 2011 by Indigenous students with improved education/training status after training, as a percentage of course enrolments by Indigenous students in 2011, was 12.8 per cent (figure 5.32) — an increase of 2.6 percentage points from 10.2 per cent in 2008 (table 5A.53). This increase is similar to the increase by 2.7 percentage points for non-Indigenous students between 2008 (14.3 per cent) and 2011 (17.0 per cent) (table 5A.53).

Figure 5.32 **Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2011^{a, b}**



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.53.

Qualification completions in 2011 by students from remote and very remote areas with improved education/training status after training, as a percentage of course enrolments by those students in 2011, was 12.0 per cent. This represents an increase of 2.4 percentage points from 10.6 per cent in 2008 — slightly lower than the 2.9 percentage points increase for all students (table 5A.55).

Tables 5A.54 and 5A.56 provide additional information on completions for students aged 20–64 years.

Nationally in 2011, the proportion of VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only) was 18.7 per cent (table 5A.57). Table 5A.58 provides additional information for this measure for students aged 20–64 years.

Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.14).

Box 5.14 Student satisfaction with VET

‘Student satisfaction with VET’ has two measures:

- ‘proportion of students who achieve their main reason for doing a VET course’, defined as the proportion of graduates who indicate through the Student Outcomes Survey that they achieved or partly achieved their main reason for doing the course
- ‘proportion of students who were satisfied with the quality of their completed VET course’, defined as the proportion of graduates who indicate through the Student Outcomes Survey that they were satisfied or very satisfied with their VET training program. These proportions are also reported according to the students’ identified purpose of study (employment related, further study and/or developmental).

Satisfaction with VET by target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students) can also indicate the equity of outcomes for these groups.

A high or increasing percentage of perceived satisfaction is desirable.

Data reported for these measures are

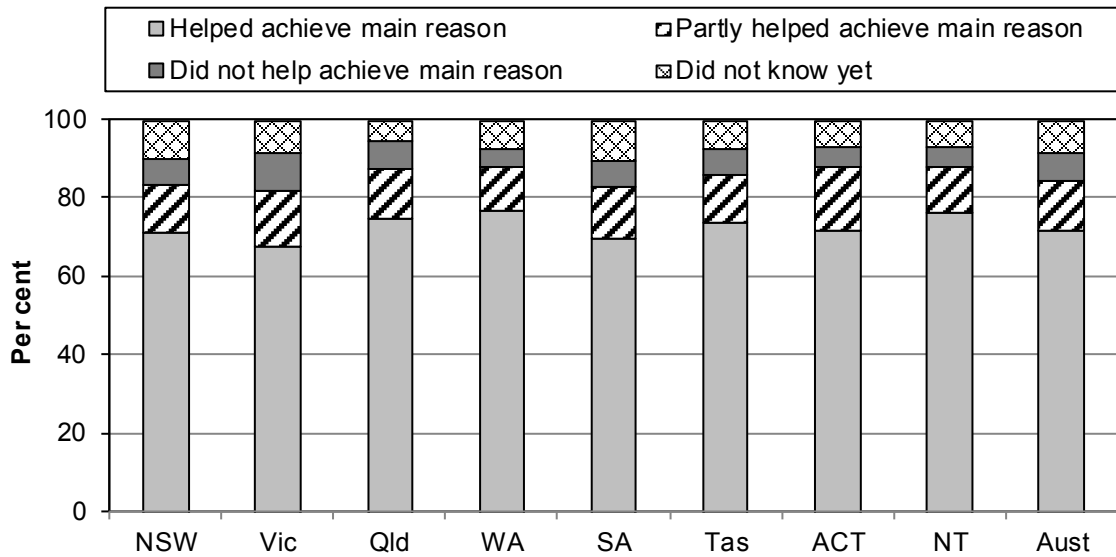
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Student satisfaction with VET — students who achieve their main reason for doing a course

In 2012, 84.5 per cent of government funded VET graduates nationally indicated that their course helped (71.7 per cent) or partly helped (12.8 per cent) them achieve their main reason for doing the course — compared with 87.6 per cent reported in 2008. Of those graduates in 2012, 7.1 per cent indicated their course did not help them achieve the main reason they did the course, compared with 4.6 per cent in 2008 (table 5A.59, figure 5.33).

Figure 5.33 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2012^a

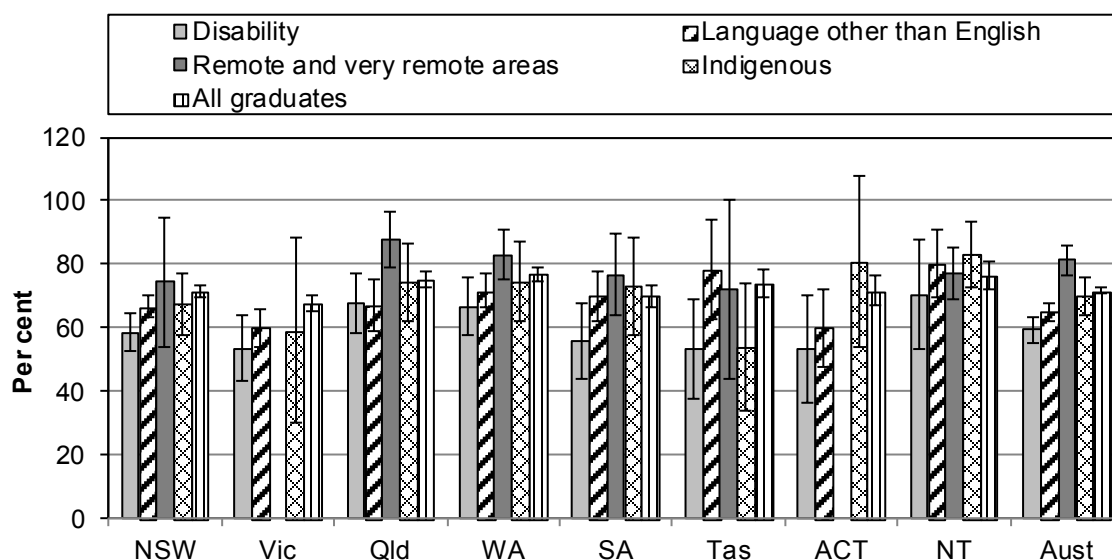


^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.59.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.59.

Nationally in 2012, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped them achieve their main reason for doing the course (81.3 per cent), while graduates reporting disability were the least likely to do so (59.4 per cent). Approximately 70.1 per cent of Indigenous graduates indicated that the course helped them achieve their main reason for doing the course (figure 5.34).

Figure 5.34 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2012^{a, b, c}



^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). ^c Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.59–60 and 5A.65–67.

Tables 5A.61–64 provide additional information on whether the course helped non-Indigenous graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

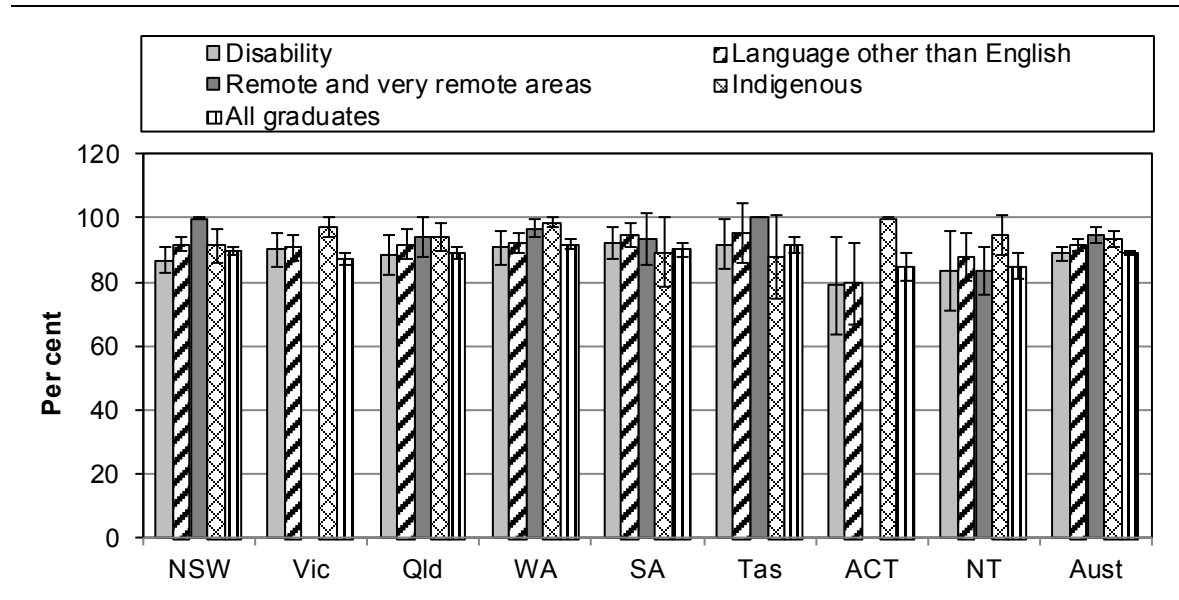
Student satisfaction with VET — students who were satisfied with the quality of their completed training

In 2012, 89.2 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training, representing an increase of 2.5 percentage points from 2005 (table 5A.68).

The satisfaction levels across target groups in 2012 were as follows:

- graduates with disability (88.8 per cent)
- graduates speaking a language other than English at home (91.5 per cent)
- graduates from remote and very remote areas (94.5 per cent)
- Indigenous graduates (93.5 per cent) (figure 5.35).

Figure 5.35 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2012^{a, b, c, d}

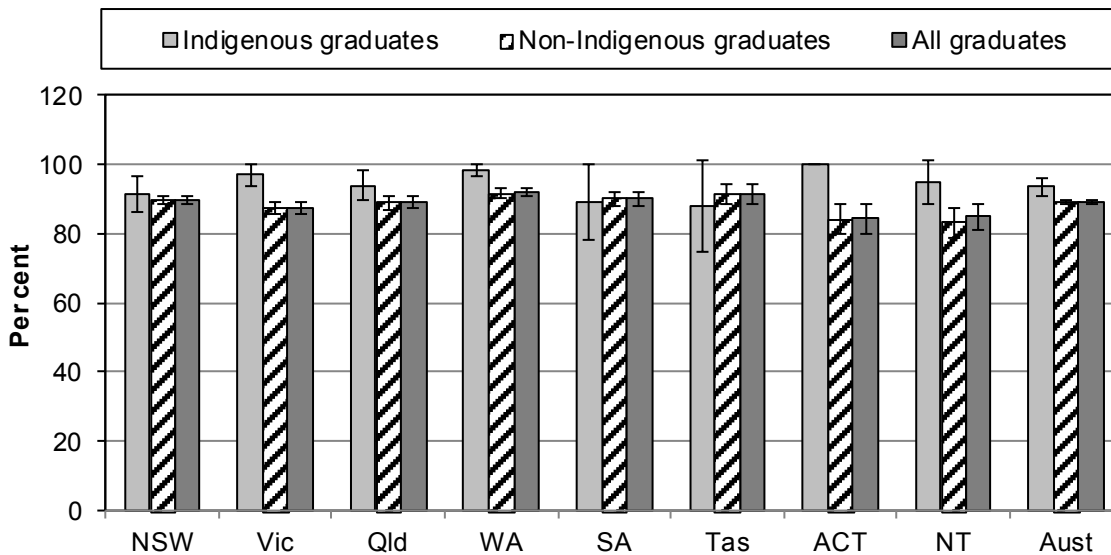


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). ^c Error bars represent the 95 per cent confidence interval associated with each point estimate. ^d Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.68–69 and 5A.74–76.

Nationally in 2012, 93.5 per cent of Indigenous graduates indicated that they were satisfied — an increase of 10.7 percentage points from 2005 (table 5A.69) — compared with 89.1 per cent of non-Indigenous graduates and 89.2 per cent of all graduates in 2012 (figure 5.36).

Figure 5.36 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2012^{a, b}

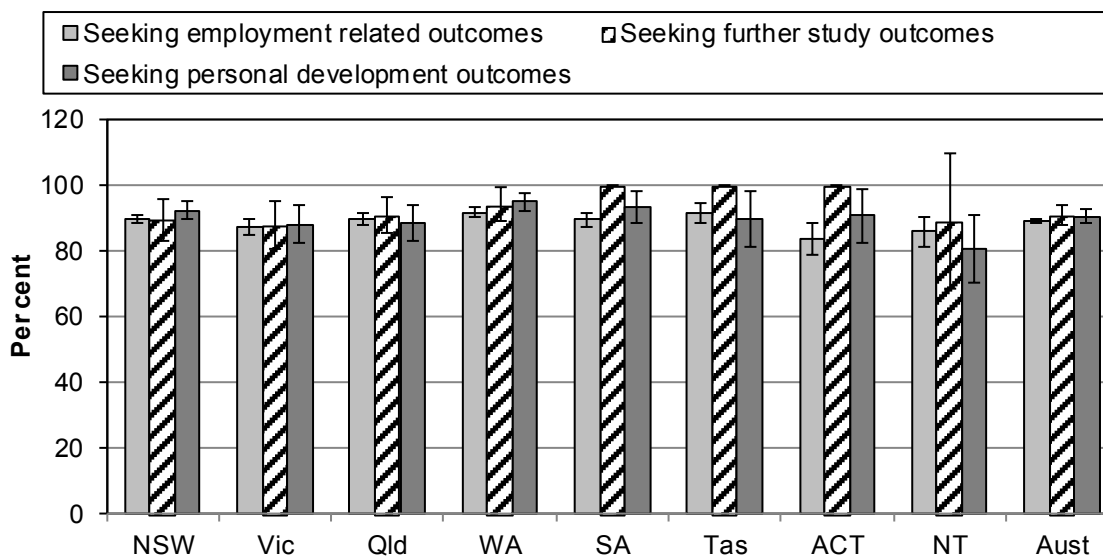


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.68–70.

Nationally in 2012, 88.9 per cent of graduates who had been seeking employment related outcomes indicated that they were satisfied with the quality of their completed training, compared with 90.7 per cent of graduates seeking further study outcomes and 90.3 per cent of those seeking personal development outcomes (figure 5.37).

Figure 5.37 **Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2012^{a, b}**



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.68.

Nationally in 2012, 92.7 per cent of Indigenous graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 100 per cent of Indigenous graduates seeking further study outcomes and 95.0 per cent of Indigenous graduates seeking personal development outcomes (table 5A.69).

A further disaggregation by non-Indigenous, by target groups and by geographical classifications, can be found in attachment tables 5A.70–76.

Skill profile

‘Skill profile’ is an indicator of governments’ objective to create and maintain a national pool of skilled Australian workers that is sufficient to support internationally competitive commerce and industry. It measures the stock of VET skills held by Australians (box 5.15).

Box 5.15 **Skill profile**

'Skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile. 'Skill outputs from VET' is defined by three measures of students' skill outputs from the VET system in a given year:

'Qualifications completed' is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students (currently collected by NCVET, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies). The annual change in qualifications completed is defined as the percentage change of qualifications from year to year.

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011 data are available for all jurisdictions providing the service.

'Units of competency and modules completed' is defined as the sum of the number of units of competency achieved/passed each year by government funded VET students and the number of modules (outside training packages) achieved/passed each year by government funded VET students. A unit of competency is a component of a competency standard and/or a statement of a key function or role in a particular job or occupation. A module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency. The annual change in Units of competency and modules completed' is defined as the percentage change of units of competency and modules completed' from year to year.

Data reported for this measure are

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions.
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

'Qualification Equivalents' is defined as the number of annual hours of training activity associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of annual hours of training activity representing a qualification. The annual change in Qualification Equivalents' is defined as the percentage change of Qualification Equivalents from year to year.

(Continued on next page)

Box 5.15 (Continued)

Data are provided for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and Indigenous status). Further details are provided for individual measures in section 5.6.

Holding other factors constant, high or increasing numbers of qualifications completed and units of competency or modules achieved/passed results in an increase in the stock of VET skills.

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

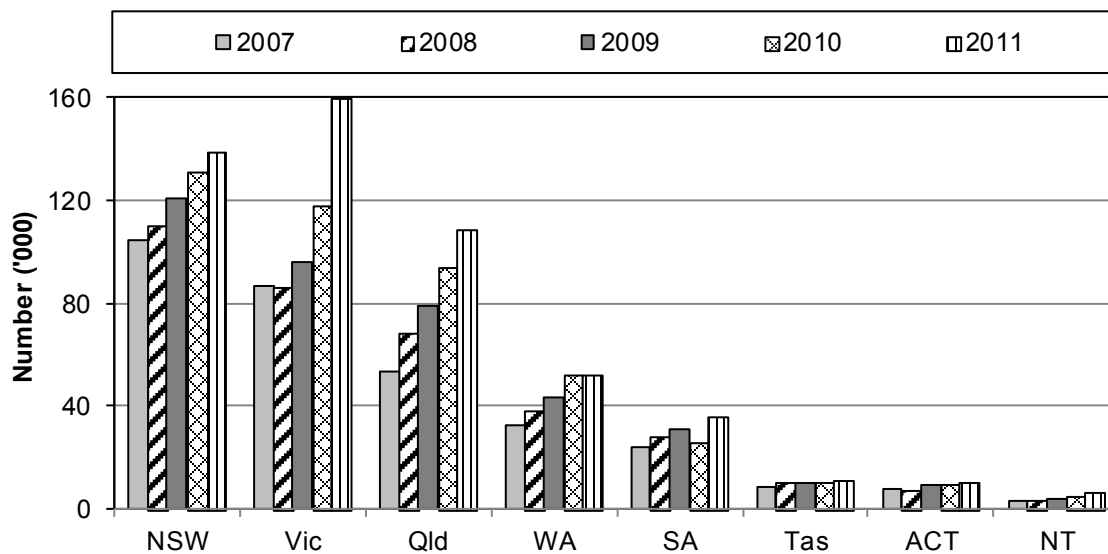
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The VET sector is focussed on delivering nationally recognised training through training packages (qualifications and units of competency) and accredited courses (and their associated modules). Most accredited courses and modules have been phased out over several years as more industry training packages are endorsed. However, there are some niche markets where accredited courses will be maintained and new courses developed, for example, English proficiency courses, courses in viticulture and performing arts, dance and professional writing. Typically, these are in training areas not covered by the Industry Skills Councils.

Skill outputs from VET — qualifications completed

Nationally, approximately 521 555 VET qualifications were completed in 2011, compared to 320 541 in 2007 (table 5A.77). The number of qualifications completed includes both government and non-government funded VET students (figure 5.38).

Figure 5.38 Qualifications completed, all students^{a, b}

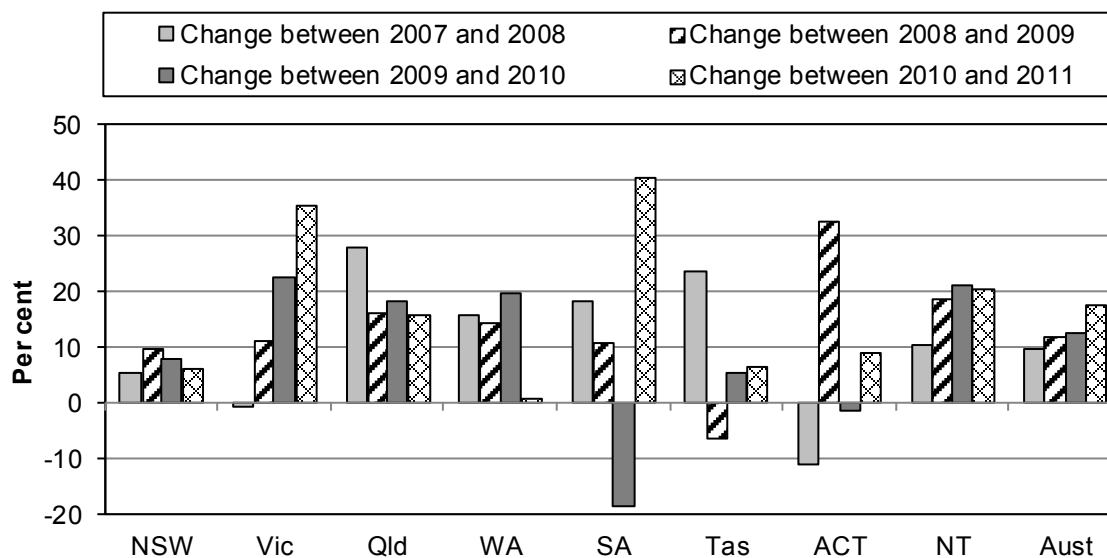


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.77.

Nationally, the number of qualifications completed increased by 17.6 per cent between 2010 and 2011, and increased by 12.6 per cent between 2009 and 2010 (figure 5.39). Overall, VET qualifications increased by 62.7 per cent between 2007 and 2011, equivalent to an average annual increase of 12.9 per cent (table 5A.77).

Figure 5.39 **Qualifications completed, by change from previous year, all students^{a, b}**



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

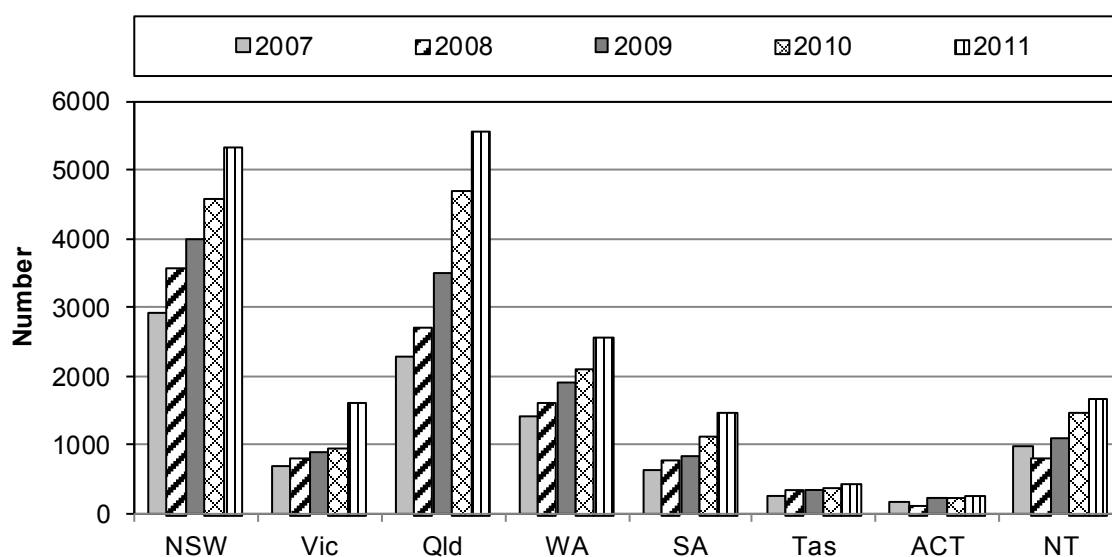
Source: NCVET (unpublished) National VET provider collection; table 5A.77.

Amongst the VET target groups, between 2007 and 2011 the number of qualifications completed nationally increased by:

- 79.5 per cent for students with disability (table 5A.79)
- 59.9 per cent for students speaking a language other than English at home (table 5A.80)
- 42.1 per cent for students from remote and very remote areas (table 5A.78)
- 102.3 per cent for Indigenous students (table 5A.77).

Nationally, Indigenous students completed 18 950 VET qualifications in 2011, an increase of 21.4 per cent from 15 613 in 2010 and an increase of 102.3 per cent from 9368 in 2007. This represents an average annual increase of 19.3 per cent, compared to 12.9 per cent for all students. Indigenous students accounted for 3.6 per cent of all the qualifications completed in 2011, compared to 2.9 per cent in 2007 (table 5A.77). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.40).

Figure 5.40 Qualifications completed, Indigenous students^{a, b}



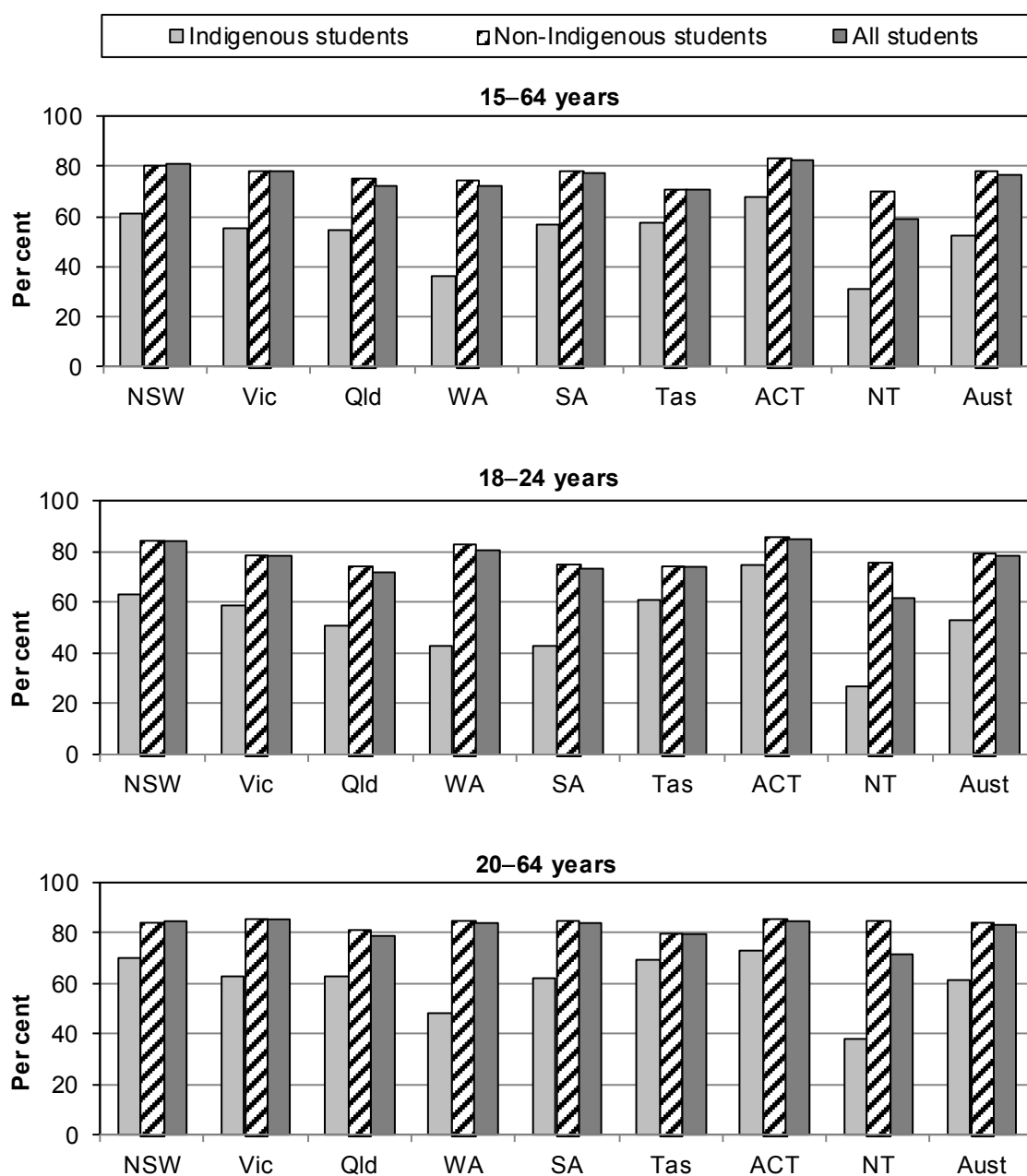
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.77.

Nationally in 2011,

- 16.4 per cent of qualifications completed by all students were at the diploma level or above, 59.9 per cent at certificate level III or IV and 23.7 per cent at certificate level I or II or lower (table 5A.81).
- 76.6 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 52.5 per cent of qualifications completed by Indigenous students aged 15–64 years and 78.0 per cent for non-Indigenous students aged 15–64 years
- 78.2 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 53.1 per cent of qualifications completed by Indigenous students aged 18–24 years and 79.5 per cent for non-Indigenous students aged 18–24 years
- 83.2 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 61.2 per cent of qualifications completed by Indigenous students aged 20–64 years and 84.3 per cent for non-Indigenous students aged 20–64 years (figure 5.41).

Figure 5.41 **Qualifications completed in certificate III and above, by target age group and Indigenous status, 2011^{a, b, c}**



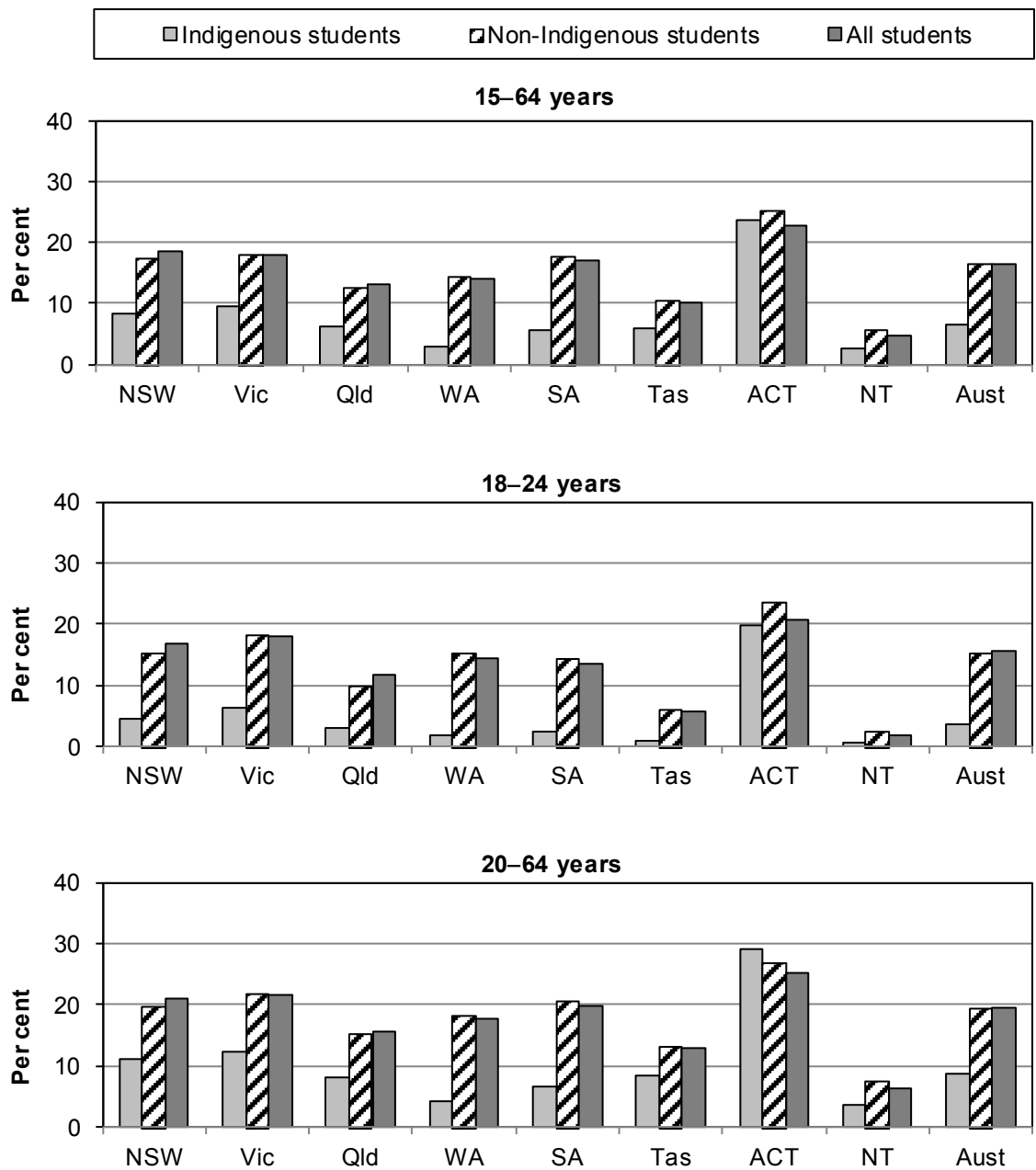
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.77). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; table 5A.82.

Nationally in 2011:

- 16.5 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 6.6 per cent of qualifications completed by Indigenous students aged 15–64 years and 16.5 per cent for non-Indigenous students aged 15–64 years
- 15.6 per cent of qualifications completed by all students aged 18–24 years were at diploma level or above, compared with 3.7 per cent of qualifications completed by Indigenous students aged 18–24 years and 15.3 per cent for non-Indigenous students aged 18–24 years
- 19.5 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 8.7 per cent of qualifications completed by Indigenous students aged 20–64 years and 19.5 per cent for non-Indigenous students aged 20–64 years (figure 5.42).

Figure 5.42 **Qualifications completed in diploma and above, by target age group and Indigenous status, 2011^{a, b, c, d}**



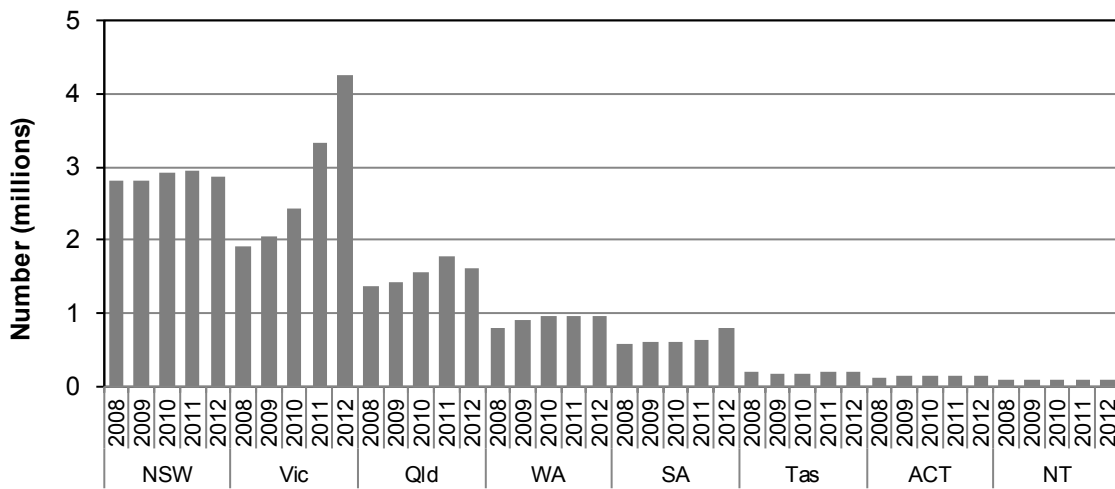
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. ^d Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.77). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; table 5A.82.

Skill outputs from VET — units of competency and modules completed

Nationally, all students completed 10.9 million units of competency and modules in 2012, a 39.3 per cent increase from 7.8 million in 2008 (table 5A.84). Trends in the number of units of competency and number of modules completed varied across jurisdictions (figure 5.43).

Figure 5.43 Units of competency and modules completed, all students^a

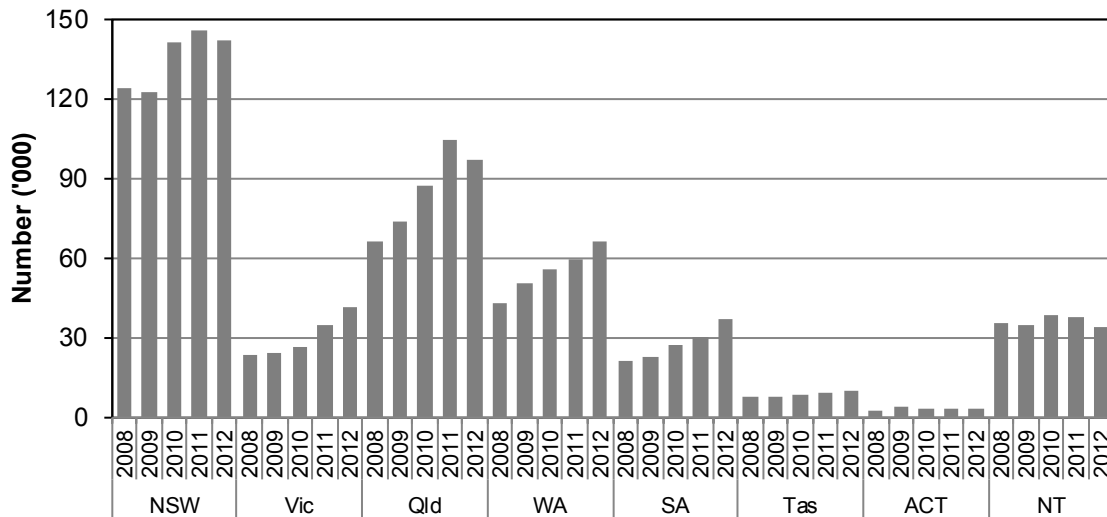


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

Nationally, Indigenous students completed approximately 432 100 modules and units of competency in 2012, a 33.0 per cent increase from 324 800 units in 2008 (table 5A.88). Trends in the number of units of competency and number of modules completed by Indigenous students varied across jurisdictions (figure 5.44).

Figure 5.44 Units of competency and modules completed, Indigenous students^a

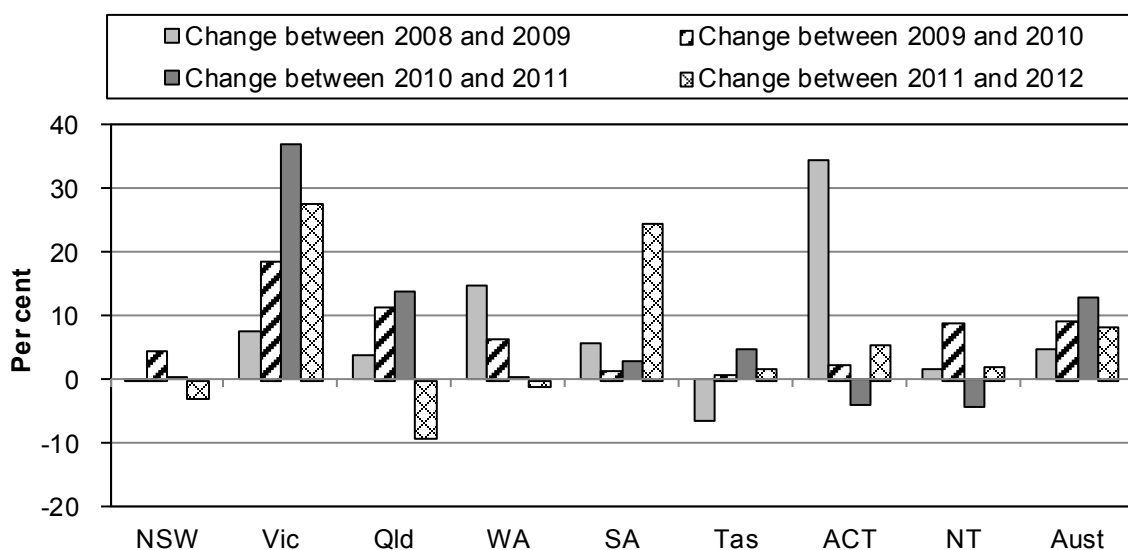


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.88.

Figure 5.45 shows the annual changes in the combined number of units of competency and modules completed for all students since 2008, indicating that the national number of units of competency completed increased by 8.2 per cent from 2011 to 2012.

Figure 5.45 Units of competency and modules completed by all students, by change from previous year^a



^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

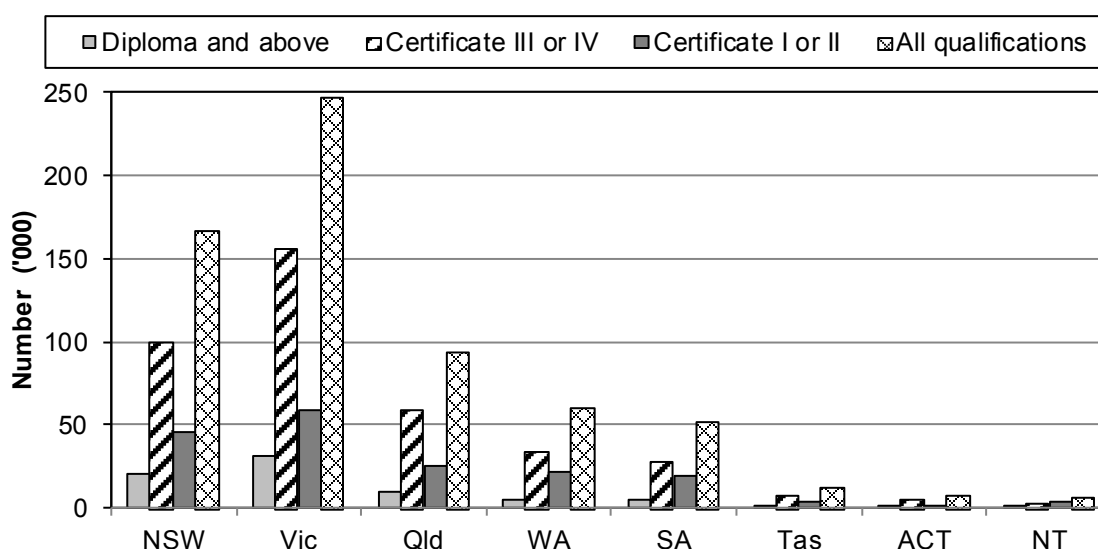
Amongst the VET target groups, between 2008 and 2012 the combined number of units of competency and modules completed nationally changed by:

- an increase of 55.0 per cent for students reporting disability (table 5A.86)
- an increase of 51.2 per cent for students speaking a language other than English at home (table 5A.87)
- a decrease of 5.7 per cent for students from remote and very remote areas (table 5A.85).

Skill outputs from VET — Qualification Equivalents

Nationally, government funded VET students undertook training equivalent to approximately 645 300 VET qualifications in 2012, an increase from 575 900 in 2011 and from 414 000 in 2008. The change from 2008 to 2012 represents a 55.9 per cent increase (table 5A.83). Trends in the number of Qualification Equivalents varied across jurisdictions (figure 5.46).

Figure 5.46 Qualification Equivalents, all students, 2012^a



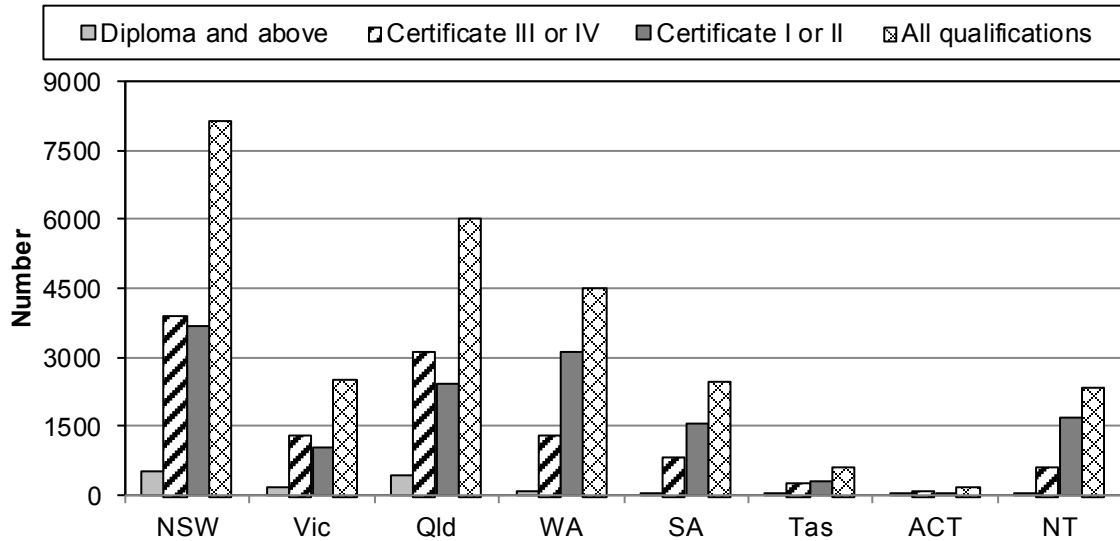
^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.83.

Nationally, government funded VET Indigenous students undertook training equivalent to 26 812 VET qualifications in 2012, an increase from 25 744 in 2011 and from 18 079 in 2008. The change from 2008 to 2012 represents a 48.3 per cent increase (compared with a 55.9 per cent increase for all government funded students

over the same period) (table 5A.83). The number of Qualification Equivalents varied across jurisdictions (figure 5.47).

Figure 5.47 **Qualification Equivalents, Indigenous students, 2012^a**

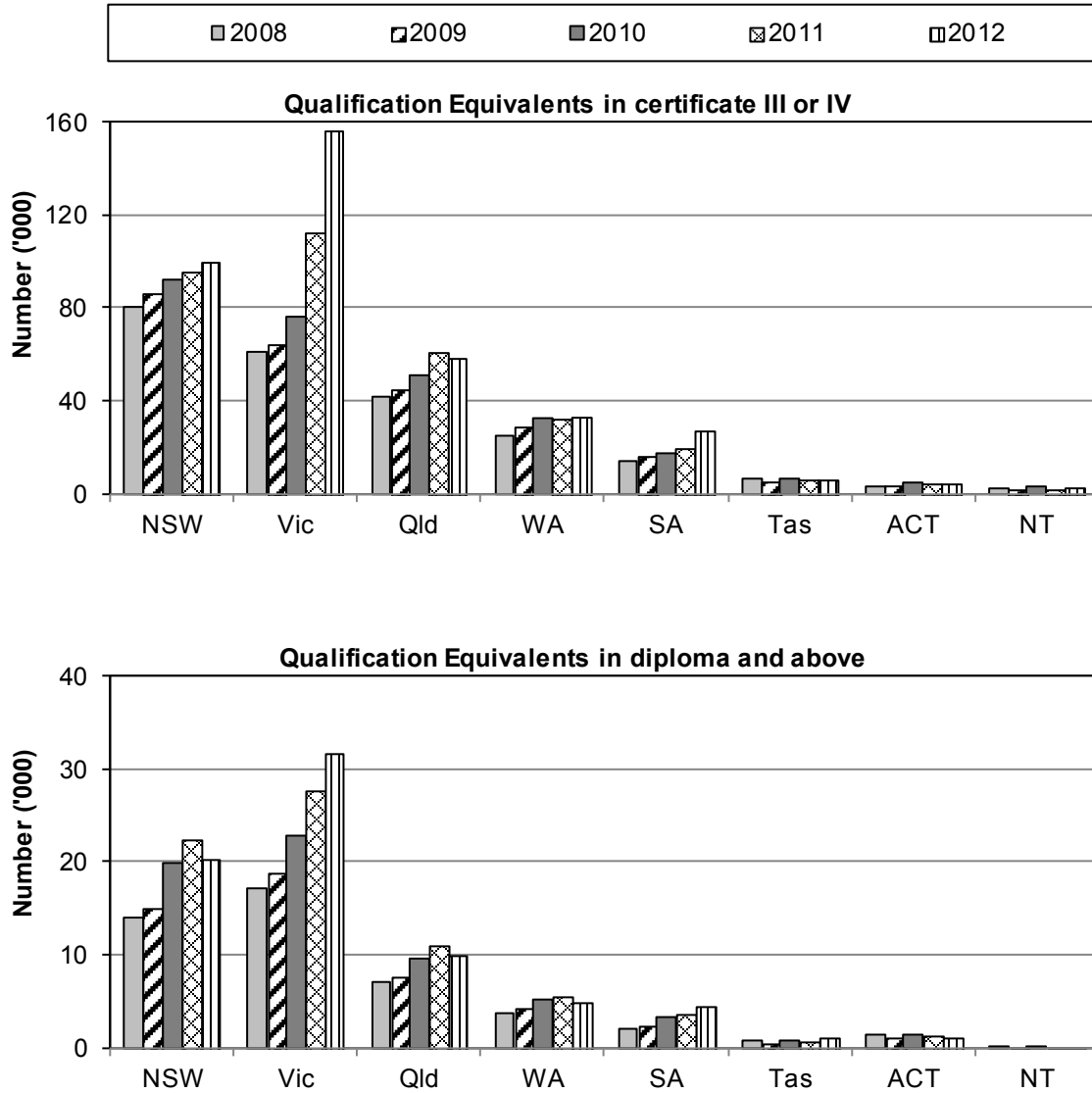


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

Figure 5.48 shows the number of Qualification Equivalents since 2008 for all students at certificate levels III or IV and at diploma level and above. Nationally from 2008 to 2012, the number of Qualification Equivalents increased by 67.5 per cent at certificate levels III or IV, and by 62.0 per cent at diploma level and above (table 5A.83).

Figure 5.48 **Qualification Equivalents in selected qualification levels, all students^a**



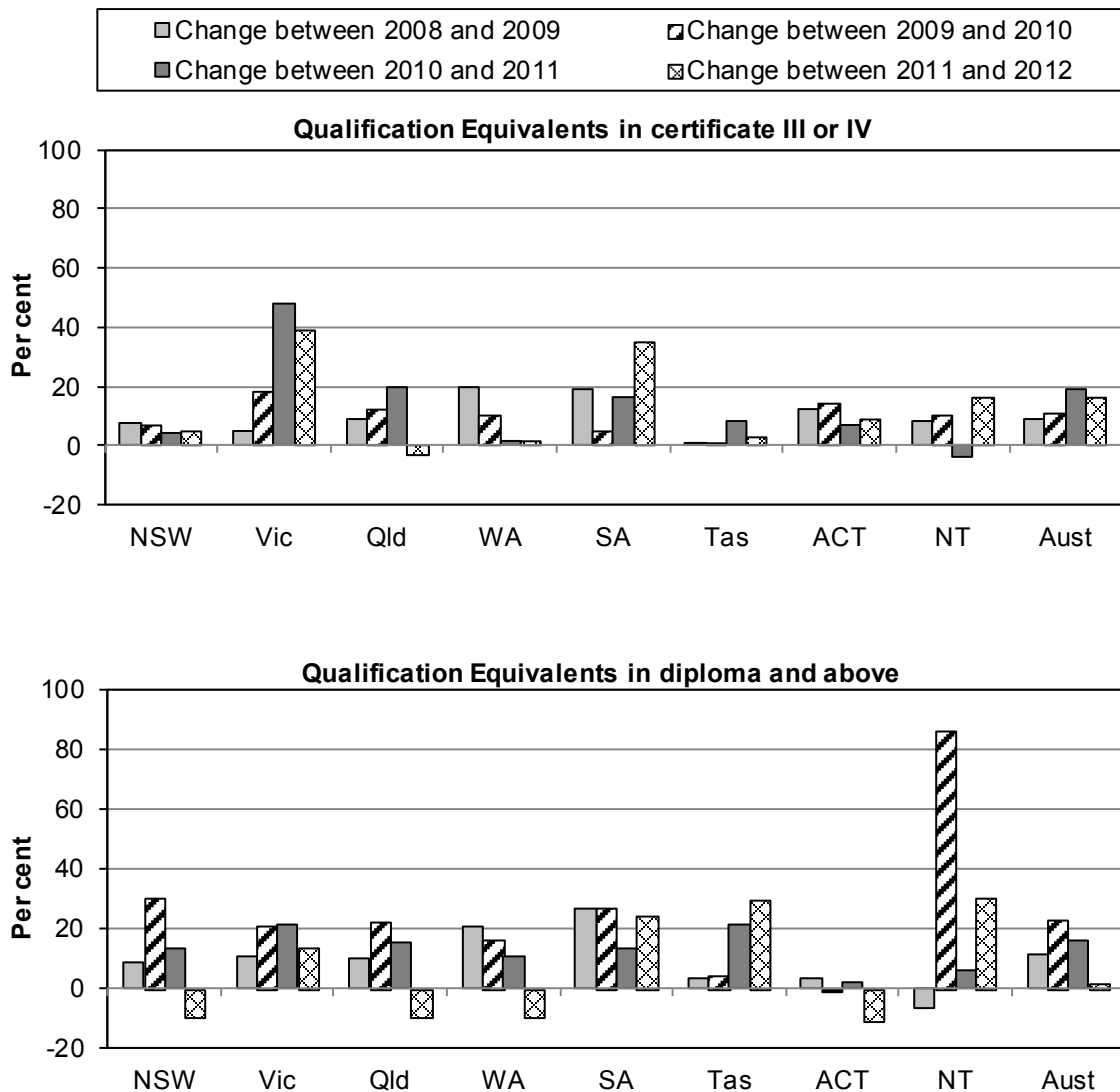
^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

Figure 5.49 shows the annual changes in Qualification Equivalents at certificate levels III or IV and at diploma level and above since 2008, indicating that Qualification Equivalents increased nationally from 2011 to 2012 by:

- 16.4 per cent at certificate levels III or IV
- 1.9 per cent at diploma level and above.

Figure 5.49 **Qualification Equivalents in selected qualification levels for all students, by change from previous year^a**



^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

Employer outcomes

The biennial *Survey of Employers' Use and Views of the VET System* (NCVER 2011) captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The survey reveals the reasons why employers make the choices they do to meet their skill needs, and their levels of satisfaction with the products and services of the VET system. The findings represent the responses of all employers with at least one employee and their training experiences in the 12 months prior to the survey.

The *Survey of Employers' Use and Views* includes responses from employers in relation to satisfaction with 'formal vocational qualifications as a job requirement' where their employees in that category may have completed their required 'formal vocational qualifications' prior to the last 12 months (that is, earlier than the survey period), and irrespective of the timing, the training may have been provided by a non-VET provider. This presents a different scope to the rest of this Report, which aims to report data relating to government funded VET programs for specific reporting periods. Data from the 2013 *Survey of Employers' Use and Views* (released late in 2013) will be included in the 2015 Report.

Employer engagement with VET

'Employer engagement with VET' is an indicator of governments' objective that the needs of employers and individuals will be the focus of VET (box 5.16).

Box 5.16 **Employer engagement with VET**

'Employer engagement with VET' is defined as the proportion of Australian employers who in the last twelve months:

- had employees undertaking apprenticeships/traineeships, or
- arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or
- had employees with formal vocational qualifications as a requirement of their job.

A high or increasing proportion of employers who had employees undertaking apprenticeships/traineeships, who arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees or who had employees with a formal vocational qualification as a requirement of their job is desirable, indicating greater employer engagement with VET.

Data reported for this measure are

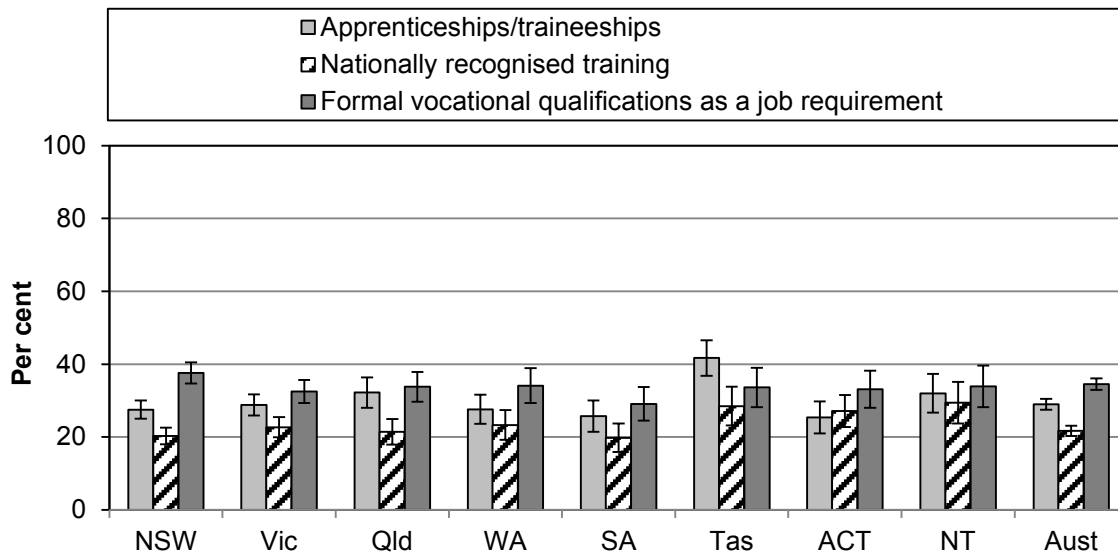
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally in 2011:

- 29.0 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months (figure 5.50). This varied by industry, from 8.5 per cent in transport, postal and warehousing, to 61.7 per cent in construction (NCVER 2011)
- 21.7 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months (figure 5.50). Engagement with nationally recognised training varied by industry from 11.1 per cent in information, media and telecommunications, to 46.8 per cent in mining (NCVER 2011)
- 34.5 per cent of employers reported that they were engaged with employing people with a formal vocational qualification as a job requirement in the last twelve months (figure 5.50). Employers with vocational qualifications as a job requirement varied from 13.3 per cent in agriculture, forestry and fishing, and in transport, postal and warehousing to 53.4 per cent in education and training (NCVER 2011).

Figure 5.50 Proportion of employers who are engaged with aspects of the VET system, 2011^{a, b, c, d}



^a Engagement with apprenticeships/traineeships means an employer had employees undertaking an apprenticeship or traineeship in the last 12 months. ^b Engagement with nationally recognised training means an employer arranged or provided nationally recognised training to employees over the last 12 months. ^c Engagement with formal vocational qualifications means an employer had employees in the last 12 months with a formal vocational qualification that was a requirement of their job. ^d Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.89.

Table 5A.89 provides additional historical information on employer engagement with VET from 2005 to 2011.

Employer satisfaction with VET

'Employer satisfaction with VET' is an indicator of governments' objective that industry will have a highly skilled workforce to support strong performance in the global economy (box 5.17).

Box 5.17 **Employer satisfaction with VET**

'Employer satisfaction with VET' is defined as the proportion of Australian employers who engaged in an aspect of VET, and who are satisfied with VET in meeting the skill needs of their workforce.

A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.

Data reported for this indicator are

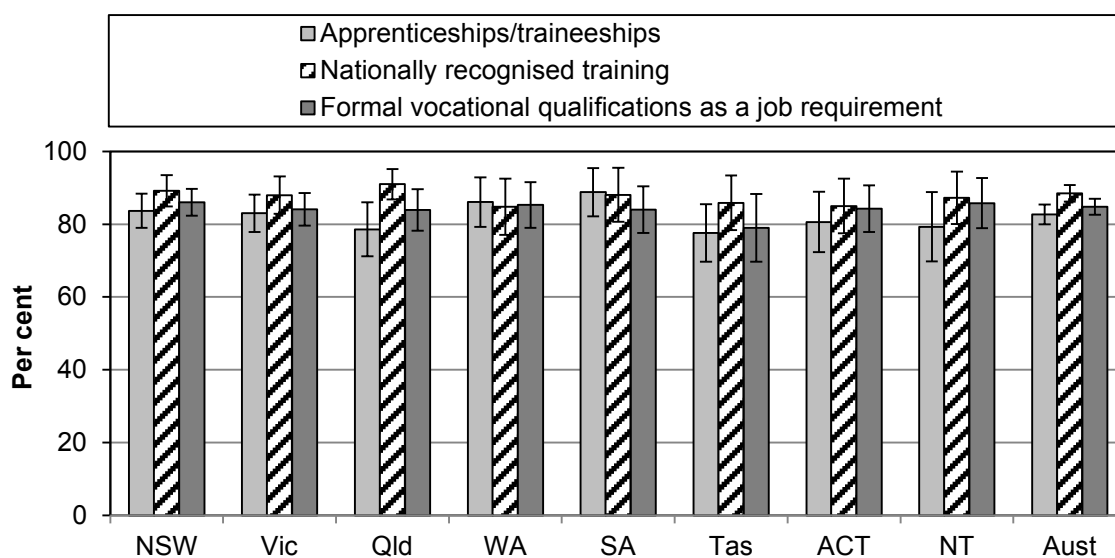
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally in 2011:

- 82.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.51). Satisfaction was 83.2 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2011 survey in information, media and telecommunications (69.6 per cent) (NCVER 2011)
- 88.5 per cent of employers who arranged or provided nationally recognised training to employees over the past 12 months were satisfied with nationally recognised training as a way of providing employees with skills required for the job (figure 5.51). Satisfaction was 85.8 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2011 survey was lowest in information, media and telecommunications (76.6 per cent) (NCVER 2011)
- 84.8 per cent of employers who had employees in the last 12 months with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational requirements as a way of meeting their skill needs for the job (figure 5.51). Satisfaction was 83.4 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2011 survey was lowest in information, media and telecommunications (78.8 per cent) (NCVER 2011).

Figure 5.51 Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2011^{a, b, c}



^a Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied. ^b Further information concerning employer satisfaction are provided in the footnotes of table 5A.90. ^c Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.90.

Table 5A.90 provides additional historical information on employer satisfaction with VET from 2005 to 2011.

5.4 Future directions in performance reporting

Improving reporting of indicators

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports include:

- improving the quality of outcomes data for Indigenous students
- reporting on students who commenced and completed courses and developing related skill profile indicators
- improving the timeliness of qualifications completed data.

5.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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In April 2012 the Commonwealth and all states and territories agreed a revised National Agreement on Skills and Workforce Development and a new National Partnership Agreement on Skills Reform.

- Under the National Agreement, the Australian Government will provide Special Purpose Payments of \$1.4 billion each year to the states and territories as a contribution towards the operation of their training systems.
- Under the Skills Reform National Partnership the Australian Government will invest an additional \$1.75 billion over five years from 2012 for reforms to make the VET system more responsive, accessible, transparent and of higher quality.

The key reforms to be delivered under the Skills Reform National Partnership include:

- a national training entitlement for a government subsidised training place to at least the first Certificate III qualification for eligible working age Australians
- the national extension of income contingent loans for government subsidised Diploma and Advanced Diploma students
- improving VET information portals and systems to support consumer choice in contestable demand driven training markets
- improving the quality of training through independent validation of training provider assessments in consultation with industry.

Each state and territory has agreed a jurisdiction specific Implementation Plan with the Commonwealth, which sets out the way in which structural reforms and improvements in training outcomes will be delivered in their jurisdiction.

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New South Wales Government comments

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NSW continues to deliver high quality Vocational Education and Training (VET) to meet the skill needs of industry and the people of NSW. In 2012, 153.6 million hours of training were delivered throughout the State, with 27 per cent of all Australian VET qualifications being completed by NSW students in 2011.

NSW has introduced a number of initiatives to ensure that we have an educated and skilled workforce to drive a productive and growing economy. These include:

- more students enrolling in higher level qualifications (Certificate III, Diploma) and, more importantly, a higher proportion completing their qualifications
- students graduating in the first TAFE NSW bachelor degree level qualification
- announced the Smart and Skilled reforms of vocational education and training (VET). These will give more people the chance to gain the skills they need to get a job and advance their careers.

TAFE NSW offers unparalleled breadth and depth of training across its network of ten TAFE NSW Institutes and 130 campuses. Each TAFE NSW Institute is embedded within its community, has extensive business and community partnerships and offers training and related services customised to the specific needs of the region including addressing specialist training requirements of regional and remote communities.

A key role of TAFE NSW is to provide training for the occupations that drive the productivity and growth of New South Wales. TAFE NSW prioritises the delivery of training to support growing industry areas with strong job prospects.

Through independent analysis, research and comprehensive industry consultation, TAFE NSW anticipates industry demand for training and skills. Based on the resultant evidence, public funding is allocated to training according to the skills in demand in each region. TAFE NSW is uniquely able to rapidly respond to the changing needs of the economy, region by region.

A high priority for NSW is helping young people to make a successful transition from school to further education, training and employment and improving the completion rates of apprentices and trainees. Initiatives to achieve these goals include:

- increasing partnerships with industry and enterprises to deliver workforce development solutions and increased work-based, flexible and online delivery; and
- reducing the duration of 28 trade qualifications through skill-based assessments, with further reductions where there is relevant prior learning.

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Victorian Government comments

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The introduction of the Victorian Training Guarantee (VTG) in 2008 resulted in significant growth in government subsidised activity, with the number of students engaged in government subsidised training increasing by about 193 300 or 64 per cent between 2008 and 2012. This growth in training activity was not necessarily always in areas of industry and economic need. In response the Government in May 2012 announced Refocusing Vocational Training in Victoria (RVT), to ensure investment better targets areas of greatest public benefit and future jobs growth, such as training in “in shortage” and specialised occupations.

Under RVT the individual entitlement to a subsidised training place was retained and strengthened to ensure that businesses and students continued to be able to choose what and where they studied. The reform package also made sure that the cost of access remained sustainable and government subsidies focused on areas of greatest public value. The public value of each course being assessed on the basis of its value to the economy in terms of jobs or productivity and the extent to which an incentive is needed to stimulate delivery of training by providers and participation by enough students to meet industry needs.

Since the introduction of the RVT reforms there has been a shift to a greater number of government subsidised enrolments in courses contributing to improving Victoria’s economic prosperity. Victorian data shows that government subsidised enrolments in training related to “in shortage” occupations increased by 18 per cent to over 150 000 enrolments in 2012 compared to the previous year, preliminary results for 2013 confirm this trend is continuing.

Since the twelve months of market operation under the new market settings announced in 2012 and there is early evidence that the introduction of new subsidy bands, which saw 20 per cent of Government funded courses either retaining or attracting higher subsidy levels than before and reductions in areas that were experiencing unprecedented growth, has resulted in an adjustment to training demand and with it, a rebalancing of Government investment in the first half of 2013. Such adjustments are broadly aligned with key labour market requirements, as evidenced by the change in share of course commencements from low public value to higher value. Victorian data indicates that after 12 months of market operation of RVT, the share of commencing course enrolments of higher public value courses increased by 20 percentage points to 69 per cent by the middle of 2013.

In conjunction with the greater alignment of training to industry needs, has been the ongoing increase in the participation of learners facing barriers, Victorian data shows that the participation of unemployed students for example has increased by 73 per cent between 2008 to 2012 and preliminary data for 2013 indicate that this trend is continuing.

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Queensland Government comments

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The Queensland Government is committed to revitalising its vocational education and training (VET) sector as a key strategy to deliver on its promise to grow a four pillar economy (based on tourism, agriculture, resources and construction) and reduce unemployment in the State. A vibrant and responsive VET sector will play a pivotal role in achieving the government's vision of a system that fosters economic growth through improved productivity.

In June 2012, the Queensland Government established the Queensland Skills and Training Taskforce to provide independent advice and recommendations to reform the operations and outcomes of Queensland's VET sector. Taskforce membership comprised key industry, business and government leaders.

The Taskforce conducted a comprehensive review of the VET sector, supported by wide ranging and extensive consultation with stakeholders. Upon conclusion of its review in November 2012, the Taskforce delivered its final report, paving the way for a major overhaul of Queensland's VET sector to meet the needs of both industry and students.

The Queensland Government released its government response to the Queensland Skills and Training Taskforce final report in November 2012.

The Government Response supported the majority of the Taskforce's recommendations and committed to the release of a five-year VET action plan in 2013 outlining a long term vision for the sector, supporting Queensland's commitment to focusing on job outcomes, transforming VET investment, renewing TAFE Queensland and reforming trade skill pathways in order to revamp and modernise Queensland's VET sector.

The Queensland Government's five year action plan for further education and training — *Great skills. Real opportunities.* — was released on 8 June 2013. Commencing in 2013 and continuing over a five year period, the plan will deliver sustainable reform for Queensland's VET sector.

Industry, employers, providers, students, apprentices and trainees are at the heart of Queensland skills reforms. Key actions in the plan include:

- engaging industry and employers in a partnership to match training to employment;
- making training accessible to all Queenslanders; and
- delivering quality training linked to employment outcomes.

”

Western Australian Government comments

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Western Australia continues its work towards the strategic goals identified in Skilling WA – A workforce development plan for Western Australia. This plan identifies training as a key mechanism for workforce development as it can increase the potential of all Western Australians to contribute to the state's economic development and to benefit from it.

Western Australia's training system operates over a vast and geographically diverse state. It serves a range of metropolitan, regional and remote communities and the Western Australian government works to ensure that the delivery of services is equitable. In 2012, a network of 365 registered training organisations delivered publicly funded training in 2251 locations across the state and the participation rate in regional and remote areas was high. Students in remote and very remote areas experienced positive outcomes, with 91 per cent of graduates in employment after training.

The Western Australian government works with industry representatives and employers to ensure that training meets stakeholder needs. The apprenticeship system is vital part of this and continues to provide the skills needed by the state. As at 30 June 2012, there was a record high of 45 000 apprentices and trainees in training.

Overall student outcomes were positive for the 145 318 students in 2012, with an 86 per cent student satisfaction rate and an 82 per cent graduate employment rate. In addition, the proportion of qualification completions at Diploma level continued to rise, from 12.2 per cent in 2010 to 13.7 per cent in 2011.

The Western Australian government is deeply committed to improving training and employment outcomes for Aboriginal people and recognises that meaningful outcomes can only be achieved through strong collaboration and partnerships. 2012 was a successful year, with an 88 per cent satisfaction rate among Aboriginal students at Western Australia's State Training Providers and 85 per cent of Aboriginal graduates employed or in further study after training.

In 2013 the Department announced the release of Future Skills WA: Training for tomorrow's opportunities. Future Skills WA will commence on January 1 2014 and Western Australians will be guaranteed a government subsidised training place at a training provider of choice, where the enrolment is in a qualification that meets the priorities of the State. The new reform is intended to increase access to priority training opportunities; give greater student choice of training provider; align investment in skills to meet current and future industry needs; and ensure a sustainable government subsidised training system.

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In the context of these reforms, the Minister for Training and Workforce Development has initiated the independent Seares Review of Western Australia's VET sector. The review will look at strategies and make recommendations to support the future growth of State Training Providers and create a plan for streamlined information flows between industry, the sector and the State Government. The report is due to be delivered in April 2014.

South Australian Government comments

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Skills for All was implemented during 2012, resulting in the most significant reform in the history of the Vocational Education and Training (VET) system in South Australia, and creating a fully contestable VET market.

Skills for All is a demand driven system, more responsive to students, industry and business, supporting the state's productivity and participation objectives. *Skills for All* aims to increase people's skills, labour market outcomes and career opportunities by offering training for existing workers and job seekers. The introduction of *Skills for All* resulted in significant increases in government-funded VET activity from 2011 to 2012:

- Students: increasing by 21.3 per cent, from 101 600 to 123 300
- Course enrolments: increasing by 29.2 per cent, from 112 300 to 145 200
- Subject enrolments: increasing by 25.4 per cent, from 811 400 to 1 017 400
- Increased participation for target groups
- Efficiency improvements with government expenditure per annual hour decreasing by 25.0 per cent, from \$14.09 in 2011 to \$10.57 in 2012.

Infrastructure investment in 2012 resulted in significant progress on the \$125 million Sustainable Industries Education Centre at Tonsley Park and the announcement of the \$38.3 million Mining and Engineering Centre at Regency Park. These two flagship projects highlight the \$250 million investment that the South Australian government has made in VET over the last few years.

South Australia, through its Science, Technology, Engineering and Mathematics (STEM) Strategy provided a range of STEM related educational programs through *Skills for All*, with increased enrolment activity, and progressed two key initiatives:

- Women in STEM – A report providing a comprehensive analysis of female participation rates in STEM fields
- STEM Portal – a one-stop web-based point of reference for all issues related to STEM.

Throughout the year the Department assisted/funded:

- almost 9 000 individuals under *Skills for All* in the Regions programs with almost 2 500 gaining employment and many more continuing their studies
- 135 Aboriginal jobseekers were given the opportunity to undertake training which could lead to jobs in the mining sector through a joint state and Australian Government program Connecting Aboriginal People to Mining
- Additional funds in Adult Community Education to create an extra 6 000 training places aimed at increasing adult literacy and numeracy skills
- South Australia continued the Learner Support Services program, increasing completion rates of students experiencing significant barriers to learning.

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Tasmanian Government comments

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2012 marked the start of a period of change in the Tasmanian training and workforce development system that will continue over a number of years.

There was a focus on aligning the actions of the Tasmanian Skills Strategy with those of the Tasmanian Economic Development Plan; the renewed National Agreement on Skills and Workforce Development and the new National Partnership Agreement on Skills Reform, both of which were signed in April 2012; and continuing feedback from Tasmanian industry.

The Minister for Education and Skills commissioned a Review of the Role and Function of Tasmania's Public Sector VET Providers in late 2011. The findings of the review, known as the Simmons' Review, have led to significant changes in Tasmania's training system. Major changes include a new *Training and Workforce Development Act* to cover the provision of VET in Tasmania; the establishment of a new sole public registered training organisation, TasTAFE; and new arrangements for how Government seeks strategic advice from industry. Significant work occurred in 2012 to prepare the system for these changes; the changes will come into effect during 2013.

During 2012:

- 42 800 Tasmanians increased their skills through VET studies;
- 13 067 Tasmanian Apprentices and Trainees were in training; and
- 12.3 per cent of the working aged Tasmanians participated in VET.

Participation in and spending on VET fell in 2012. This was partially due to the end of the National Partnership Agreement on Productivity Places Program in 2012, which led to a decline in funding and training places available in the Tasmanian training system.

Tasmanian training contract completion and attrition rates for apprentices and trainees remained significantly higher than the national average in 2012. For example across all occupations, Tasmania's completion rate for contracts started in 2007 was 58.6 per cent compared to the national rate of 50.8 per cent.

Some of the Tasmania's successes in 2012 included:

- The launch of 26TEN, a state-wide campaign to help improve adult literacy in Tasmania, which includes a members program, a website, a 1300 service, literacy awareness and plain English workshops, a grant program and a public awareness campaign;
- Tasmanian Small Employer of the Year, Comstar Systems, and Tasmanian VET teacher of the Year, Fiona French, both won awards in their respective categories at the Australian Training Awards; and
- Skills Tasmania, in partnership with TAFE NSW, managed the National E-learning for Participation and Skills Program for the National VET E-Learning Strategy.

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Australian Capital Territory Government comments

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The ACT maintained exceptional education levels and employment outcomes between the Census years 2006 and 2011. In 2012 the challenge that confronted the ACT was to both sustain and improve on these high attainment levels. To achieve this, the ACT Government's VET efforts focused on supporting the skill needs of industry and students, including those from disadvantaged groups.

Notable achievements were made in 2012 in the areas of employment-based training in the early childhood education and care (ECEC) sector, support for students with a disability and completions of apprenticeship and traineeships by Aboriginal and Torres Strait Islander young people.

According to NCVET estimates for 2012, completions of traineeships in qualifications approved for the purpose of the *Education and Care Services National Law Act 2010* increased by 59 per cent in the ACT when compared with 2011 completions. In addition, the Joint Group Training Program in the ACT assisted trainees with additional support needs, and their employers, to ensure the successful completion of Certificate III in Children's Services qualifications. Further, an initiative of the ACT Government, beginning in 2012, provided Certificate III in Children's Services scholarships to employees not able to undertake traineeships and subsidies to their employers to provide study release during work hours.

Between 2009 and 2012, the ACT Government funded the Canberra Institute of Technology (CIT) to purchase specialised ICT equipment and adaptive software to assist students with a disability requiring high level support. The CIT also provides disability education advisors and specialist disability support workers to assist students with a disability across four campuses and two flexible learning centres. In 2012 commencements in AQF Certificate III and above qualifications by students with a disability at CIT were 52 per cent higher than in 2008. Completions in AQF Certificate III and above qualifications in 2011 by students with a disability at CIT were also 52 per cent higher than in 2008.

The gap between Indigenous and non-Indigenous youth (age 20-24) with a Year 12 or equivalent attainment narrowed by 4.4 percentage points between 2006 and 2011 in the ACT. In 2012, apprenticeship and traineeship completions by Aboriginal and Torres Strait Islander young people aged 15 to 19 years in the ACT are estimated by NCVET to be 83 per cent higher in 2012 than 2011. In the ACT Australian School-based Apprenticeships (ASBAs) that develop work readiness skills in preparation for further study towards a skilled occupation are assisting young Aboriginal and Torres Strait Islander students to complete their Year 12 and transition to employment and further education or training. Since 2010, the ACT Education and Training Directorate has promoted ASBA programs specifically designed for Aboriginal and Torres Strait Islander students. In 2012 Aboriginal and Torres Strait Islander students are accessing ASBAs in a notably wider range of occupation areas than was the case in the years prior to 2010.

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Northern Territory Government comments

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In 2012, the Northern Territory Government continued with its strategy to move the State Training Authority into the agency responsible for business and industry. This move has assisted to realign the focus of the authority to meet industry needs, ensuring the Northern Territory is in the best position to develop a workforce that can meet the needs of Territory businesses and the demands of current and future major projects such as:

- Ichthys Liquefied Natural Gas Project
- Bayu-Undan Gas field in the Timor Sea
- Marine Supply Base, which will service the oil and gas industry.

The *Productivity Places Program* entered its final year in 2012 with an allocation of both job seeker and existing worker places across various industry sectors including building and construction, community services and health, mining and electro-technology, primary industries, tourism and hospitality, occupational health and safety and training and assessment. Of the places which commenced in 2012 (1393), 77 per cent have already completed, noting that some participants are still in the process of completing their qualifications.

The Northern Territory continues to have the highest VET participation rate for the nation, with nearly one in every ten (9.3 per cent) Territorians and 12.5 per cent of the working age population (ages 15-64) participating in government funded vocational training.

Additional highlights of 2012 include:

- The department continued to work with industry to identify programs specifically aimed at developing ‘Green Skills’
- 43 per cent of the Northern Territory’s government funded vocational students were indigenous
- 23 per cent of the Northern Territory’s apprentices/trainees who were in-training in 2012 were indigenous
- 48 per cent of the students studying under the apprentice/trainee scheme were training in a traditional trade occupation.

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5.6 Definitions of key terms

Adult and community education providers	Organisations that deliver community-based adult education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. A nationally consistent standard for the collection, analysis and reporting of vocational education and training information throughout Australia. This standard was observed in the collection and preparation of data for this Report.
Completions	<p>Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).</p> <p>Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other data under the outcome indicator 'skill profile', such as data for units of competency and modules completed, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data, that does not enable correct disaggregation of completions by funding source.</p>
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.
Employer engagement with VET	The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), or arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or had employees with formal vocational qualification as a requirement of their job.

Employer satisfaction with VET

The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.

Enrolment

The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.

A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.

Fee-for-service activity

Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.

Government funded VET students

Government funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.

Government recurrent expenditure per annual hour

Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight.

Government recurrent expenditure per load pass

Government recurrent expenditure divided by the number of hours successfully completed from assessable government funded enrolments of modules and units of competency achieved/passed and RPL.

Graduate

A person who has completed a VET program.

Graduates' main reason for undertaking a VET course

Either seeking an employment-related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons).

Language other than English (LOTE) spoken at home

Students speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.

Load pass rate

The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and RPL divided by the total competency achieved/passed, RPL, competency not achieved/failed

	and withdrawn.
Module	A unit of training in which a student can enrol and be assessed.
Private provider	A commercial organisation that provides training to individuals and industry.
Program of study	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
Qualification Equivalents (QE)	<p>Qualification Equivalents (QE) is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>QE expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education (ASCED) field of education and qualification level. For example, the median hours associated with a course in the field of education Food, Hospitality and Personal Services at diploma level for 2005 was 1660 hours. The number of hours successfully completed in modules and units of competency from these courses was 353 052. These 353 052 nominal hours represent 213 equivalent diploma qualifications.</p>
Real	Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.
Recognition of prior learning (RPL)	RPL is an assessment process through which students may gain formal recognition for the skills they already have. An enrolment where the student has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registered training organisation (RTO)	RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.

Remoteness	<p>Remoteness is described using ARIA+, which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The ABS calculated the arithmetic mean ARIA+ values for each Census Collection Districts (CCD) that formed the base level of the Remoteness Structure.</p> <p>CCD Average ARIA+ value ranges</p> <p>Major Cities: 0 to 0.2 Inner Regional: greater than 0.2 and less than or equal to 2.4 Outer Regional: greater than 2.4 and less than or equal to 5.92 Remote: greater than 5.92 and less than or equal to 10.53 Very remote: greater than 10.53</p>
TAFE	<p>Technical and further education colleges and institutes, which are the primary providers of government funded VET.</p>
Training packages	<p>An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.</p> <p>A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.).</p>
Unit of competency	<p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p>
User cost of capital per annual hour	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours and course mix weight.</p>
User cost of capital per load pass	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by successfully completed government funded VET modules or units of competency.</p>
VET participation	<p>VET student participation data presented in this Report refer only to VET students who were funded by government expenditure and delivered by TAFE and other government providers (including multi-sector higher education institutions), registered community providers and registered private providers. They do not include students who participated in VET programs delivered in schools (where the delivery was undertaken by schools) or undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This distinction between 'student' numbers and the number of 'enrolments' (or 'student enrolments') may be of importance if comparing VET data in this chapter with other VET</p>

VET participation by Indigenous Australians	<p>data.</p> <p>The number of government funded participants of all ages in the VET system reported as Indigenous as a proportion of the number of Indigenous Australians aged 15–64 years in the Australian population.</p> <p>Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.</p>
VET participation by students speaking a language other than English	<p>The number of government funded participants of all ages in the VET system speaking a language other than English at home as a proportion of the number of all people in the Australian population speaking a language other than English at home.</p>
VET participation rate for people aged 15–64 years	<p>The number of government funded participants aged 15–64 years in the VET system as a proportion of the number of people in Australia (or each jurisdiction) aged 15–64 years.</p>
VET participation rate for people of all ages by region	<p>The number of government funded participants of all ages in the VET system based on students' home postcodes using the Accessibility and Remoteness Index for Australia (that is, major cities; inner regional areas; outer regional areas; remote and very remote areas) as a proportion of the total population of people in those geographic areas.</p>
VET program	<p>A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.</p>
Whether the VET course helped graduates achieve their main reason for doing the course	<p>Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.</p>

5.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by a ‘5A’ prefix (for example, table 5A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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5.8 References

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5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the Vocational Education and Training Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

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

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TABLE 5A.1

Table 5A.1

Government real recurrent expenditure, (2012 dollars) (\$ million) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (f)</i>
2003	1 748.5	1 142.3	893.1	559.1	357.3	114.3	99.5	119.5	5 033.7
2004	1 725.9	1 116.8	820.1	539.9	364.7	110.6	104.2	113.0	4 895.3
2005	1 670.7	1 163.8	850.7	576.4	353.0	114.7	107.3	116.1	4 952.7
2006	1 661.0	1 172.1	805.5	551.6	353.7	116.6	105.1	112.4	4 877.9
2007	1 620.8	1 181.9	890.9	531.8	365.8	122.1	102.4	109.8	4 925.5
2008	1 581.8	1 196.5	923.3	503.3	321.4	121.4	100.2	116.5	4 864.6
2009	1 582.0	1 214.0	997.3	584.5	361.7	123.0	104.6	113.7	5 080.8
2010	1 645.8	1 308.2	994.0	610.7	350.2	140.5	113.4	117.2	5 280.0
2011	1 681.6	1 628.5	1 050.3	754.2	361.9	147.4	108.4	125.8	5 858.2
2012	1 706.1	1 946.3	1 040.2	670.6	331.0	127.2	108.1	118.2	6 047.7

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2003-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (f) Totals may not add as a result of rounding.

Source: NCVER unpublished, National financial collection.

TABLE 5A.2

Table 5A.2	Government real recurrent expenditure, (2012 dollars) (\$ per person aged 15–64 years) (a), (b), (c)								
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2008	340.20	335.93	324.01	338.10	303.79	371.71	401.54	742.58	339.16
2009	335.19	333.01	341.39	380.18	337.66	372.77	411.79	702.34	346.97
2010	345.21	353.38	335.24	388.63	323.68	422.57	438.55	710.79	355.64
2011	350.16	434.78	349.49	467.21	332.83	442.45	413.66	758.57	390.07
2012	352.67	513.37	340.96	402.73	303.12	383.46	407.45	703.96	397.77

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2008-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).
- (d) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.
- (f) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); ABS (Australian Bureau of Statistics) (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.; Table 5A.1.

TABLE 5A.3

Table 5A.3 VET activity, 2012 (a), (b), (c), (d)

	<i>Unit</i>	<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</i>
Number of registered training organisations	no.	628	598	606	365	384	123	81	104	2 110
Number of registered training organisation delivery locations	no.	3 923	5 654	8 025	2 251	1 559	502	145	700	22 486

- (a) VET activity for Australia refers to all VET data available for reporting. There were approximately 1.9 million VET students in 2012. This includes all VET delivered by TAFE and other government providers and publicly funded VET programs delivered on a fee-for-service basis.
- (b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
 - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (c) Registered training organisations (RTOs) submit their data via state training authorities as part of their funding agreement. Consequently, some RTOs may be reported in more than one state/territory. The number reported for Australia is the distinct number of RTOs and is not the sum of all states and territories.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2012 (a), (b)**

	<i>Unit</i>	<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</i>
Students (c) (d)	no.	466 815	494 978	239 655	145 318	123 276	31 698	23 810	21 737	1 547 287
Students who gain some recognition of prior learning	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Annual hours (e)	million	135.4	184.4	64.3	43.9	31.4	8.9	6.0	4.4	478.7
Average hours per student	no.	290.0	372.5	268.5	302.4	254.8	280.6	251.0	201.9	309.4
TAFE providers (f)	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations (f)	no.	135	181	280	128	42	44	7	262	1 079

- (a) Government funded activity is based on major funding source codes 01, 02, 11, 13 and 15 (codes 01 and 02 relate to historical data). It excludes activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded. Until the 2010 Report, government funded activity was based only on major funding source codes 01 and 11. Due to this redefinition, all previously published measures of government funded activity have changed.
- (b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (c) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
 - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (d) Represents students who gain some recognition of prior learning (RPL) - granted result in at least one enrolment in the collection year. RPL hours based on nationally consistent nominal hour values.

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2012 (a), (b)**

	<i>Unit</i>	<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</i>
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- (e) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory.
- (f) TAFE providers are not the only providers that deliver government funded activity. The student and hour figures include activity from other government, community education and private providers.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2012										
Number of students										
Diploma and above (g)	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
Certificate III or IV	'000	219.2	306.2	157.0	83.1	64.1	18.4	14.0	10.4	872.3
Certificate I or II or lower (h)	'000	127.0	82.8	43.6	43.6	30.6	8.5	2.3	8.2	346.7
Other (i)	'000	70.1	23.6	4.9	2.8	12.5	0.8	2.2	2.4	119.3
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
Proportion of VET students										
Diploma and above (g)	%	10.8	16.6	14.3	10.9	13.0	12.6	22.2	3.7	13.5
Certificate III or IV	%	47.0	61.9	65.5	57.2	52.0	57.9	58.8	47.8	56.4
Certificate I or II or lower (h)	%	27.2	16.7	18.2	30.0	24.9	26.9	9.8	37.7	22.4
Other (i)	%	15.0	4.8	2.1	1.9	10.2	2.6	9.2	10.8	7.7
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Number of students										
Diploma and above (g)	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
Certificate III or IV	'000	214.6	253.2	160.0	80.8	49.8	18.1	12.4	10.4	799.2
Certificate I or II or lower (h)	'000	117.5	79.7	51.5	44.4	23.7	8.9	2.5	8.9	337.0
Other (i)	'000	79.9	24.9	7.0	3.9	15.7	1.1	3.2	1.9	137.6
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Proportion of VET students										
Diploma and above (g)	%	11.5	18.0	14.6	12.1	12.2	11.1	24.4	2.9	14.1
Certificate III or IV	%	46.1	58.0	62.5	55.1	49.0	57.2	52.0	47.4	53.9
Certificate I or II or lower (h)	%	25.2	18.3	20.1	30.2	23.3	28.3	10.5	40.8	22.7
Other (i)	%	17.2	5.7	2.7	2.7	15.5	3.4	13.2	8.8	9.3
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2010										
Number of students										
Diploma and above (g)	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
Certificate III or IV	'000	205.9	181.0	144.1	78.5	43.6	18.4	12.2	9.8	693.5
Certificate I or II or lower (h)	'000	121.3	67.7	44.9	46.2	24.4	8.9	2.8	8.5	324.7
Other (i)	'000	89.4	29.4	10.2	2.9	20.3	0.5	3.4	2.3	158.3
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
Proportion of VET students										
Diploma and above (g)	%	10.9	19.0	14.4	11.1	11.2	9.4	26.6	2.8	13.7
Certificate III or IV	%	44.1	52.7	62.0	54.7	43.8	59.9	48.7	46.2	50.9
Certificate I or II or lower (h)	%	26.0	19.7	19.3	32.2	24.6	28.9	11.2	40.3	23.8
Other (i)	%	19.1	8.6	4.4	2.0	20.4	1.7	13.5	10.8	11.6
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Number of students										
Diploma and above (g)	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
Certificate III or IV	'000	190.2	152.1	134.9	73.2	40.0	17.3	10.5	9.4	627.7
Certificate I or II or lower (h)	'000	116.8	66.6	43.4	45.2	22.9	9.6	2.6	8.7	315.9
Other (i)	'000	99.7	30.3	10.4	3.0	27.1	0.4	3.6	2.5	177.1
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
Proportion of VET students										
Diploma and above (g)	%	9.0	18.7	12.8	10.6	8.6	8.9	25.5	2.3	12.3
Certificate III or IV	%	42.5	49.6	62.3	53.9	40.6	57.8	46.9	44.7	49.1
Certificate I or II or lower (h)	%	26.1	21.7	20.0	33.3	23.3	31.9	11.6	41.1	24.7
Other (i)	%	22.3	9.9	4.8	2.2	27.5	1.4	16.0	12.0	13.9
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2008										
Number of students										
Diploma and above (g)	'000	37.3	49.1	24.7	12.6	7.1	3.2	5.3	0.5	139.7
Certificate III or IV	'000	181.9	148.0	130.7	64.4	36.6	17.7	9.9	9.3	598.5
Certificate I or II or lower (h)	'000	118.2	65.5	45.1	43.9	24.9	9.9	2.9	8.6	319.0
Other (i)	'000	110.0	39.2	11.8	5.5	26.8	0.5	3.6	2.5	199.9
All students	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
Proportion of VET students										
Diploma and above (g)	%	8.3	16.3	11.6	9.9	7.5	10.2	24.4	2.2	11.1
Certificate III or IV	%	40.6	49.1	61.6	51.0	38.3	56.6	45.7	44.5	47.6
Certificate I or II or lower (h)	%	26.4	21.7	21.3	34.7	26.1	31.6	13.3	41.2	25.4
Other (i)	%	24.6	13.0	5.6	4.3	28.1	1.6	16.6	12.1	15.9
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:

- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
- the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.

(c) 'Course level' denotes the highest qualification attempted by a student in a reporting year.

(d) Totals may not add as a result of rounding. Percentages may not match results of manual calculations due to rounding.

TABLE 5A.5

Table 5A.5 **VET students, all ages, by course level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
(e)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(f)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.									
(g)	'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.									
(h)	'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.									
(i)	'Other' includes training programs that do not directly lead to a qualification. That is, non-award courses, subject only enrolments, statement of attainment, and bridging and enabling courses.									
(j)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(k)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.6

Table 5A.6 **Real net assets of public VET providers per person aged 15–64 years (2012 dollars), (\$ per person) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2008	741.06	850.60	557.75	852.62	497.60	754.90	1 562.20	1 389.74	747.06
2009	722.89	850.63	580.14	790.83	647.37	762.94	1 513.37	1 381.44	749.60
2010	691.49	850.55	567.53	811.20	644.06	715.93	1 515.98	1 419.81	738.49
2011	646.62	805.35	526.11	870.94	614.33	861.02	840.97	1 434.60	700.61
2012	872.04	830.97	502.54	861.68	755.45	814.69	813.45	1 365.15	781.18

(a) Differences exist between the accounting practices applied by the states and territories, particularly in respect of the valuation and measurement of investments and property, and plant and equipment. This can affect comparisons between states and territories.

(b) Data for 2008-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

(c) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

Source: NCVET National financial collection (unpublished); ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.

TABLE 5A.7

Table 5A.7 **Government payments to non-TAFE providers for VET delivery (a), (b)**

	<i>Unit</i>	<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</i>
Government payments (2012 dollars)										
2011	\$m	189.5	506.2	250.8	138.5	50.9	7.7	8.9	8.4	1 160.8
2012	\$m	148.6	804.2	200.4	132.5	81.0	11.3	8.8	13.5	1 400.3
2012 payments to non-TAFE providers as a proportion of Government recurrent funding (c)	%	8.7	41.3	19.3	19.7	24.5	8.9	8.5	11.4	23.2
Real change in payments to non-TAFE providers between 2011 and 2012 (d)	%	- 21.6	58.9	- 20.1	- 4.4	59.1	48.0	- 1.2	62.0	20.6

(a) Payments to non-TAFE providers of VET delivery include payments to secondary schools, other government providers, enterprises, private providers, community providers, industry and local government providers.

(b) Data for 2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

(c) The denominator 'Government recurrent funding' is sourced from table 5A.8.

(d) The percentage change in real payments may not match manual calculations due to rounding of reported figures.

Source: NCVET unpublished, National financial collection.

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2012 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Australian Government recurrent funding	\$m	450.1	292.9	242.3	142.6	88.3	31.7	23.2	14.2	1 285.4
State/Territory Government recurrent funding	\$m	1 165.0	1 547.1	683.9	482.6	219.8	87.1	70.7	77.2	4 333.4
Commonwealth administered programs	\$m	94.3	106.3	114.4	46.4	22.9	8.3	8.7	27.5	428.9
Government recurrent funding	\$m	1 709.4	1 946.3	1 040.7	671.5	331.0	127.2	102.6	118.9	6 047.7
Amounts allocated										
Open competitive tendering (d)	\$m	127.7	1 076.9	74.9	24.8	201.0	12.3	9.3	6.0	1 532.9
Limited competitive tendering (e)	\$m	..	..	10.9	..	9.5	1.9	0.8	..	23.1
User choice	\$m	228.3	311.0	201.4	174.5	35.9	28.8	12.8	15.7	1 008.4
Total	\$m	356.0	1 387.9	287.2	199.3	246.4	43.0	23.0	21.7	2 564.5
Proportion of government recurrent funding										
Open competitive tendering (d)	%	7.5	55.3	7.2	3.7	60.7	9.7	9.1	5.0	25.3
Limited competitive tendering (e)	%	..	..	1.0	..	2.9	1.5	0.8	..	0.4
User choice	%	13.4	16.0	19.4	26.0	10.8	22.6	12.5	13.2	16.7
2011										
Australian Government recurrent funding	\$m	452.4	296.8	239.9	146.2	88.5	31.8	23.1	14.2	1 292.8
State/Territory Government recurrent funding	\$m	1 067.6	1 214.0	710.7	546.3	235.1	102.2	70.8	84.9	4 031.6
Commonwealth administered programs	\$m	162.7	117.8	100.1	62.6	38.3	13.5	9.3	27.6	531.8
Government recurrent funding	\$m	1 682.8	1 628.5	1 050.7	755.1	361.9	147.4	103.1	126.7	5 856.3
Amounts allocated										
Open competitive tendering (d)	\$m	178.5	868.6	124.8	17.7	38.6	8.4	14.1	7.8	1 258.6
Limited competitive tendering (e)	\$m	..	..	12.0	..	11.5	0.6	0.8	..	24.9
User choice	\$m	238.3	302.3	197.9	177.8	44.5	32.0	12.9	14.8	1 020.5
Total	\$m	416.9	1 170.9	334.7	195.5	94.5	41.0	27.8	22.6	2 303.9
Proportion of government recurrent funding										
Open competitive tendering (d)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2012 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Limited competitive tendering (e)	%	–	–	1.1	–	3.2	0.4	0.8	–	0.4
User choice	%	14.2	18.6	18.8	23.6	12.3	21.7	12.5	11.7	17.4
2010										
Australian Government recurrent funding	\$m	411.2	305.2	247.0	134.1	92.6	33.4	24.3	14.9	1 262.7
State/Territory Government recurrent funding	\$m	1 101.3	947.3	651.4	431.1	220.8	100.4	74.6	78.2	3 605.2
Commonwealth administered programs	\$m	133.8	55.7	96.5	45.9	36.8	6.7	8.5	25.1	409.1
Government recurrent funding	\$m	1 646.4	1 308.2	994.9	611.0	350.2	140.5	107.4	118.2	5 276.9
Amounts allocated										
Open competitive tendering (d)	\$m	207.2	303.4	85.4	24.9	29.0	5.8	12.3	7.4	675.3
Limited competitive tendering (e)	\$m	..	..	13.5	..	6.1	0.3	1.0	..	20.9
User choice	\$m	240.2	272.4	208.8	164.4	45.2	35.7	13.7	14.7	995.2
Total	\$m	447.4	575.8	307.6	189.2	80.3	41.9	26.9	22.2	1 691.4
Proportion of government recurrent funding										
Open competitive tendering (d)	%	12.6	23.2	8.6	4.1	8.3	4.1	11.4	6.3	12.8
Limited competitive tendering (e)	%	–	–	1.4	–	1.8	0.2	0.9	–	0.4
User choice	%	14.6	20.8	21.0	26.9	12.9	25.4	12.7	12.5	18.9
2009										
Australian Government recurrent funding	\$m	404.9	300.2	241.2	124.9	91.0	28.4	24.0	15.1	1 229.8
State/Territory Government recurrent funding	\$m	1 083.7	832.7	691.7	409.6	243.5	88.3	69.8	73.2	3 492.4
Commonwealth administered programs	\$m	94.9	81.0	67.0	49.9	27.3	6.2	5.0	26.4	357.9
Government recurrent funding	\$m	1 583.5	1 214.0	999.9	584.5	361.7	123.0	98.8	114.6	5 080.0
Amounts allocated										
Open competitive tendering (d)	\$m	61.4	25.2	35.2	21.4	19.8	5.2	3.5	..	171.8
Limited competitive tendering (e)	\$m	..	..	14.7	..	5.1	0.5	0.2	..	20.6
User choice	\$m	248.6	257.9	210.7	136.9	47.9	36.3	13.4	14.6	966.3
Total	\$m	309.9	283.2	260.7	158.3	72.8	42.1	17.1	14.6	1 158.6

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2012 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	3.9	2.1	3.5	3.7	5.5	4.2	3.5	–	3.4
Limited competitive tendering (e)	%	–	–	1.5	–	1.4	0.4	0.2	–	0.4
User choice	%	15.7	21.2	21.1	23.4	13.2	29.6	13.5	12.7	19.0
2008										
Australian Government recurrent funding	\$m	411.7	299.0	213.3	116.7	96.0	32.9	23.3	14.1	1 207.1
State/Territory Government recurrent funding	\$m	1 168.4	889.6	666.2	375.4	219.4	87.8	71.6	75.2	3 553.5
Commonwealth administered programs	\$m	2.8	8.0	43.9	11.4	6.1	0.8	0.2	28.1	101.1
Government recurrent funding	\$m	1 583.0	1 196.5	923.4	503.5	321.4	121.4	95.1	117.4	4 861.7
Amounts allocated										
Open competitive tendering (d)	\$m	24.3	14.4	14.8	15.4	8.2	4.1	3.6	..	84.7
Limited competitive tendering (e)	\$m	..	..	14.4	..	6.1	0.6	0.2	..	21.3
User choice	\$m	273.9	255.1	205.6	87.4	48.0	19.9	13.6	13.9	917.4
Total	\$m	298.2	269.4	234.8	102.8	62.3	24.6	17.4	13.9	1 023.4
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.2	1.6	3.1	2.5	3.4	3.7	–	1.7
Limited competitive tendering (e)	%	–	–	1.6	–	1.9	0.5	0.2	–	0.4
User choice	%	17.3	21.3	22.3	17.4	14.9	16.4	14.3	11.8	18.9

(a) Data for 2008-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

(b) Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent funding from earlier reports.

(c) The funding model, involving the phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process. Victoria and South Australia have made fundamental changes to their funding models, involving the phased implementation of demand driven funding. In Victoria, the first phase was implemented in mid 2009 for training at higher qualification levels. Full implementation across all qualification levels commenced in January 2011, resulting in a substantial increase in funding for Open Competitive Tendering. In July 2012, South Australia introduced its Skills for All initiative, an entitlement based, demand driven training system. This has resulted in a substantial increase in funding for Open Competitive Tendering. In addition, funding for training for apprentices and trainees will progressively shift away from User Choice to Skills for All.

(d) The tendering process is open to both public and private providers, except where otherwise noted.

TABLE 5A.8

Table 5A.8 **Allocation of government real funds for VET (2012 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) The tendering process is restricted to community groups that deliver ACE VET programs.

.. Not applicable. – Nil or rounded to zero.

Source: State and Territory departments unpublished; NCVET unpublished, National financial collection.

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
2012										
Number of students by age										
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
15–19 year olds	'000	151.5	119.7	74.0	43.6	27.1	8.0	4.5	4.9	433.3
20–24 year olds	'000	72.9	100.0	40.9	24.5	20.8	5.8	5.1	3.4	273.4
25–64 year olds	'000	229.0	267.3	119.3	75.3	72.3	17.5	13.9	12.7	807.4
15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Number of students through recognition of prior learning										
All students	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Participation rate by age (f)										
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
15–19 year olds	%	32.7	33.7	24.2	27.8	25.8	23.7	18.5	30.4	29.7
20–24 year olds	%	14.5	24.3	12.5	13.5	18.1	18.2	15.3	17.9	16.9
25–64 year olds	%	5.9	8.8	4.9	5.7	8.3	6.6	6.7	9.6	6.7
15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Proportion of students through recognition of prior learning										
All students	%	6.4	8.7	9.6	6.6	10.6	7.0	11.8	4.6	8.1
2011										
Number of students by age										
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
15–19 year olds	'000	150.7	108.9	76.4	44.6	24.8	8.5	4.8	5.2	424.0
20–24 year olds	'000	72.5	88.1	43.5	24.3	17.3	5.9	5.4	3.4	260.6
25–64 year olds	'000	228.7	231.1	128.8	74.7	56.1	16.8	13.4	12.6	762.1
15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Number of students through recognition of prior learning										
All students	no.	32 243	29 752	23 044	9 698	7 988	2 276	2 033	736	107 770

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Participation rate by age (f)										
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
15–19 year olds	%	32.7	30.7	25.2	28.9	23.5	25.2	19.3	32.3	29.2
20–24 year olds	%	14.5	21.4	13.5	13.7	15.0	18.2	16.1	17.8	16.2
25–64 year olds	%	6.0	7.8	5.4	5.8	6.5	6.3	6.6	9.7	6.4
15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
Proportion of students through recognition of prior learning										
All students	%	6.9	6.8	9.0	6.6	7.9	7.2	8.5	3.4	7.3
2010										
Number of students by age										
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
15–19 year olds	'000	150.7	88.4	72.2	45.3	26.7	9.1	5.3	5.3	402.9
20–24 year olds	'000	72.0	71.6	41.7	23.8	17.7	5.9	5.5	3.2	241.4
25–64 year olds	'000	229.4	176.7	113.6	70.8	52.2	15.4	13.8	11.9	683.7
15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Number of students through recognition of prior learning										
All students	no.	29 000	24 056	18 068	8 125	8 404	1 961	2 052	628	92 294
Participation rate by age (f)										
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
15–19 year olds	%	32.5	24.7	23.9	29.4	25.1	26.5	20.6	32.1	27.6
20–24 year olds	%	14.4	17.3	13.1	13.8	15.4	18.2	16.9	16.2	15.0
25–64 year olds	%	6.0	6.0	4.8	5.7	6.1	5.8	6.9	9.2	5.8
15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Proportion of students through recognition of prior learning										
All students	%	6.2	7.0	7.8	5.7	8.5	6.4	8.2	3.0	6.8

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
2009										
Number of students by age										
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
15–19 year olds	'000	149.0	76.5	72.0	45.0	26.7	8.7	5.3	5.6	388.9
20–24 year olds	'000	68.5	60.0	38.8	22.8	17.2	5.8	5.1	3.1	221.4
25–64 year olds	'000	210.7	160.7	100.3	64.3	50.8	15.2	11.9	11.5	625.3
15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Number of students through recognition of prior learning										
All students	no.	24 557	19 659	14 868	5 878	7 739	2 115	1 194	357	76 367
Participation rate by age (f)										
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
15–19 year olds	%	32.0	21.3	24.0	29.2	25.0	25.4	20.8	34.0	26.6
20–24 year olds	%	13.8	14.8	12.4	13.5	15.3	18.2	16.0	16.4	14.0
25–64 year olds	%	5.6	5.6	4.3	5.3	6.0	5.7	6.0	9.1	5.4
15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Proportion of students through recognition of prior learning										
All students	%	5.5	6.4	6.9	4.3	7.9	7.0	5.3	1.7	6.0
2008										
Number of students by age										
All students	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
15–19 year olds	'000	150.3	74.8	70.3	44.7	26.7	7.7	5.4	5.5	385.5
20–24 year olds	'000	68.1	59.3	37.6	21.0	16.2	6.1	4.8	3.1	216.2
25–64 year olds	'000	209.2	156.8	99.3	56.5	48.6	17.1	11.1	11.5	609.9
15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Number of students through recognition of prior learning										
All students	no.	21 044	12 898	13 725	3 628	5 731	2 115	1 167	446	60 754

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Participation rate by age (f)										
All students	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
15–19 year olds	%	32.3	21.1	24.0	29.4	25.1	22.7	21.3	33.7	26.6
20–24 year olds	%	14.1	15.3	12.4	13.0	14.7	19.2	15.7	16.9	14.2
25–64 year olds	%	5.6	5.6	4.4	4.8	5.8	6.5	5.7	9.4	5.4
15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4
Proportion of students through recognition of prior learning										
All students	%	4.7	4.3	6.5	2.9	6.0	6.7	5.4	2.1	4.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (c) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (d) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.
- (e) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.
- (f) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group.

Source: NCVER National provider collection (unpublished); ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
All students 18–24 year olds	'000	131.1	172.2	71.5	42.6	34.2	9.9	8.1	5.2	475.0
All students 20–64 year olds	'000	301.9	367.4	160.2	99.8	93.2	23.3	19.0	16.1	1 080.8
All students 15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Indigenous students total	'000	29.3	6.2	15.6	12.3	5.7	1.6	0.8	9.4	80.9
Indigenous students 18–24 year olds	'000	9.0	2.4	4.9	3.5	1.7	0.6	0.3	2.2	24.6
Indigenous students 20–64 year olds	'000	17.2	4.1	10.1	8.8	4.0	1.0	0.5	7.0	52.8
Indigenous students 15–64 year olds	'000	28.6	6.1	15.4	12.2	5.6	1.6	0.8	9.0	79.1
Non-Indigenous students total	'000	422.7	480.6	197.0	112.1	113.3	29.5	21.1	12.2	1 388.5
Non-Indigenous students 18–24 year olds	'000	120.3	167.3	59.4	35.9	31.6	9.2	7.1	3.0	433.8
Non-Indigenous students 20–64 year olds	'000	273.6	356.9	133.2	76.7	85.8	21.9	17.1	8.9	974.0
Non-Indigenous students 15–64 year olds	'000	412.2	473.3	193.3	111.0	110.8	29.2	20.8	11.8	1 362.5
Participation rate by age (e)										
All students total	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
All students 18–24 year olds	%	19.0	30.8	15.8	17.4	21.7	22.0	18.4	20.5	21.4
All students 20–64 year olds	%	6.9	10.7	5.8	6.6	9.4	7.8	7.9	10.6	7.9
All students 15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Indigenous students total	%	17.0	16.0	9.2	15.6	18.0	7.7	15.7	13.2	13.8
Indigenous students 18–24 year olds	%	37.1	41.3	20.2	31.7	37.1	19.0	39.1	22.8	29.5
Indigenous students 20–64 year olds	%	20.0	20.9	12.0	21.2	24.6	9.0	19.5	18.4	17.6
Indigenous students 15–64 year olds	%	27.1	25.4	14.9	24.4	28.1	12.0	24.1	19.9	21.7
Non-Indigenous students total	%	5.9	8.6	4.5	4.8	7.0	6.0	5.7	7.4	6.3
Non-Indigenous students 18–24 year olds	%	18.1	30.2	13.9	15.3	20.6	21.9	16.2	18.9	20.3
Non-Indigenous students 20–64 year olds	%	6.4	10.4	5.0	5.2	8.8	7.6	7.2	7.9	7.2
Non-Indigenous students 15–64 year olds	%	8.7	12.6	6.6	6.9	10.3	9.2	7.9	9.6	9.2

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of students by age										
All students total	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
All students 18–24 year olds	'000	131.6	153.9	75.5	42.5	29.5	10.2	8.5	5.4	457.2
All students 20–64 year olds	'000	301.2	319.2	172.3	99.0	73.4	22.7	18.8	16.1	1 022.7
All students 15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Indigenous students total	'000	28.7	5.6	16.3	12.3	4.7	1.6	0.6	10.0	79.8
Indigenous students 18–24 year olds	'000	8.7	2.1	5.2	3.5	1.4	0.6	0.2	2.3	24.1
Indigenous students 20–64 year olds	'000	17.1	3.8	10.7	8.4	3.3	1.0	0.4	7.5	52.2
Indigenous students 15–64 year olds	'000	27.8	5.5	15.9	12.0	4.6	1.6	0.6	9.6	77.7
Non-Indigenous students total	'000	420.0	416.7	200.2	110.1	91.6	29.1	18.5	11.7	1 297.9
Non-Indigenous students 18–24 year olds	'000	121.0	147.7	61.6	34.5	26.9	9.5	6.6	3.0	410.7
Non-Indigenous students 20–64 year olds	'000	271.9	304.4	140.5	73.8	65.9	21.0	14.7	8.4	900.7
Non-Indigenous students 15–64 year olds	'000	410.2	408.8	195.8	108.4	88.7	28.7	18.3	11.4	1 270.5
Participation rate by age (e)										
All students total	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
All students 18–24 year olds	%	19.2	27.5	17.0	17.7	18.6	22.4	18.8	20.9	20.7
All students 20–64 year olds	%	6.9	9.4	6.4	6.8	7.5	7.6	7.9	10.7	7.5
All students 15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
Indigenous students total	%	17.0	14.9	9.9	15.8	15.3	7.7	13.3	14.3	13.9
Indigenous students 18–24 year olds	%	37.0	37.9	22.9	32.6	31.1	19.5	35.3	24.7	30.0
Indigenous students 20–64 year olds	%	20.5	20.2	13.1	20.7	20.9	9.2	16.6	20.0	17.9
Indigenous students 15–64 year olds	%	27.1	23.7	15.9	24.4	23.9	12.1	20.3	21.7	21.9
Non-Indigenous students total	%	6.0	7.6	4.6	4.8	5.7	5.9	5.1	7.3	6.0
Non-Indigenous students 18–24 year olds	%	18.3	26.7	14.6	15.0	17.5	22.2	15.0	18.5	19.3
Non-Indigenous students 20–64 year olds	%	6.4	9.0	5.4	5.2	6.8	7.3	6.3	7.5	6.8
Non-Indigenous students 15–64 year olds	%	8.7	11.0	6.7	6.9	8.3	9.0	7.1	9.4	8.7

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Number of students by age										
All students total	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
All students 18–24 year olds	'000	131.9	126.2	73.2	41.9	30.4	10.5	8.8	5.1	428.0
All students 20–64 year olds	'000	301.4	248.4	155.3	94.7	69.9	21.3	19.3	15.1	925.2
All students 15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Indigenous students total	'000	28.1	4.8	14.5	11.5	4.7	1.4	0.7	9.1	74.8
Indigenous students 18–24 year olds	'000	8.0	1.8	4.5	3.3	1.5	0.5	0.2	2.1	21.8
Indigenous students 20–64 year olds	'000	16.1	3.3	9.6	7.8	3.3	0.8	0.4	6.6	47.8
Indigenous students 15–64 year olds	'000	26.8	4.8	14.1	11.1	4.6	1.4	0.7	8.8	72.3
Non-Indigenous students total	'000	420.1	327.4	183.9	107.0	82.1	28.1	19.3	11.8	1 179.7
Non-Indigenous students 18–24 year olds	'000	121.6	121.2	60.7	33.9	24.7	9.7	6.9	3.0	381.8
Non-Indigenous students 20–64 year olds	'000	272.2	236.2	124.4	71.1	58.7	19.5	14.9	8.3	805.2
Non-Indigenous students 15–64 year olds	'000	410.0	321.1	180.7	105.3	80.1	27.7	19.1	11.4	1 155.5
Participation rate by age (e)										
All students total	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
All students 18–24 year olds	%	19.1	22.5	16.6	17.7	19.1	22.9	19.9	19.4	19.4
All students 20–64 year olds	%	7.0	7.4	5.8	6.7	7.2	7.1	8.3	10.1	6.9
All students 15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Indigenous students total	%	17.0	13.1	9.0	15.1	15.6	6.9	14.1	13.3	13.3
Indigenous students 18–24 year olds	%	35.7	34.6	21.0	31.3	33.4	17.8	31.4	22.2	28.4
Indigenous students 20–64 year olds	%	19.9	17.7	12.3	19.7	21.3	8.2	16.9	18.1	17.0
Indigenous students 15–64 year olds	%	26.8	21.1	14.6	23.3	24.5	11.0	21.7	20.1	20.9
Non-Indigenous students total	%	6.0	6.0	4.3	4.8	5.1	5.7	5.4	7.3	5.5
Non-Indigenous students 18–24 year olds	%	18.2	21.8	14.5	15.0	16.0	22.5	15.9	17.8	17.9
Non-Indigenous students 20–64 year olds	%	6.4	7.1	4.8	5.2	6.1	6.8	6.4	7.4	6.1
Non-Indigenous students 15–64 year olds	%	8.8	8.7	6.3	6.9	7.5	8.7	7.5	9.4	8.0

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Number of students by age										
All students total	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
All students 18–24 year olds	'000	127.6	107.1	68.4	40.5	29.6	10.3	8.5	5.0	397.1
All students 20–64 year olds	'000	279.2	220.7	139.1	87.1	68.0	21.0	16.9	14.6	846.6
All students 15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Indigenous students total	'000	24.9	4.4	13.1	10.2	4.0	1.2	0.5	9.3	67.7
Indigenous students 18–24 year olds	'000	6.6	1.5	3.8	2.8	1.2	0.5	0.2	2.1	18.6
Indigenous students 20–64 year olds	'000	13.9	3.0	8.2	6.8	2.7	0.8	0.4	6.5	42.2
Indigenous students 15–64 year olds	'000	23.3	4.3	12.8	9.9	3.9	1.2	0.5	8.9	64.8
Non-Indigenous students total	'000	401.3	291.1	166.9	96.5	78.3	27.7	19.2	11.4	1 092.5
Non-Indigenous students 18–24 year olds	'000	118.4	102.8	56.8	32.3	24.3	9.6	7.6	2.9	354.8
Non-Indigenous students 20–64 year olds	'000	253.8	209.8	109.8	61.8	54.3	19.3	14.4	7.9	731.1
Non-Indigenous students 15–64 year olds	'000	389.3	283.2	163.8	95.0	75.7	27.4	19.1	11.0	1 064.6
Participation rate by age (e)										
All students total	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
All students 18–24 year olds	%	18.5	19.2	15.7	17.4	18.8	22.5	19.8	19.4	18.2
All students 20–64 year olds	%	6.6	6.7	5.3	6.3	7.1	7.1	7.4	10.1	6.4
All students 15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Indigenous students total	%	15.4	12.2	8.4	13.7	13.6	6.2	11.1	13.8	12.3
Indigenous students 18–24 year olds	%	30.9	30.8	18.6	28.0	27.8	15.9	23.8	23.1	25.3
Indigenous students 20–64 year olds	%	17.6	17.0	10.9	17.7	18.2	7.9	15.7	18.2	15.4
Indigenous students 15–64 year olds	%	23.9	19.5	13.6	21.2	21.5	9.9	17.0	20.9	19.3
Non-Indigenous students total	%	5.8	5.5	4.0	4.5	5.0	5.7	5.5	7.2	5.2
Non-Indigenous students 18–24 year olds	%	17.7	18.6	13.7	14.5	15.9	22.3	17.9	17.1	16.8
Non-Indigenous students 20–64 year olds	%	6.1	6.4	4.3	4.6	5.7	6.8	6.4	7.2	5.7
Non-Indigenous students 15–64 year olds	%	8.4	7.8	5.8	6.4	7.2	8.6	7.6	9.2	7.4

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of students by age										
All students total	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
All students 18–24 year olds	'000	126.5	104.8	65.8	38.2	28.2	10.4	8.1	5.1	387.2
All students 20–64 year olds	'000	277.3	216.0	137.0	77.4	64.8	23.1	15.9	14.6	826.1
All students 15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Indigenous students total	'000	24.9	4.4	12.7	9.3	4.2	1.2	0.4	9.8	67.0
Indigenous students 18–24 year olds	'000	6.5	1.5	3.6	2.5	1.2	0.4	0.2	2.4	18.2
Indigenous students 20–64 year olds	'000	14.1	3.0	7.8	6.3	2.8	0.9	0.3	7.0	42.2
Indigenous students 15–64 year olds	'000	23.2	4.3	12.3	9.0	4.1	1.2	0.4	9.4	63.9
Non-Indigenous students total	'000	398.1	284.3	169.1	89.5	82.9	29.4	19.3	10.9	1 083.5
Non-Indigenous students 18–24 year olds	'000	117.2	100.1	56.8	30.7	25.4	9.8	7.6	2.7	350.2
Non-Indigenous students 20–64 year olds	'000	250.9	203.2	111.3	55.7	56.7	21.7	14.2	7.5	721.2
Non-Indigenous students 15–64 year olds	'000	385.6	274.7	166.2	87.8	79.9	29.0	19.2	10.5	1 052.9
Participation rate by age (e)										
All students total	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
All students 18–24 year olds	%	18.8	19.5	15.7	17.1	18.4	23.1	19.4	20.3	18.3
All students 20–64 year olds	%	6.6	6.7	5.4	5.8	6.8	7.9	7.1	10.4	6.4
All students 15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4
Indigenous students total	%	15.7	12.5	8.3	12.7	14.5	6.2	9.5	14.7	12.4
Indigenous students 18–24 year olds	%	32.2	31.9	18.6	25.9	29.2	16.1	24.6	26.4	26.0
Indigenous students 20–64 year olds	%	18.4	17.6	10.7	16.8	19.6	9.0	13.1	20.2	15.9
Indigenous students 15–64 year olds	%	24.5	20.2	13.6	19.8	22.7	9.9	15.0	22.6	19.6
Non-Indigenous students total	%	5.9	5.4	4.2	4.3	5.3	6.1	5.6	7.1	5.2
Non-Indigenous students 18–24 year olds	%	18.0	18.8	14.2	14.3	17.0	23.1	18.4	16.8	17.1
Non-Indigenous students 20–64 year olds	%	6.1	6.4	4.5	4.3	6.0	7.7	6.4	7.1	5.7
Non-Indigenous students 15–64 year olds	%	8.5	7.8	6.0	6.1	7.7	9.2	7.8	9.1	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Number of students by age										
All students total	'000	455.0	294.4	208.6	121.3	94.3	30.2	21.8	21.4	1 247.0
All students 18–24 year olds	'000	130.0	103.2	66.0	39.1	27.7	10.2	8.5	5.3	389.9
All students 20–64 year olds	'000	286.5	211.0	136.5	74.4	63.9	22.7	16.1	14.9	825.9
All students 15–64 year olds	'000	435.8	283.1	204.0	117.8	90.3	29.6	21.4	20.7	1 202.8
Indigenous students total	'000	22.3	4.0	13.2	9.5	4.1	1.2	0.4	10.2	64.8
Indigenous students 18–24 year olds	'000	6.0	1.3	3.7	2.6	1.2	0.5	0.1	2.5	17.9
Indigenous students 20–64 year olds	'000	13.3	2.6	8.5	6.3	2.7	0.8	0.3	7.4	42.0
Indigenous students 15–64 year olds	'000	21.3	3.9	12.7	9.1	4.0	1.1	0.4	9.9	62.4
Non-Indigenous students total	'000	395.7	277.9	173.9	88.5	80.4	28.5	19.7	11.1	1 075.7
Non-Indigenous students 18–24 year olds	'000	117.4	98.3	58.3	31.9	24.7	9.6	8.1	2.8	351.1
Non-Indigenous students 20–64 year olds	'000	250.6	199.2	114.0	54.2	55.4	21.4	14.5	7.4	716.7
Non-Indigenous students 15–64 year olds	'000	383.3	267.8	170.8	87.1	77.7	27.9	19.6	10.7	1 044.9
Participation rate by age (e)										
All students total	%	6.7	5.7	5.1	5.8	6.0	6.1	6.4	10.0	6.0
All students 18–24 year olds	%	19.9	20.0	16.2	18.3	18.3	23.1	20.5	22.5	19.0
All students 20–64 year olds	%	7.0	6.7	5.5	5.8	6.8	7.8	7.3	10.9	6.5
All students 15–64 year olds	%	9.5	8.1	7.4	8.2	8.6	9.1	8.7	13.6	8.6
Indigenous students total	%	14.3	11.6	8.9	13.2	14.3	6.2	8.9	15.7	12.3
Indigenous students 18–24 year olds	%	31.1	29.4	19.8	27.8	30.9	17.9	19.8	29.1	26.5
Indigenous students 20–64 year olds	%	17.9	15.7	11.9	17.4	19.4	8.8	11.5	21.7	16.2
Indigenous students 15–64 year olds	%	23.2	18.8	14.6	20.6	22.8	10.0	13.6	24.3	19.7
Non-Indigenous students total	%	5.9	5.4	4.4	4.4	5.2	6.0	5.8	7.5	5.3
Non-Indigenous students 18–24 year olds	%	18.5	19.2	15.0	15.6	16.8	23.0	19.9	18.6	17.7
Non-Indigenous students 20–64 year olds	%	6.2	6.4	4.7	4.3	6.0	7.6	6.6	7.3	5.8
Non-Indigenous students 15–64 year olds	%	8.6	7.7	6.4	6.2	7.6	8.9	8.1	9.7	7.6

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
Number of students by age										
All students total	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
All students 18–24 year olds	'000	134.1	105.1	67.8	38.4	26.6	10.0	8.4	5.6	395.9
All students 20–64 year olds	'000	299.2	204.4	139.2	72.3	58.1	21.8	16.0	14.5	825.4
All students 15–64 year olds	'000	448.8	276.4	201.8	107.8	85.0	28.6	21.0	20.4	1 189.8
Indigenous students total	'000	20.9	3.7	12.0	9.4	4.5	1.1	0.4	10.2	62.1
Indigenous students 18–24 year olds	'000	5.8	1.2	3.5	2.6	1.3	0.4	0.1	2.5	17.4
Indigenous students 20–64 year olds	'000	12.8	2.5	7.9	6.4	2.9	0.7	0.3	7.0	40.6
Indigenous students 15–64 year olds	'000	20.1	3.5	11.6	9.0	4.3	1.1	0.4	9.8	59.7
Non-Indigenous students total	'000	387.4	265.5	173.8	81.3	75.1	27.7	19.4	10.7	1 040.9
Non-Indigenous students 18–24 year olds	'000	116.8	97.4	60.0	30.4	23.5	9.3	8.0	3.0	348.5
Non-Indigenous students 20–64 year olds	'000	245.1	188.3	116.6	52.5	49.7	20.6	14.5	7.3	694.6
Non-Indigenous students 15–64 year olds	'000	374.8	255.0	170.2	80.1	72.2	27.0	19.3	10.4	1 009.0
Participation rate by age (e)										
All students total	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1
All students 18–24 year olds	%	20.8	21.0	17.1	18.6	17.9	22.7	20.8	24.5	19.8
All students 20–64 year olds	%	7.4	6.6	5.7	5.8	6.2	7.6	7.4	10.9	6.7
All students 15–64 year olds	%	9.9	8.1	7.5	7.7	8.2	8.9	8.7	13.7	8.6
Indigenous students total	%	13.7	11.0	8.3	13.2	16.1	5.8	9.8	15.9	12.0
Indigenous students 18–24 year olds	%	31.1	28.2	19.7	28.9	35.5	17.9	18.9	29.4	26.9
Indigenous students 20–64 year olds	%	17.5	15.1	11.4	18.2	21.2	8.2	15.0	21.2	16.1
Indigenous students 15–64 year olds	%	22.5	17.7	13.7	21.1	25.3	9.6	15.3	24.6	19.5
Non-Indigenous students total	%	5.9	5.3	4.5	4.1	4.9	5.9	5.9	7.4	5.2
Non-Indigenous students 18–24 year olds	%	18.7	19.6	15.8	15.4	16.2	22.5	20.1	21.4	18.0
Non-Indigenous students 20–64 year olds	%	6.1	6.1	4.9	4.3	5.4	7.4	6.8	7.3	5.7
Non-Indigenous students 15–64 year olds	%	8.5	7.5	6.5	5.9	7.1	8.7	8.1	9.6	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Number of students by age										
All students total	'000	455.8	292.4	198.0	108.4	95.6	28.5	20.1	20.3	1 219.1
All students 18–24 year olds	'000	132.0	105.3	66.6	37.8	27.9	9.5	8.1	4.9	392.1
All students 20–64 year olds	'000	318.2	206.0	134.8	71.1	59.8	21.4	15.1	13.8	840.3
All students 15–64 year olds	'000	428.2	277.9	192.8	105.8	88.7	27.9	20.0	19.2	1 160.5
Indigenous students total	'000	18.3	3.6	11.6	9.5	4.0	1.0	0.3	9.2	57.4
Indigenous students 18–24 year olds	'000	5.2	1.1	3.5	2.5	1.1	0.4	0.1	2.1	16.1
Indigenous students 20–64 year olds	'000	11.9	2.5	8.0	6.7	2.5	0.7	0.2	6.2	38.5
Indigenous students 15–64 year olds	'000	17.3	3.4	11.2	9.1	3.8	1.0	0.3	8.7	54.8
Non-Indigenous students total	'000	351.8	265.8	166.4	79.1	77.6	26.6	18.5	10.9	996.7
Non-Indigenous students 18–24 year olds	'000	112.0	96.7	58.9	29.6	24.6	8.8	7.7	2.8	341.1
Non-Indigenous students 20–64 year olds	'000	244.0	187.9	112.7	51.0	50.8	20.1	13.8	7.5	687.7
Non-Indigenous students 15–64 year olds	'000	336.7	253.7	162.9	77.8	74.4	26.1	18.4	10.3	960.3
Participation rate by age (e)										
All students total	%	6.8	5.9	5.1	5.4	6.2	5.9	6.1	9.9	6.0
All students 18–24 year olds	%	20.7	21.5	17.2	18.8	19.1	21.6	20.2	21.9	19.9
All students 20–64 year olds	%	7.9	6.8	5.7	5.8	6.5	7.5	7.1	10.6	6.9
All students 15–64 year olds	%	9.6	8.3	7.3	7.7	8.7	8.7	8.4	13.2	8.5
Indigenous students total	%	12.2	10.9	8.2	13.6	14.4	5.6	7.7	14.7	11.4
Indigenous students 18–24 year olds	%	29.3	27.8	20.6	29.0	31.0	16.9	20.5	24.9	25.7
Indigenous students 20–64 year olds	%	16.7	15.5	11.8	19.3	18.8	7.8	11.0	19.2	15.7
Indigenous students 15–64 year olds	%	20.1	17.8	13.7	21.8	23.1	9.3	12.4	22.4	18.4
Non-Indigenous students total	%	5.4	5.4	4.4	4.1	5.1	5.7	5.6	7.6	5.1
Non-Indigenous students 18–24 year olds	%	18.1	19.9	15.9	15.3	17.3	21.3	19.5	19.8	17.9
Non-Indigenous students 20–64 year olds	%	6.2	6.2	4.9	4.3	5.6	7.2	6.6	7.6	5.8
Non-Indigenous students 15–64 year olds	%	7.7	7.6	6.4	5.8	7.4	8.4	7.8	9.6	7.2

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Number of students by age										
All students total	'000	411.3	305.5	183.3	105.6	93.5	26.8	19.9	19.1	1 165.0
All students 18–24 year olds	'000	125.6	106.3	63.6	36.5	27.9	8.9	8.0	4.6	381.3
All students 20–64 year olds	'000	284.2	220.0	123.8	69.0	57.8	19.9	15.0	14.3	804.0
All students 15–64 year olds	'000	389.4	290.8	177.8	103.0	87.8	26.1	19.7	18.1	1 112.7
Indigenous students total	'000	15.8	3.4	10.9	9.1	3.6	0.9	0.3	8.4	52.3
Indigenous students 18–24 year olds	'000	4.4	1.0	3.4	2.4	1.0	0.4	0.1	2.1	14.8
Indigenous students 20–64 year olds	'000	10.3	2.3	7.4	6.4	2.4	0.6	0.2	6.1	35.8
Indigenous students 15–64 year olds	'000	15.2	3.2	10.5	8.7	3.5	0.9	0.3	8.0	50.1
Non-Indigenous students total	'000	316.8	271.7	158.2	76.3	75.3	24.9	18.4	10.5	952.1
Non-Indigenous students 18–24 year olds	'000	104.3	95.9	57.7	27.9	24.4	8.3	7.5	2.5	328.6
Non-Indigenous students 20–64 year olds	'000	220.3	196.0	105.9	49.0	47.9	18.6	13.9	8.1	659.7
Non-Indigenous students 15–64 year olds	'000	304.6	259.8	154.8	74.8	72.6	24.3	18.3	10.0	919.1
Participation rate by age (e)										
All students total	%	6.2	6.2	4.8	5.3	6.1	5.5	6.1	9.4	5.8
All students 18–24 year olds	%	19.9	22.1	16.8	18.5	19.4	20.6	20.2	20.8	19.7
All students 20–64 year olds	%	7.1	7.4	5.4	5.7	6.4	7.0	7.1	11.2	6.7
All students 15–64 year olds	%	8.8	8.8	6.9	7.6	8.7	8.2	8.4	12.7	8.3
Indigenous students total	%	10.8	10.5	7.9	13.3	13.4	5.3	7.6	13.7	10.6
Indigenous students 18–24 year olds	%	26.3	26.0	20.4	28.3	29.3	17.2	20.7	24.7	24.5
Indigenous students 20–64 year olds	%	15.0	14.7	11.3	19.1	18.3	7.0	10.7	19.5	15.0
Indigenous students 15–64 year olds	%	18.2	17.0	13.2	21.4	22.1	8.9	12.3	21.0	17.4
Non-Indigenous students total	%	4.9	5.6	4.3	4.0	5.0	5.3	5.7	7.4	4.9
Non-Indigenous students 18–24 year olds	%	17.0	20.1	15.9	14.8	17.4	20.1	19.4	18.2	17.5
Non-Indigenous students 20–64 year olds	%	5.6	6.6	4.7	4.2	5.3	6.8	6.7	8.3	5.6
Non-Indigenous students 15–64 year olds	%	7.0	7.9	6.2	5.7	7.3	7.9	7.9	9.5	7.0

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003										
Number of students by age										
All students total	'000	483.8	322.3	197.5	109.9	89.5	26.8	19.5	19.2	1 268.6
All students 18–24 year olds	'000	133.5	108.1	67.3	36.3	26.6	8.8	8.0	4.6	393.3
All students 20–64 year olds	'000	337.4	234.6	138.8	74.2	57.1	20.0	14.8	14.0	890.9
All students 15–64 year olds	'000	446.1	304.9	192.8	107.0	84.8	25.8	19.3	18.2	1 198.9
Indigenous students total	'000	15.4	3.4	12.0	8.9	3.9	0.9	0.2	8.8	53.5
Indigenous students 18–24 year olds	'000	4.3	1.1	4.2	2.5	1.0	0.3	0.1	2.1	15.5
Indigenous students 20–64 year olds	'000	10.0	2.4	8.2	6.3	2.6	0.6	0.2	6.1	36.4
Indigenous students 15–64 year olds	'000	14.7	3.3	11.6	8.4	3.7	0.9	0.2	8.1	50.9
Non-Indigenous students total	'000	379.3	280.9	169.0	77.1	75.4	24.7	18.6	9.8	1 034.8
Non-Indigenous students 18–24 year olds	'000	112.1	96.0	60.1	26.9	23.9	8.1	7.7	2.5	337.3
Non-Indigenous students 20–64 year olds	'000	266.3	204.8	117.8	51.3	49.1	18.6	14.2	7.6	729.6
Non-Indigenous students 15–64 year olds	'000	354.9	267.3	165.9	75.6	73.1	24.0	18.5	9.7	989.0
Participation rate by age (e)										
All students total	%	7.3	6.6	5.3	5.6	5.9	5.6	6.0	9.5	6.4
All students 18–24 year olds	%	21.4	23.0	18.4	18.8	19.0	20.4	20.3	21.2	20.7
All students 20–64 year olds	%	8.5	8.0	6.2	6.2	6.3	7.1	7.1	11.0	7.5
All students 15–64 year olds	%	10.1	9.3	7.7	8.0	8.4	8.2	8.3	12.8	9.1
Indigenous students total	%	10.8	10.8	8.9	13.3	14.7	5.0	6.2	14.5	11.0
Indigenous students 18–24 year olds	%	26.8	29.0	25.6	29.8	30.3	16.4	20.7	25.8	26.7
Indigenous students 20–64 year olds	%	14.9	16.0	12.9	19.3	20.5	7.0	9.4	19.9	15.7
Indigenous students 15–64 year olds	%	18.2	18.1	15.2	21.4	23.8	8.7	10.0	22.0	18.2
Non-Indigenous students total	%	5.9	5.8	4.7	4.1	5.0	5.3	5.8	7.0	5.4
Non-Indigenous students 18–24 year olds	%	18.4	20.5	17.1	14.6	17.4	19.9	19.9	17.8	18.3
Non-Indigenous students 20–64 year olds	%	6.8	7.0	5.4	4.4	5.5	6.8	6.9	7.8	6.3
Non-Indigenous students 15–64 year olds	%	8.2	8.2	6.8	5.9	7.4	7.9	8.0	9.2	7.6

TABLE 5A.10

Table 5A.10 **VET participation by target age group and Indigenous status (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) Data for South Australia include VET in Schools which has been assessed by TAFE.

(e) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

Source: NCVER unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table 2A.12).

TABLE 5A.11

Table 5A.11 VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2012										
Number of students										
Male students	'000	215.1	251.4	123.1	79.4	58.4	15.4	11.6	11.8	766.2
Female students	'000	237.8	235.2	110.6	64.0	61.2	15.9	11.8	9.2	745.7
All 15–64 year old students	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Participation rate (h)										
Male students	%	8.9	13.3	8.1	9.4	10.7	9.3	8.8	13.3	10.1
Female students	%	9.8	12.4	7.2	7.8	11.2	9.6	8.9	11.5	9.8
All 15–64 year old students	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
2011										
Number of students										
Male students	'000	215.0	218.8	131.8	77.9	49.1	15.8	11.6	12.3	732.3
Female students	'000	236.4	208.2	116.2	65.7	48.7	15.1	11.9	9.0	711.3
All 15–64 year old students	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Participation rate (h)										
Male students	%	9.0	11.7	8.8	9.5	9.0	9.5	8.8	14.0	9.7
Female students	%	9.8	11.1	7.7	8.3	9.0	9.1	9.1	11.4	9.5
All 15–64 year old students	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
2010										
Number of students										
Male students	'000	215.9	175.1	123.2	76.9	49.9	15.4	11.7	11.8	679.9
Female students	'000	235.5	160.4	103.7	63.1	46.5	14.7	12.7	8.5	645.1
All 15–64 year old students	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Participation rate (h)										
Male students	%	9.0	9.5	8.3	9.6	9.2	9.3	9.1	13.7	9.1
Female students	%	9.9	8.7	7.0	8.2	8.6	8.8	9.8	10.8	8.7
All 15–64 year old students	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9

TABLE 5A.11

Table 5A.11 VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2009										
Number of students										
Male students	'000	206.1	156.5	113.8	73.0	47.7	15.3	11.2	11.6	635.1
Female students	'000	221.4	139.8	96.7	59.1	46.9	14.2	11.0	8.7	597.7
All 15–64 year old students	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Participation rate (h)										
Male students	%	8.7	8.6	7.8	9.3	8.9	9.3	8.8	13.6	8.6
Female students	%	9.4	7.7	6.6	7.8	8.8	8.6	8.6	11.2	8.2
All 15–64 year old students	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
2008										
Number of students										
Male students	'000	205.1	152.5	110.4	66.7	45.2	16.5	10.5	11.3	618.1
Female students	'000	222.0	138.2	96.8	55.5	46.1	14.3	10.7	8.8	592.4
All 15–64 year old students	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Participation rate (h)										
Male students	%	8.8	8.6	7.7	8.8	8.5	10.2	8.4	13.7	8.6
Female students	%	9.6	7.8	6.8	7.6	8.7	8.7	8.6	11.8	8.3
All 15–64 year old students	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) The sum of male and female students may not add up to the total number of all 15–64 year old students due to students who did not identify their sex.

(c) Development of a unique student identifier is in progress across jurisdictions and it is anticipated that this development will minimise duplicate counting of students enrolled in multiple courses or training providers, leading to a reduction in the reported participation rate over time.

(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(e) Data for South Australia include VET in Schools which has been assessed by TAFE.

TABLE 5A.11

Table 5A.11 **VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
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- (f) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.
- (g) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.
- (h) The participation rate is the number of 15–64 year old students participating in VET expressed as a proportion of the population aged 15–64 years.

Source: NCVET unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
2012											
Number of students											
Major cities	'000	270.1	339.3	130.6	98.6	84.4	–	19.6	–	942.6	942.6
Inner regional	'000	121.2	124.2	58.2	16.6	16.5	20.2	–	–	357.0	357.1
Outer regional	'000	48.5	29.1	41.7	15.5	18.4	10.7	–	10.3	174.2	174.2
Remote and very remote	'000	6.4	0.5	13.3	16.1	5.6	1.6	–	10.5	54.0	54.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	19.4
Total (k)	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3	1 547.3
Participation rate (l)											
Major cities	%	5.0	7.9	4.6	5.3	7.0	–	5.2	–	..	5.9
Inner regional	%	8.6	11.5	6.3	7.6	9.2	6.0	7.1	–	..	8.6
Outer regional	%	10.9	11.9	6.2	8.4	9.1	6.4	–	7.8	..	8.5
Remote and very remote	%	16.2	9.7	9.5	9.6	9.2	15.3	–	10.2	..	10.2
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	..	6.8
2011											
Number of students											
Major cities	'000	278.0	294.0	136.5	98.9	57.6	–	19.6	–	884.6	884.6
Inner regional	'000	121.4	111.9	61.1	16.3	11.8	19.8	0.1	–	342.4	342.4
Outer regional	'000	47.9	27.4	43.1	15.5	14.4	10.5	–	9.8	168.5	168.5
Remote and very remote	'000	6.2	0.5	13.6	15.7	4.1	1.6	–	12.0	53.8	53.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	34.4
Total (k)	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7	1 483.7
Participation rate (l)											
Major cities	%	5.2	7.0	4.9	5.5	4.8	–	5.3	–	..	5.6

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
Inner regional	%	8.7	10.4	6.7	7.7	6.6	5.9	8.9	–	..	8.3
Outer regional	%	10.8	11.2	6.5	8.5	7.1	6.4	–	7.6	..	8.3
Remote and very remote	%	15.9	10.8	9.9	9.7	6.9	14.9	–	11.7	..	10.4
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	..	6.6
2010											
Number of students											
Major cities	'000	267.5	223.3	111.6	84.4	59.6	–	19.6	–	766.0	766.0
Inner regional	'000	111.1	93.7	52.0	28.4	13.6	15.1	1.4	–	315.4	315.4
Outer regional	'000	74.2	21.3	53.3	14.9	14.1	12.4	–	10.0	200.2	200.2
Remote and very remote	'000	10.1	0.4	16.1	16.4	5.6	1.2	–	11.1	61.0	61.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.4	0.6	0.2	0.7	0.2	0.1	–	0.1	2.2	20.8
Total (k)	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3	1 363.3
Participation rate (l)											
Major cities	%	5.1	5.4	4.1	4.8	5.0	–	5.4	–	..	5.0
Inner regional	%	8.0	8.8	5.8	13.8	7.8	4.5	np	–	..	7.8
Outer regional	%	16.8	8.7	8.2	8.3	7.0	7.5	–	7.8	..	9.9
Remote and very remote	%	25.8	8.8	11.9	10.4	9.4	10.9	–	10.9	..	11.9
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	..	6.2
2009											
Number of students											
Major cities	'000	257.6	194.1	105.0	80.8	62.0	–	17.9	–	717.3	717.3
Inner regional	'000	107.2	87.1	47.5	26.8	14.1	14.6	1.4	–	298.7	298.7
Outer regional	'000	70.7	20.3	48.6	13.5	13.5	12.4	–	9.8	188.8	188.8
Remote and very remote	'000	9.1	0.4	15.4	14.9	5.3	1.3	–	11.4	57.8	57.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA (f)	Tas	ACT (g) (h)	NT (i)	Total	Aust (j)
Unknown, unallocated or overseas	'000	0.2	0.6	0.2	0.7	0.2	0.1	–	0.1	1.9	15.5
Total (k)	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1	1 278.1
Participation rate (l)											
Major cities	%	5.0	4.8	3.9	4.7	5.3	–	5.1	–	..	4.7
Inner regional	%	7.8	8.3	5.4	13.4	8.2	4.4	np	–	..	7.5
Outer regional	%	16.1	8.3	7.6	7.6	6.7	7.6	–	7.8	..	9.5
Remote and very remote	%	23.3	7.7	11.5	9.7	8.8	11.7	–	11.3	..	11.4
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	..	5.9
2008											
Number of students											
Major cities	'000	262.4	187.3	101.4	73.6	60.1	–	17.3	–	702.1	702.1
Inner regional	'000	106.1	89.3	45.6	24.4	13.3	15.8	1.3	–	295.8	295.8
Outer regional	'000	69.4	21.1	48.6	13.6	14.0	13.7	–	8.7	189.1	189.1
Remote and very remote	'000	9.3	0.3	15.8	14.6	5.2	1.3	–	12.0	58.5	58.5
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.2	0.6	0.2	0.4	0.1	0.1	–	0.1	1.6	11.5
Total (k)	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0	1 257.0
Participation rate (l)											
Major cities	%	5.1	4.7	3.9	4.5	5.2	–	5.0	–	..	4.7
Inner regional	%	7.8	8.7	5.3	12.6	7.9	4.9	np	–	..	7.5
Outer regional	%	15.8	8.6	7.8	7.7	6.9	8.4	–	7.2	..	9.6
Remote and very remote	%	23.7	6.6	11.9	9.7	8.7	11.6	–	12.2	..	11.7
All students	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	..	5.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

TABLE 5A.12

Table 5A.12 **VET participation, all ages, by region (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
(c)	For years up to and including 2010, VET student participation data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.12).										
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.										
(e)	There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.										
(f)	Data for South Australian includes VET in Schools which has been assessed by TAFE.										
(g)	For years up to and including 2010, the participation rate for inner regional areas in the ACT are not published due to a high proportion of inner regional areas sharing postcodes with NSW that cannot be disaggregated in the student data. The data are included in the Australia totals.										
(h)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.										
(i)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.										
(j)	For years up to and including 2010, the Australia total incorporates students with an unknown or overseas home postcode, distributed to the 'Unknown, unallocated or overseas' ARIA+ region.										
(k)	For years up to and including 2010, the sum of regions may not add to the state/territory total due to the data being weighted, based on students' home postcode.										
(l)	For years up to and including 2010, the participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the population that resides in that region.										

.. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2011-12, Cat. no. 3218.0, Canberra.*

TABLE 5A.13

Table 5A.13 VET students, all ages, by disability status (per cent) (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</i>
2012									
Proportion of VET students									
Reported as having disability	8.2	7.4	5.7	5.4	7.1	10.8	7.4	5.4	7.2
Reported as not having disability	78.9	92.6	61.8	79.5	92.9	86.9	90.4	89.0	82.3
Disability status not reported	12.9	–	32.4	15.1	–	2.3	2.2	5.6	10.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.4	7.4	8.5	6.3	7.1	11.1	7.6	5.7	8.0
2011									
Proportion of VET students									
Reported as having disability	8.1	7.9	5.9	5.2	5.8	10.5	7.2	5.3	7.2
Reported as not having disability	79.0	87.2	61.4	76.9	94.2	85.4	89.3	89.6	79.7
Disability status not reported	12.8	4.9	32.7	17.9	–	4.1	3.5	5.1	13.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.3	8.3	8.7	6.3	5.8	10.9	7.5	5.6	8.3
2010									
Proportion of VET students									
Reported as having disability	7.7	8.0	6.0	5.0	5.9	9.6	7.5	5.3	7.1
Reported as not having disability	79.8	86.9	63.0	76.2	91.3	78.9	90.3	86.4	79.5
Disability status not reported	12.5	5.1	31.0	18.7	2.8	11.4	2.1	8.3	13.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.8	8.4	8.7	6.2	6.0	10.9	7.7	5.8	8.2
2009									
Proportion of VET students									
Reported as having disability	7.4	7.3	6.3	5.0	6.6	9.1	7.1	5.7	6.9
Reported as not having disability	80.5	85.7	69.0	75.0	90.9	81.8	82.1	87.8	80.2
Disability status not reported	12.0	6.9	24.7	20.1	2.6	9.2	10.8	6.5	12.9

TABLE 5A.13

Table 5A.13 VET students, all ages, by disability status (per cent) (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</i>
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.5	7.9	8.4	6.2	6.7	10.0	8.0	6.1	7.9
2008									
Proportion of VET students									
Reported as having disability	7.6	8.1	4.7	4.9	7.7	8.3	6.8	5.9	6.9
Reported as not having disability	79.1	86.2	73.1	73.1	89.7	85.7	85.8	88.6	80.4
Disability status not reported	13.3	5.7	22.2	22.1	2.6	6.0	7.4	5.6	12.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.7	8.6	6.1	6.2	7.9	8.9	7.4	6.2	7.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

– Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.14

Table 5A.14 **VET students, all ages, by language spoken at home (per cent) (a), (b)**

	<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</i>
2012									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.2	19.5	5.9	12.8	11.6	5.2	12.0	31.5	15.5
Speaking English at home	75.5	78.3	88.6	69.1	73.9	92.6	74.7	61.2	77.8
Language spoken at home not reported	6.3	2.2	5.5	18.0	14.5	2.2	13.3	7.3	6.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.5	19.9	6.3	15.7	13.5	5.3	13.8	34.0	16.6
Proportion of total population speaking a LOTE at home (e)	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
2011									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.2	17.9	5.6	11.8	12.8	4.8	8.5	31.8	14.7
Speaking English at home	76.4	79.3	88.9	69.1	73.5	93.0	77.5	63.7	78.7
Language spoken at home not reported	5.4	2.8	5.5	19.1	13.8	2.1	14.0	4.5	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.3	18.4	6.0	14.6	14.8	4.9	9.9	33.3	15.8
2010									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.6	16.5	5.9	10.9	13.7	4.6	6.3	30.8	14.4
Speaking English at home	75.4	80.2	89.3	69.0	80.8	92.9	78.7	64.9	79.0
Language spoken at home not reported	6.0	3.3	4.9	20.1	5.5	2.5	14.9	4.3	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.8	17.1	6.2	13.7	14.5	4.8	7.4	32.1	15.4

TABLE 5A.14

Table 5A.14 **VET students, all ages, by language spoken at home (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2009									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.7	16.5	6.2	10.3	11.9	3.9	6.9	29.6	14.3
Speaking English at home	73.0	78.4	90.1	68.5	73.6	93.3	86.4	66.0	77.4
Language spoken at home not reported	8.4	5.1	3.7	21.1	14.5	2.8	6.6	4.4	8.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	20.4	17.4	6.4	13.1	13.9	4.0	7.4	30.9	15.6
2008									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.8	15.9	6.2	15.2	12.2	3.2	7.2	31.9	14.8
Speaking English at home	72.6	79.0	90.8	62.9	82.3	94.4	84.8	64.6	77.6
Language spoken at home not reported	8.6	5.1	2.9	21.9	5.5	2.4	8.0	3.5	7.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	20.6	16.7	6.4	19.5	12.9	3.3	7.8	33.1	16.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(c) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7%.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

(e) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data (table AA.11).

Source: NCVER unpublished, National VET provider collection; ABS (2012), *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra (table 2A.11).

TABLE 5A.15

Table 5A.15 VET participation, all ages, by language spoken at home (a), (b), (c)

	<i>Unit</i>	<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</i>
2011										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	84.9	78.0	14.4	17.4	13.0	1.5	2.0	7.0	218.2
Speaking English at home (e)	'000	355.7	346.0	227.5	101.4	74.6	29.4	18.5	14.0	1 167.1
Language spoken at home not reported	'000	25.0	12.4	14.0	28.0	14.0	0.7	3.3	1.0	98.4
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	5.5	6.3	3.4	5.3	5.7	6.9	3.1	12.3	5.6
Speaking English at home (e)	%	7.1	8.9	6.2	5.7	5.7	6.5	6.7	10.5	7.1
Language spoken at home not reported	%	7.1	5.1	6.0	20.2	21.9	3.5	23.0	4.4	9.1
All students (f)	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
2006										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	84.6	42.9	11.3	12.6	10.8	1.0	1.6	7.0	171.8
Speaking English at home (e)	'000	299.2	217.9	187.5	82.6	69.5	27.6	18.7	13.0	916.0
Language spoken at home not reported	'000	85.4	40.0	5.8	15.0	11.3	0.9	0.9	1.0	160.2
All students	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	6.4	4.3	3.7	5.6	5.8	6.2	3.4	15.7	5.5
Speaking English at home (e)	%	6.2	5.9	5.6	5.2	5.5	6.3	7.1	10.2	5.9
Language spoken at home not reported	%	22.0	15.6	2.5	11.6	16.8	3.9	6.2	4.9	14.2
All students (f)	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.15

Table 5A.15 **VET participation, all ages, by language spoken at home (a), (b), (c)**

	<i>Unit</i>	<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</i>
(b)	People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 - 6.7%.									
(c)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(d)	The VET participation rate for people speaking a LOTE is calculated by dividing the number of government funded VET students speaking a LOTE at home (from the National VET provider collection) by the ABS Census population estimate of people speaking a LOTE at home (tables AA.10 and AA.11).									
(e)	The participation rate for people speaking English at home is calculated by dividing the number of government funded VET students speaking mainly English at home by the ABS 2006 Census population estimate of people speaking only English at home (tables AA.10 and AA.11).									
(f)	Participation rates for students are from Table 5A.10.									

Source: NCVET unpublished, National VET provider collection; ABS (2007), *2006 Census of Population and Housing*, Cat. no. 2068.0 (tables AA.10-11); ABS (2012), *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra (table AA.11); ABS (2011), *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra.

TABLE 5A.16

Table 5A.16 VET participation by Indigenous status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Proportion of VET students, all ages									
Reported as Indigenous	6.3	1.2	6.5	8.5	4.6	5.1	3.3	43.0	5.2
Reported as non-Indigenous	90.6	97.1	82.2	77.2	91.9	93.1	88.5	56.0	89.7
Indigenous status not reported	3.2	1.7	11.3	14.3	3.4	1.8	8.2	0.9	5.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.5	1.3	7.4	9.9	4.8	5.2	3.5	43.4	5.5
Proportion of total population reported as Indigenous (f)									
	2.4	0.7	3.7	3.3	1.9	4.1	1.3	30.3	2.6
2011									
Proportion of VET students, all ages									
Reported as Indigenous	6.2	1.3	6.4	8.4	4.7	5.0	2.7	45.5	5.4
Reported as non-Indigenous	90.2	95.5	78.2	75.0	90.1	92.0	77.3	53.6	87.5
Indigenous status not reported	3.6	3.2	15.4	16.6	5.2	3.0	20.0	0.9	7.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.4	1.3	7.5	10.0	4.9	5.2	3.3	45.9	5.8
2010									
Proportion of VET students, all ages									
Reported as Indigenous	6.0	1.4	6.2	8.0	4.8	4.5	2.6	43.1	5.5
Reported as non-Indigenous	89.9	95.3	79.1	74.5	82.7	91.4	77.1	55.9	86.5
Indigenous status not reported	4.1	3.3	14.7	17.5	12.6	4.1	20.2	0.9	8.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.3	1.5	7.3	9.7	5.4	4.7	3.3	43.5	6.0
2009									
Proportion of VET students, all ages									
Reported as Indigenous	5.6	1.4	6.0	7.5	4.1	4.1	2.3	44.2	5.3

TABLE 5A.16

Table 5A.16 VET participation by Indigenous status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
Reported as non-Indigenous	89.7	95.0	77.1	71.1	79.5	92.3	85.5	54.1	85.5
Indigenous status not reported	4.7	3.6	16.9	21.4	16.4	3.6	12.3	1.7	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	5.8	1.5	7.3	9.6	4.9	4.2	2.6	44.9	5.8
2008									
Proportion of VET students, all ages									
Reported as Indigenous	5.6	1.5	6.0	7.4	4.4	3.8	2.0	47.0	5.3
Reported as non-Indigenous	89.0	94.2	79.6	70.8	86.9	93.7	89.6	52.4	86.2
Indigenous status not reported	5.5	4.3	14.4	21.8	8.6	2.5	8.4	0.6	8.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	5.9	1.5	7.0	9.4	4.8	3.9	2.2	47.3	5.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) Data for South Australia include VET in Schools which has been assessed by TAFE.

(e) Percentages reported are of known responses ('not stated' responses are excluded).

(f) The proportion of the population reported as Indigenous is calculated from ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table 216).

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	269.7	388.6	191.1	98.9	80.1	22.4	19.3	11.2	1 081.3
All students 18–24 year olds	'000	98.1	142.3	60.1	34.2	24.8	7.6	7.0	3.2	377.3
All students 20–64 year olds	'000	204.5	301.5	135.5	73.3	66.4	18.0	15.8	9.4	824.4
All students 15–64 year olds	'000	267.6	385.8	188.0	98.2	79.6	22.2	19.1	11.1	1 071.7
Indigenous students total	'000	12.8	3.7	9.8	4.4	2.3	0.9	0.5	2.8	37.3
Indigenous students 18–24 year olds	'000	4.8	1.5	3.2	1.5	0.7	0.4	0.2	0.7	13.0
Indigenous students 20–64 year olds	'000	9.4	2.7	6.9	3.5	1.9	0.7	0.3	2.4	27.9
Indigenous students 15–64 year olds	'000	12.8	3.7	9.7	4.4	2.3	0.9	0.5	2.8	37.0
Non-Indigenous students total	'000	251.0	378.8	161.9	82.5	75.0	21.1	17.1	8.3	995.6
Non-Indigenous students 18–24 year olds	'000	92.3	138.6	51.6	30.6	23.5	7.1	6.0	2.5	352.3
Non-Indigenous students 20–64 year olds	'000	190.0	293.8	115.6	59.4	62.1	17.0	14.1	6.9	758.9
Non-Indigenous students 15–64 year olds	'000	249.2	376.2	160.0	82.0	74.6	20.9	16.9	8.2	988.0
Participation rate by age (f)										
All students total	%	3.7	6.9	4.2	4.1	4.8	4.4	5.1	4.8	4.8
All students 18–24 year olds	%	14.2	25.4	13.3	14.0	15.7	16.8	15.7	12.5	17.0
All students 20–64 year olds	%	4.7	8.8	4.9	4.9	6.7	6.1	6.5	6.2	6.0
All students 15–64 year olds	%	5.5	10.2	6.2	5.9	7.3	6.7	7.2	6.6	7.0
Indigenous students total	%	7.4	9.6	5.8	5.6	7.4	4.4	9.9	3.9	6.3
Indigenous students 18–24 year olds	%	19.8	26.7	13.1	13.8	14.9	11.8	28.8	7.0	15.6
Indigenous students 20–64 year olds	%	10.9	13.9	8.2	8.3	11.8	6.2	12.7	6.3	9.3
Indigenous students 15–64 year olds	%	12.1	15.2	9.4	8.8	11.7	6.9	15.3	6.1	10.1
Non-Indigenous students total	%	3.5	6.8	3.7	3.5	4.6	4.3	4.6	5.1	4.5
Non-Indigenous students 18–24 year olds	%	13.9	25.0	12.1	13.1	15.3	17.0	13.8	15.8	16.5
Non-Indigenous students 20–64 year olds	%	4.4	8.6	4.3	4.0	6.4	5.9	5.9	6.1	5.6

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 15–64 year olds	%	5.3	10.0	5.4	5.1	7.0	6.6	6.5	6.7	6.7
2011										
Number of students by age										
All students total	'000	268.3	331.7	197.5	98.5	62.2	21.6	18.3	11.0	1 009.1
All students 18–24 year olds	'000	98.3	128.8	61.9	34.0	21.5	7.9	7.0	3.2	362.6
All students 20–64 year olds	'000	202.3	254.4	141.7	72.9	49.9	16.9	14.8	9.1	762.0
All students 15–64 year olds	'000	266.1	329.6	193.9	97.9	61.8	21.5	18.1	10.9	999.8
Indigenous students total	'000	12.4	3.2	9.8	4.1	1.9	0.9	0.4	2.9	35.4
Indigenous students 18–24 year olds	'000	4.6	1.4	3.3	1.4	0.6	0.4	0.2	0.7	12.5
Indigenous students 20–64 year olds	'000	9.0	2.4	7.1	3.1	1.5	0.6	0.3	2.5	26.5
Indigenous students 15–64 year olds	'000	12.3	3.2	9.7	4.0	1.9	0.9	0.4	2.8	35.1
Non-Indigenous students total	'000	249.1	318.1	161.2	79.2	56.9	20.0	14.1	8.1	906.7
Non-Indigenous students 18–24 year olds	'000	92.7	124.1	52.6	29.2	20.0	7.4	5.5	2.5	333.9
Non-Indigenous students 20–64 year olds	'000	187.4	243.7	119.5	56.9	45.5	15.7	11.6	6.5	686.8
Non-Indigenous students 15–64 year olds	'000	247.5	316.1	159.3	78.7	56.6	19.9	14.1	8.0	900.0
Participation rate by age (f)										
All students total	%	3.7	6.0	4.4	4.2	3.8	4.2	5.0	4.8	4.5
All students 18–24 year olds	%	14.3	23.0	13.9	14.2	13.6	17.4	15.5	12.5	16.5
All students 20–64 year olds	%	4.7	7.5	5.2	5.0	5.1	5.7	6.2	6.1	5.6
All students 15–64 year olds	%	5.5	8.8	6.5	6.1	5.7	6.4	6.9	6.6	6.7
Indigenous students total	%	7.3	8.6	5.9	5.2	6.0	4.3	7.5	4.1	6.2
Indigenous students 18–24 year olds	%	19.7	24.9	14.3	13.4	12.3	12.4	22.3	7.5	15.6
Indigenous students 20–64 year olds	%	10.7	12.7	8.7	7.7	9.6	6.0	10.5	6.6	9.1
Indigenous students 15–64 year olds	%	11.9	13.8	9.7	8.2	9.6	6.7	11.6	6.4	9.9
Non-Indigenous students total	%	3.5	5.8	3.7	3.5	3.5	4.1	3.9	5.0	4.2
Non-Indigenous students 18–24 year olds	%	14.0	22.4	12.5	12.7	13.0	17.4	12.4	15.2	15.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 20–64 year olds	%	4.4	7.2	4.6	4.0	4.7	5.4	4.9	5.8	5.2
Non-Indigenous students 15–64 year olds	%	5.3	8.5	5.5	5.0	5.3	6.2	5.4	6.6	6.1
2010										
Number of students by age										
All students total	'000	256.8	246.3	177.5	94.5	54.7	21.3	18.8	10.4	880.3
All students 18–24 year olds	'000	96.2	102.7	60.2	33.1	20.4	8.3	7.1	3.1	331.1
All students 20–64 year olds	'000	192.5	185.7	124.8	69.1	42.8	16.0	15.0	8.3	654.4
All students 15–64 year olds	'000	254.6	244.9	174.9	93.9	54.4	21.2	18.5	10.3	872.6
Indigenous students total	'000	11.0	2.6	8.6	3.5	1.5	0.7	0.4	2.5	30.7
Indigenous students 18–24 year olds	'000	4.0	1.1	2.8	1.2	0.5	0.3	0.1	0.6	10.7
Indigenous students 20–64 year olds	'000	7.9	1.9	6.3	2.7	1.2	0.5	0.3	2.1	22.8
Indigenous students 15–64 year olds	'000	10.9	2.6	8.5	3.5	1.4	0.7	0.4	2.5	30.4
Non-Indigenous students total	'000	239.3	236.3	145.4	76.6	45.2	19.7	14.2	7.8	784.4
Non-Indigenous students 18–24 year olds	'000	91.3	99.1	51.8	28.6	16.7	7.7	5.6	2.5	303.2
Non-Indigenous students 20–64 year olds	'000	179.1	177.6	103.0	54.8	36.2	14.8	11.3	6.2	583.0
Non-Indigenous students 15–64 year olds	'000	237.7	234.9	143.7	76.2	45.1	19.6	14.1	7.7	779.1
Participation rate by age (f)										
All students total	%	3.6	4.5	4.0	4.1	3.4	4.2	5.2	4.5	4.0
All students 18–24 year olds	%	14.0	18.3	13.7	14.0	12.9	18.0	16.0	11.8	15.0
All students 20–64 year olds	%	4.5	5.6	4.7	4.9	4.4	5.4	6.5	5.6	4.9
All students 15–64 year olds	%	5.3	6.6	5.9	6.0	5.0	6.4	7.2	6.2	5.9
Indigenous students total	%	6.7	7.0	5.3	4.6	4.8	3.6	8.3	3.6	5.5
Indigenous students 18–24 year olds	%	18.1	20.9	12.8	11.7	10.9	10.9	20.5	6.8	13.9
Indigenous students 20–64 year olds	%	9.8	10.1	8.0	6.8	7.9	4.8	11.4	5.7	8.1
Indigenous students 15–64 year olds	%	10.9	11.3	8.7	7.2	7.7	5.7	12.9	5.7	8.8
Non-Indigenous students total	%	3.4	4.4	3.4	3.5	2.8	4.0	4.0	4.8	3.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 18–24 year olds	%	13.7	17.8	12.4	12.7	10.8	18.0	12.8	14.6	14.3
Non-Indigenous students 20–64 year olds	%	4.2	5.3	4.0	4.0	3.8	5.1	4.9	5.5	4.4
Non-Indigenous students 15–64 year olds	%	5.1	6.4	5.0	5.0	4.2	6.1	5.5	6.3	5.4
2009										
Number of students by age										
All students total	'000	230.7	209.5	162.7	87.6	48.5	20.0	16.3	9.9	785.1
All students 18–24 year olds	'000	94.2	86.5	58.5	32.1	18.9	7.9	6.9	2.9	307.8
All students 20–64 year olds	'000	167.7	156.8	110.5	61.8	37.4	15.1	12.6	7.9	569.8
All students 15–64 year olds	'000	228.5	207.5	160.1	86.9	48.2	19.9	16.2	9.8	777.1
Indigenous students total	'000	8.7	2.4	7.5	3.0	1.1	0.7	0.3	2.4	26.2
Indigenous students 18–24 year olds	'000	3.1	0.9	2.3	1.0	0.4	0.3	0.1	0.6	8.8
Indigenous students 20–64 year olds	'000	6.3	1.8	5.2	2.3	0.9	0.5	0.3	2.0	19.3
Indigenous students 15–64 year olds	'000	8.6	2.3	7.4	3.0	1.1	0.7	0.3	2.4	25.9
Non-Indigenous students total	'000	216.5	201.4	130.7	70.0	40.5	18.6	13.8	7.3	698.8
Non-Indigenous students 18–24 year olds	'000	90.0	83.8	50.1	27.6	16.2	7.4	6.2	2.2	283.4
Non-Indigenous students 20–64 year olds	'000	157.6	150.6	89.8	48.2	31.3	14.1	10.7	5.7	507.9
Non-Indigenous students 15–64 year olds	'000	215.1	199.7	129.4	69.6	40.4	18.5	13.8	7.2	693.6
Participation rate by age (f)										
All students total	%	3.3	3.9	3.8	3.9	3.0	4.0	4.6	4.4	3.6
All students 18–24 year olds	%	13.7	15.5	13.4	13.7	12.0	17.2	16.0	11.0	14.1
All students 20–64 year olds	%	3.9	4.8	4.2	4.5	3.9	5.1	5.5	5.4	4.3
All students 15–64 year olds	%	4.8	5.7	5.5	5.7	4.5	6.0	6.4	6.0	5.3
Indigenous students total	%	5.4	6.7	4.8	4.1	3.8	3.4	7.3	3.6	4.7
Indigenous students 18–24 year olds	%	14.6	18.8	11.3	10.1	8.8	11.0	18.3	6.5	11.9
Indigenous students 20–64 year olds	%	8.0	10.0	6.9	6.0	6.3	4.8	11.4	5.7	7.1
Indigenous students 15–64 year olds	%	8.9	10.7	7.8	6.5	6.2	5.5	11.4	5.6	7.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students total	%	3.1	3.8	3.1	3.2	2.6	3.8	3.9	4.6	3.3
Non-Indigenous students 18–24 year olds	%	13.5	15.1	12.1	12.3	10.6	17.2	14.6	13.3	13.4
Non-Indigenous students 20–64 year olds	%	3.8	4.6	3.5	3.6	3.3	4.9	4.7	5.1	3.9
Non-Indigenous students 15–64 year olds	%	4.7	5.5	4.6	4.7	3.8	5.8	5.5	6.0	4.8
2008										
Number of students by age										
All students total	'000	219.2	197.1	155.4	77.0	43.7	20.9	15.1	9.7	738.2
All students 18–24 year olds	'000	93.0	84.5	56.5	29.9	17.9	8.0	6.5	2.7	298.9
All students 20–64 year olds	'000	156.5	144.1	106.3	51.1	33.3	16.1	11.6	7.8	526.9
All students 15–64 year olds	'000	217.0	195.0	153.5	76.3	43.5	20.7	15.0	9.6	730.6
Indigenous students total	'000	8.3	2.2	7.3	3.0	1.0	0.7	0.3	2.6	25.4
Indigenous students 18–24 year olds	'000	3.0	0.9	2.3	1.0	0.4	0.3	0.1	0.7	8.5
Indigenous students 20–64 year olds	'000	5.9	1.6	5.1	2.2	0.8	0.5	0.2	2.2	18.6
Indigenous students 15–64 year olds	'000	8.2	2.1	7.2	2.9	1.0	0.7	0.3	2.6	25.0
Non-Indigenous students total	'000	205.2	187.4	129.8	61.0	40.3	19.8	13.7	7.0	664.2
Non-Indigenous students 18–24 year olds	'000	88.7	81.2	50.2	25.7	16.5	7.6	6.2	2.0	278.1
Non-Indigenous students 20–64 year olds	'000	147.0	136.5	89.0	39.6	30.7	15.3	10.4	5.5	474.0
Non-Indigenous students 15–64 year olds	'000	203.8	185.6	128.8	60.6	40.0	19.7	13.6	6.9	659.1
Participation rate by age (f)										
All students total	%	3.2	3.7	3.7	3.5	2.8	4.2	4.3	4.4	3.5
All students 18–24 year olds	%	13.8	15.8	13.5	13.4	11.6	17.8	15.4	10.9	14.1
All students 20–64 year olds	%	3.7	4.5	4.2	3.8	3.5	5.5	5.2	5.5	4.1
All students 15–64 year olds	%	4.7	5.5	5.4	5.1	4.1	6.4	6.0	6.1	5.1
Indigenous students total	%	5.3	6.2	4.8	4.1	3.6	3.6	5.9	4.0	4.7
Indigenous students 18–24 year olds	%	14.8	18.5	11.9	10.1	8.7	10.8	15.9	7.4	12.2
Indigenous students 20–64 year olds	%	7.7	9.4	7.0	5.8	5.7	5.5	9.1	6.5	7.0

TABLE 5A.17

Table 5A.17 **VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students 15–64 year olds	%	8.7	10.0	7.9	6.5	5.8	5.8	9.3	6.2	7.7
Non-Indigenous students total	%	3.0	3.6	3.2	2.9	2.6	4.1	4.0	4.6	3.2
Non-Indigenous students 18–24 year olds	%	13.6	15.3	12.5	12.0	11.0	17.9	14.9	12.8	13.6
Non-Indigenous students 20–64 year olds	%	3.6	4.3	3.6	3.0	3.3	5.4	4.7	5.2	3.8
Non-Indigenous students 15–64 year olds	%	4.5	5.2	4.7	4.2	3.8	6.2	5.5	6.0	4.7

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year.

(c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.

(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(e) Data for South Australia include VET in Schools which has been assessed by TAFE.

(f) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

Source: NCVET unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2008), *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table AA.16).

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
All students 18–24 year olds	'000	14.6	28.5	9.4	4.9	3.6	0.7	1.5	0.1	63.3
All students 20–64 year olds	'000	45.0	70.8	27.8	13.2	14.9	3.8	4.9	0.8	181.1
All students 15–64 year olds	'000	50.1	82.0	33.4	15.8	15.9	4.0	5.3	0.8	207.1
Indigenous students total	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.5
Indigenous students 18–24 year olds	'000	0.4	0.2	0.3	0.1	–	–	–	–	1.1
Indigenous students 20–64 year olds	'000	1.7	0.5	1.1	0.2	0.2	0.1	0.1	0.2	4.0
Indigenous students 15–64 year olds	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.4
Non-Indigenous students total	'000	47.2	80.6	27.3	13.1	15.4	3.8	4.9	0.6	192.9
Non-Indigenous students 18–24 year olds	'000	14.0	28.0	7.0	4.4	3.5	0.6	1.4	0.1	59.0
Non-Indigenous students 20–64 year olds	'000	41.8	69.2	23.2	10.8	14.3	3.6	4.5	0.6	168.1
Non-Indigenous students 15–64 year olds	'000	46.8	80.2	27.1	13.1	15.3	3.8	4.9	0.6	191.8
Participation rate by age (g)										
All students total	%	0.7	1.5	0.7	0.7	1.0	0.8	1.4	0.3	0.9
All students 18–24 year olds	%	2.1	5.1	2.1	2.0	2.3	1.5	3.4	0.5	2.9
All students 20–64 year olds	%	1.0	2.1	1.0	0.9	1.5	1.3	2.0	0.5	1.3
All students 15–64 year olds	%	1.0	2.2	1.1	0.9	1.5	1.2	2.0	0.5	1.4
Indigenous students total	%	1.0	1.4	0.8	0.3	0.7	0.6	1.6	0.2	0.8
Indigenous students 18–24 year olds	%	1.8	3.2	1.3	0.8	1.1	0.9	3.6	0.1	1.4
Indigenous students 20–64 year olds	%	1.9	2.4	1.3	0.5	1.2	1.1	2.9	0.4	1.3
Indigenous students 15–64 year olds	%	1.7	2.2	1.2	0.5	1.1	1.0	2.4	0.4	1.2
Non-Indigenous students total	%	0.7	1.4	0.6	0.6	0.9	0.8	1.3	0.4	0.9
Non-Indigenous students 18–24 year olds	%	2.1	5.1	1.6	1.9	2.3	1.5	3.1	0.8	2.8
Non-Indigenous students 20–64 year olds	%	1.0	2.0	0.9	0.7	1.5	1.3	1.9	0.5	1.3

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 15–64 year olds	%	1.0	2.1	0.9	0.8	1.4	1.2	1.9	0.5	1.3
2011										
Number of students by age										
All students total	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
All students 18–24 year olds	'000	15.4	28.5	9.9	5.5	3.0	0.6	1.9	0.1	64.9
All students 20–64 year olds	'000	47.8	66.3	30.5	14.9	11.4	3.3	5.3	0.6	180.0
All students 15–64 year olds	'000	53.3	78.2	36.5	17.6	12.4	3.5	5.8	0.6	207.9
Indigenous students total	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
Indigenous students 18–24 year olds	'000	0.3	0.2	0.3	0.1	–	–	–	–	1.0
Indigenous students 20–64 year olds	'000	1.4	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.7
Indigenous students 15–64 year olds	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
Non-Indigenous students total	'000	49.8	76.1	29.1	14.4	11.7	3.3	4.8	0.5	189.7
Non-Indigenous students 18–24 year olds	'000	14.8	27.9	7.4	4.9	2.9	0.6	1.5	0.1	60.0
Non-Indigenous students 20–64 year olds	'000	44.1	64.1	24.9	11.9	10.7	3.1	4.4	0.5	163.7
Non-Indigenous students 15–64 year olds	'000	49.4	75.7	28.8	14.3	11.6	3.3	4.8	0.5	188.5
Participation rate by age (g)										
All students total	%	0.7	1.4	0.8	0.8	0.8	0.7	1.6	0.3	0.9
All students 18–24 year olds	%	2.2	5.1	2.2	2.3	1.9	1.4	4.1	0.4	2.9
All students 20–64 year olds	%	1.1	2.0	1.1	1.0	1.2	1.1	2.2	0.4	1.3
All students 15–64 year olds	%	1.1	2.1	1.2	1.1	1.1	1.0	2.2	0.4	1.4
Indigenous students total	%	0.9	1.2	0.8	0.4	0.7	0.4	1.8	0.2	0.7
Indigenous students 18–24 year olds	%	1.4	3.0	1.2	0.8	1.1	0.5	4.4	0.2	1.2
Indigenous students 20–64 year olds	%	1.7	2.1	1.3	0.7	1.2	0.8	3.1	0.4	1.3
Indigenous students 15–64 year olds	%	1.5	2.0	1.2	0.7	1.1	0.7	2.8	0.3	1.2
Non-Indigenous students total	%	0.7	1.4	0.7	0.6	0.7	0.7	1.3	0.3	0.9
Non-Indigenous students 18–24 year olds	%	2.2	5.0	1.7	2.1	1.9	1.4	3.5	0.5	2.8

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 20–64 year olds	%	1.0	1.9	1.0	0.8	1.1	1.1	1.9	0.4	1.2
Non-Indigenous students 15–64 year olds	%	1.1	2.0	1.0	0.9	1.1	1.0	1.9	0.4	1.3
2010										
Number of students by age										
All students total	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
All students 18–24 year olds	'000	16.7	24.8	9.7	5.3	3.1	0.6	2.0	0.1	62.3
All students 20–64 year olds	'000	44.1	54.2	27.5	13.1	10.0	2.7	6.0	0.6	158.1
All students 15–64 year olds	'000	50.5	65.0	33.1	15.9	11.1	2.9	6.6	0.6	185.5
Indigenous students total	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
Indigenous students 18–24 year olds	'000	0.3	0.1	0.3	0.1	–	–	–	–	0.9
Indigenous students 20–64 year olds	'000	1.2	0.4	1.0	0.2	0.2	0.1	0.1	0.1	3.2
Indigenous students 15–64 year olds	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
Non-Indigenous students total	'000	47.5	62.6	26.4	13.0	10.2	2.7	5.5	0.5	168.3
Non-Indigenous students 18–24 year olds	'000	16.1	24.2	7.4	4.7	2.9	0.6	1.7	0.1	57.7
Non-Indigenous students 20–64 year olds	'000	41.0	51.7	22.3	10.4	9.2	2.5	5.0	0.4	142.5
Non-Indigenous students 15–64 year olds	'000	47.2	62.2	26.2	12.9	10.2	2.7	5.4	0.5	167.3
Participation rate by age (g)										
All students total	%	0.7	1.2	0.8	0.7	0.7	0.6	1.8	0.3	0.8
All students 18–24 year olds	%	2.4	4.4	2.2	2.3	2.0	1.3	4.5	0.4	2.8
All students 20–64 year olds	%	1.0	1.6	1.0	0.9	1.0	0.9	2.6	0.4	1.2
All students 15–64 year olds	%	1.1	1.8	1.1	1.0	1.0	0.9	2.5	0.4	1.2
Indigenous students total	%	0.8	1.1	0.7	0.3	0.7	0.4	2.1	0.2	0.6
Indigenous students 18–24 year olds	%	1.4	2.4	1.2	0.7	0.9	0.5	4.4	0.2	1.1
Indigenous students 20–64 year olds	%	1.4	1.9	1.2	0.6	1.2	0.6	3.4	0.3	1.1
Indigenous students 15–64 year olds	%	1.3	1.8	1.1	0.5	1.1	0.6	3.3	0.3	1.0
Non-Indigenous students total	%	0.7	1.2	0.6	0.6	0.6	0.6	1.5	0.3	0.8

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 18–24 year olds	%	2.4	4.4	1.8	2.1	1.9	1.3	3.9	0.6	2.7
Non-Indigenous students 20–64 year olds	%	1.0	1.6	0.9	0.8	1.0	0.9	2.2	0.4	1.1
Non-Indigenous students 15–64 year olds	%	1.0	1.7	0.9	0.8	1.0	0.8	2.1	0.4	1.2
2009										
Number of students by age										
All students total	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
All students 18–24 year olds	'000	17.1	23.3	9.3	5.2	2.6	0.6	2.1	0.1	60.2
All students 20–64 year olds	'000	33.1	46.3	22.0	11.4	7.5	2.5	5.0	0.5	128.2
All students 15–64 year olds	'000	40.2	56.9	27.4	14.3	8.4	2.6	5.7	0.5	156.1
Indigenous students total	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
Indigenous students 18–24 year olds	'000	0.2	0.1	0.2	0.1	–	–	–	–	0.7
Indigenous students 20–64 year olds	'000	0.8	0.3	0.8	0.2	0.2	0.1	–	0.1	2.4
Indigenous students 15–64 year olds	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
Non-Indigenous students total	'000	38.9	55.6	21.6	12.0	7.7	2.5	5.2	0.4	143.9
Non-Indigenous students 18–24 year olds	'000	16.7	22.8	7.0	4.7	2.5	0.6	1.9	0.1	56.2
Non-Indigenous students 20–64 year olds	'000	31.7	44.8	18.0	9.3	6.8	2.3	4.5	0.4	117.8
Non-Indigenous students 15–64 year olds	'000	38.7	55.2	21.4	11.9	7.7	2.5	5.2	0.4	143.0
Participation rate by age (g)										
All students total	%	0.6	1.1	0.6	0.6	0.5	0.5	1.6	0.2	0.7
All students 18–24 year olds	%	2.5	4.2	2.1	2.2	1.7	1.3	4.8	0.4	2.7
All students 20–64 year olds	%	0.8	1.4	0.8	0.8	0.8	0.8	2.2	0.3	1.0
All students 15–64 year olds	%	0.9	1.6	0.9	0.9	0.8	0.8	2.3	0.3	1.1
Indigenous students total	%	0.5	1.1	0.6	0.3	0.6	0.3	1.2	0.1	0.5
Indigenous students 18–24 year olds	%	1.1	2.5	0.9	0.6	0.9	0.4	3.4	0.1	0.9
Indigenous students 20–64 year olds	%	1.0	2.0	1.0	0.4	1.1	0.5	1.7	0.3	0.9
Indigenous students 15–64 year olds	%	0.9	1.8	0.9	0.4	1.0	0.4	1.8	0.2	0.8

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students total	%	0.6	1.0	0.5	0.6	0.5	0.5	1.5	0.2	0.7
Non-Indigenous students 18–24 year olds	%	2.5	4.1	1.7	2.1	1.6	1.3	4.5	0.5	2.7
Non-Indigenous students 20–64 year olds	%	0.8	1.4	0.7	0.7	0.7	0.8	2.0	0.3	0.9
Non-Indigenous students 15–64 year olds	%	0.8	1.5	0.8	0.8	0.7	0.8	2.1	0.3	1.0
2008										
Number of students by age										
All students total	'000	37.3	49.1	24.7	12.6	7.1	3.2	5.3	0.5	139.7
All students 18–24 year olds	'000	17.4	21.5	8.1	4.8	2.5	0.7	2.0	0.1	57.1
All students 20–64 year olds	'000	29.8	38.8	19.9	9.7	6.2	3.0	4.5	0.4	112.4
All students 15–64 year olds	'000	37.2	48.6	24.5	12.5	7.1	3.2	5.2	0.5	138.7
Indigenous students total	'000	0.7	0.3	0.8	0.2	0.1	0.1	0.1	0.1	2.5
Indigenous students 18–24 year olds	'000	0.2	0.1	0.2	0.1	–	–	–	–	0.6
Indigenous students 20–64 year olds	'000	0.6	0.3	0.7	0.2	0.1	0.1	0.1	0.1	2.2
Indigenous students 15–64 year olds	'000	0.7	0.3	0.8	0.2	0.1	0.1	0.1	0.1	2.4
Non-Indigenous students total	'000	35.9	47.2	19.8	10.5	6.8	3.1	4.9	0.3	128.5
Non-Indigenous students 18–24 year olds	'000	16.9	20.9	6.4	4.3	2.4	0.6	1.9	0.1	53.6
Non-Indigenous students 20–64 year olds	'000	28.6	37.3	16.5	7.9	6.0	2.9	4.2	0.3	103.6
Non-Indigenous students 15–64 year olds	'000	35.8	46.9	19.7	10.4	6.8	3.1	4.9	0.3	127.8
Participation rate by age (g)										
All students total	%	0.5	0.9	0.6	0.6	0.4	0.6	1.5	0.2	0.7
All students 18–24 year olds	%	2.6	4.0	1.9	2.2	1.6	1.5	4.8	0.4	2.7
All students 20–64 year olds	%	0.7	1.2	0.8	0.7	0.7	1.0	2.0	0.3	0.9
All students 15–64 year olds	%	0.8	1.4	0.9	0.8	0.7	1.0	2.1	0.3	1.0
Indigenous students total	%	0.4	0.9	0.5	0.3	0.4	0.4	1.3	0.2	0.5
Indigenous students 18–24 year olds	%	1.1	2.3	0.8	0.6	0.9	0.5	4.1	0.2	0.9
Indigenous students 20–64 year olds	%	0.8	1.6	1.0	0.6	0.8	0.7	2.3	0.4	0.8

TABLE 5A.18

Table 5A.18 **VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)**

	Unit	NSW	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
Indigenous students 15–64 year olds	%	0.7	1.5	0.9	0.5	0.7	0.6	2.1	0.3	0.7
Non-Indigenous students total	%	0.5	0.9	0.5	0.5	0.4	0.6	1.4	0.2	0.6
Non-Indigenous students 18–24 year olds	%	2.6	3.9	1.6	2.0	1.6	1.5	4.7	0.5	2.6
Non-Indigenous students 20–64 year olds	%	0.7	1.2	0.7	0.6	0.6	1.0	1.9	0.3	0.8
Non-Indigenous students 15–64 year olds	%	0.8	1.3	0.7	0.7	0.7	1.0	2.0	0.3	0.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year. Courses at 'Diploma and above' are included in the group of courses denoted as at 'Certificate III and above' in table 5A.17.
- (c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (f) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (g) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.
- Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2008), *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table 2A.16).

TABLE 5A.19

Table 5A.19 **Government real recurrent expenditure per annual hour (2012 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2003	16.31	14.39	19.48	18.88	19.37	18.39	19.40	32.42	17.02
2004	16.92	14.27	19.42	17.86	19.29	17.74	18.41	30.82	17.03
2005	14.97	14.98	18.64	18.36	18.12	18.31	20.20	30.95	16.43
2006	15.10	14.72	16.89	17.16	18.75	17.87	18.79	29.20	16.01
2007	14.43	13.56	18.24	15.86	17.46	17.41	18.89	28.46	15.42
2008	13.67	13.36	18.02	14.27	15.60	16.43	19.39	30.30	14.78
2009	13.21	12.58	18.10	14.62	15.52	16.90	17.46	27.63	14.41
2010	12.83	11.68	15.94	14.10	14.62	17.72	17.98	27.14	13.58
2011	12.76	11.34	15.06	16.91	14.09	16.83	16.74	28.90	13.45
2012	12.65	10.62	15.98	14.99	10.57	14.17	18.29	26.09	12.62

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.
- (d) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- (e) Data for 2003-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

TABLE 5A.19

Table 5A.19 **Government real recurrent expenditure per annual hour (2012 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
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(f) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

(g) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.

(h) Excludes ACT payroll tax estimate.

Source: NCVET unpublished, National financial and VET provider collections; table 5A.1.

TABLE 5A.20

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2012 dollars)
(\$ per hour) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2003	22.14	21.32	26.58	26.32	22.77	23.10	23.77	46.15	23.41
2004	22.75	20.89	25.94	24.39	22.91	22.77	22.71	44.60	23.18
2005	19.58	22.11	24.27	25.48	21.81	23.39	25.04	42.16	22.11
2006	19.61	21.71	21.04	23.29	22.24	22.51	23.56	41.03	21.28
2007	18.75	18.73	22.66	21.18	20.10	22.66	23.53	38.20	20.10
2008	17.62	17.91	21.78	18.75	18.12	19.96	23.59	41.89	18.93
2009	16.95	16.68	21.84	18.69	18.17	20.83	21.50	38.24	18.34
2010	16.52	15.13	18.94	17.84	17.06	22.73	22.22	35.70	17.13
2011	16.33	13.76	17.32	21.47	16.78	21.44	20.65	39.14	16.53
2012	16.36	12.56	18.76	19.22	12.04	17.72	21.83	34.12	15.39

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) Data for 2003-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

TABLE 5A.20

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2012 dollars)**
(\$ per hour) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
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(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.

(g) Excludes ACT payroll tax estimate.

Source: NCVET unpublished, National financial and VET provider collections; table 5A.1.

TABLE 5A.21

Table 5A.21 Value of physical non-current assets and user cost of capital, 2012 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
Physical non-current assets										
Land	\$m	736.5	730.6	463.4	276.3	161.6	20.2	46.4	8.0	2 443.1
Buildings	\$m	3 454.0	1 997.8	1 058.5	798.9	576.7	260.5	154.3	169.3	8 469.9
Plant, equipment and motor vehicles	\$m	51.0	177.1	268.5	34.2	20.6	6.9	7.8	3.2	569.4
Other	\$m	–	15.1	64.5	14.9	34.9	4.1	1.2	5.9	140.6
Total physical non-current assets	\$m	4 241.6	2 920.7	1 854.9	1 124.4	793.7	291.7	209.6	186.4	11 622.9
Capital charge (c)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
User cost of capital										
Land	\$m	58.9	58.4	37.1	22.1	12.9	1.6	3.7	0.6	195.4
Buildings	\$m	276.3	159.8	84.7	63.9	46.1	20.8	12.3	13.5	677.6
Plant, equipment and motor vehicles	\$m	4.1	14.2	21.5	2.7	1.6	0.6	0.6	0.3	45.5
Other	\$m	–	1.2	5.2	1.2	2.8	0.3	0.1	0.5	11.2
Total user cost of capital	\$m	339.3	233.7	148.4	89.9	63.5	23.3	16.8	14.9	929.8
Annual hours (d)	million hours	135.37	184.39	64.34	43.95	31.42	8.89	5.98	4.39	478.73
Course mix weight	index	0.996	0.994	1.012	1.018	0.997	1.009	0.989	1.033	1.000
User cost of capital per annual hour (e)										
Land	\$	0.44	0.32	0.57	0.49	0.41	0.18	0.63	0.14	0.41
Buildings	\$	2.05	0.87	1.30	1.43	1.47	2.32	2.09	2.99	1.42
Plant, equipment and motor vehicles	\$	0.03	0.08	0.33	0.06	0.05	0.06	0.10	0.06	0.10
Other	\$	–	0.01	0.08	0.03	0.09	0.04	0.02	0.10	0.02
Total per annual hour - 2012 (2012 dollars)	\$	2.52	1.27	2.28	2.01	2.03	2.60	2.84	3.29	1.94
Total per annual hour - 2011 (2012 dollars) (e)	\$	1.92	1.52	2.21	1.82	2.01	2.77	2.78	3.63	1.88
Total per annual hour - 2010 (2012 dollars) (e)	\$	2.09	2.02	2.62	1.99	2.37	2.62	5.21	3.85	2.24

TABLE 5A.21

Table 5A.21 **Value of physical non-current assets and user cost of capital, 2012 (a)**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
Total per annual hour - 2009 (2012 dollars) (e)	\$	2.20	2.21	2.85	2.15	2.34	2.79	5.29	3.64	2.39
Total per annual hour - 2008 (2012 dollars) (e)	\$	2.38	2.33	3.08	2.72	2.15	2.74	6.16	3.81	2.58

- (a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.
- (b) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.
- (c) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (d) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.
- (e) User cost of capital per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- Nil or rounded to zero.

Source: NCVET unpublished, National financial and VET provider collections.

TABLE 5A.22

Table 5A.22 **Total government costs per annual hour, 2012 (\$ per hour) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Recurrent expenditure (c)	12.65	10.62	15.98	14.99	10.57	14.17	18.29	26.09	12.62
User cost of capital per annual hour (d)									
Land	0.44	0.32	0.57	0.49	0.41	0.18	0.63	0.14	0.41
Buildings	2.05	0.87	1.30	1.43	1.47	2.32	2.09	2.99	1.42
Plant, equipment and motor vehicles	0.03	0.08	0.33	0.06	0.05	0.06	0.10	0.06	0.10
Other	–	0.01	0.08	0.03	0.09	0.04	0.02	0.10	0.02
Total user cost of capital	2.52	1.27	2.28	2.01	2.03	2.60	2.84	3.29	1.94
Total cost per annual hour 2012	15.17	11.89	18.26	17.00	12.60	16.77	21.13	29.38	14.56
Total cost per annual hour 2011 (2012 dollars)	14.68	12.86	17.27	18.73	16.10	19.60	19.52	32.53	15.33

- (a) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.
- (b) Recurrent expenditure per annual hour and user cost of capital per annual hour are weighted (using course mix weights) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. Refer tables 5A.19 and 5A.21 for more information on the weighting of these data.
- (c) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (d) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. See footnotes for table 5A.1 for more information.
- (f) Excludes ACT payroll tax estimate.

TABLE 5A.22

Table 5A.22 **Total government costs per annual hour, 2012 (\$ per hour) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
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– Nil or rounded to zero.

Source: NCVET unpublished, National financial and VET provider collections.

TABLE 5A.23

Table 5A.23 **Total government VET costs per hour of government funded load pass, 2012 (\$ per hour) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust (c)</i>
Recurrent expenditure (d)	16.36	12.56	18.76	19.22	12.04	17.72	21.83	34.12	15.39
User cost of capital per load pass (e)									
Land	0.56	0.38	0.67	0.63	0.47	0.23	0.75	0.18	0.50
Building	2.65	1.03	1.53	1.83	1.68	2.90	2.49	3.91	1.73
All other capital	0.04	0.10	0.48	0.11	0.16	0.12	0.14	0.21	0.14
Total	3.25	1.51	2.68	2.58	2.31	3.25	3.39	4.30	2.37
Total Cost	19.61	14.07	21.44	21.79	14.35	20.97	25.21	38.42	17.76

- (a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (b) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. See footnotes for table 5A.1 for more information.
- (c) Excludes ACT payroll tax estimate.
- (d) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (e) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVER unpublished, National financial and VET provider collections.

TABLE 5A.24

Table 5A.24 **User cost of capital per hour of government funded load pass, (\$ per hour) (2012 dollars) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
User cost of capital per load pass - 2012 (c)									
Land	0.56	0.38	0.67	0.63	0.47	0.23	0.75	0.18	0.50
Building	2.65	1.03	1.53	1.83	1.68	2.90	2.49	3.91	1.73
All other capital	0.04	0.10	0.48	0.11	0.16	0.12	0.14	0.21	0.14
Total per load pass - 2012 (2012 dollars)	3.25	1.51	2.68	2.58	2.31	3.25	3.39	4.30	2.37
Total per load pass - 2011 (2012 dollars)	2.46	1.84	2.54	2.32	2.40	3.53	3.43	4.92	2.31
Total per load pass - 2010 (2012 dollars)	2.69	2.62	3.11	2.52	2.76	3.36	6.44	5.06	2.83
Total per load pass - 2009 (2012 dollars)	2.82	2.93	3.44	2.75	2.74	3.44	6.51	5.04	3.04
Total per load pass - 2008 (2012 dollars)	3.07	3.13	3.72	3.58	2.49	3.33	7.50	5.26	3.31

(a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

(b) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

(c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVER unpublished, National financial and VET provider collections.

TABLE 5A.25

Table 5A.25 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent) (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</i>
2012									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9
2011									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9
2010									
Employed or in further study	86.7 ± 1.3	89.1 ± 1.5	85.4 ± 1.5	89.3 ± 1.5	85.3 ± 2.9	87.6 ± 2.5	94.5 ± 2.1	88.9 ± 2.8	87.3 ± 0.7
Employed after training	72.7 ± 1.6	78.7 ± 1.8	76.5 ± 1.8	79.4 ± 1.9	77.6 ± 3.3	77.0 ± 3.1	88.2 ± 2.9	81.6 ± 3.2	76.3 ± 0.8
In further study after training	38.3 ± 1.8	36.2 ± 2.3	28.8 ± 2.0	36.8 ± 2.3	32.9 ± 3.6	34.9 ± 3.5	36.6 ± 4.8	35.5 ± 4.9	35.3 ± 1.0
At TAFE	61.1 ± 2.9	52.5 ± 3.9	45.5 ± 4.0	59.5 ± 3.9	57.7 ± 6.2	57.1 ± 6.8	37.9 ± 7.0	34.8 ± 7.5	55.6 ± 1.7
At University	22.3 ± 2.5	27.2 ± 3.5	26.8 ± 3.4	15.3 ± 2.7	21.2 ± 5.0	11.9 ± 4.6	24.2 ± 6.6	31.9 ± 8.8	22.9 ± 1.4
At private provider or other registered provider	16.6 ± 2.3	20.3 ± 3.4	27.6 ± 3.9	25.2 ± 3.6	21.1 ± 5.0	31.1 ± 6.7	37.9 ± 8.1	33.3 ± 7.8	21.5 ± 1.4
2009									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	88.9 ± 0.8	90.1 ± 0.9	88.3 ± 1.6	91.2 ± 2.1	92.4 ± 1.8	90.8 ± 2.1	89.2 ± 0.4

TABLE 5A.25

Table 5A.25 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employed after training	75.4 ± 1.0	80.3 ± 1.2	81.2 ± 1.1	79.9 ± 1.2	78.5 ± 1.7	80.6 ± 3.1	85.8 ± 2.3	84.5 ± 2.8	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.3 ± 1.2	37.1 ± 1.5	34.6 ± 2.1	36.1 ± 3.8	37.6 ± 3.2	38.0 ± 4.0	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.7 ± 2.4	47.4 ± 2.5	57.6 ± 2.6	60.0 ± 3.5	59.8 ± 6.3	41.0 ± 5.1	23.6 ± 5.0	57.4 ± 1.1
At University	21.2 ± 1.5	30.4 ± 2.2	24.5 ± 2.2	19.0 ± 2.0	15.8 ± 2.5	11.6 ± 4.2	23.6 ± 4.4	32.0 ± 5.6	22.7 ± 0.9
At private provider or other registered provider	14.7 ± 1.3	16.9 ± 1.7	28.1 ± 2.3	23.4 ± 2.3	24.2 ± 3.1	28.6 ± 6.1	35.4 ± 5.0	44.4 ± 6.0	19.9 ± 0.8
2008									
Employed or in further study	89.1 ± 1.3	93.4 ± 1.2	90.1 ± 1.5	92.0 ± 1.7	92.9 ± 2.5	91.9 ± 2.6	90.9 ± 2.8	87.2 ± 3.6	90.8 ± 0.7
Employed after training	77.0 ± 1.7	84.7 ± 1.7	83.6 ± 1.9	81.9 ± 2.4	87.6 ± 3.4	83.8 ± 3.4	85.6 ± 3.2	81.9 ± 4.0	81.3 ± 0.9
In further study after training	39.0 ± 2.1	36.5 ± 2.5	31.6 ± 2.4	38.0 ± 3.0	36.0 ± 5.1	34.7 ± 4.5	36.9 ± 4.5	34.4 ± 6.5	36.7 ± 1.2
At TAFE	55.7 ± 3.5	49.0 ± 4.4	50.8 ± 4.7	60.0 ± 5.1	61.9 ± 8.6	58.4 ± 7.7	46.9 ± 7.2	26.1 ± 8.1	54.1 ± 2.0
At University	25.2 ± 3.2	28.8 ± 4.1	26.5 ± 4.1	17.8 ± 4.0	17.7 ± 6.8	6.2 ± 3.4	20.3 ± 5.0	45.5 ± 10.9	24.5 ± 1.8
At private provider or other registered provider	19.0 ± 2.8	22.2 ± 3.8	22.7 ± 3.8	22.2 ± 4.1	20.5 ± 6.8	35.5 ± 7.5	32.7 ± 6.9	28.4 ± 8.3	21.4 ± 1.7

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.26

Table 5A.26 **Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2012									
Employed or in further study	87.5 ± 5.2	41.0 ± 24.1	75.2 ± 12.8	84.9 ± 10.2	80.7 ± 12.3	83.7 ± 15.9	73.9 ± 30.9	83.9 ± 9.4	78.9 ± 5.6
Employed after training	70.4 ± 9.0	35.6 ± 22.5	68.4 ± 13.1	70.3 ± 13.3	64.8 ± 15.2	51.4 ± 20.2	52.6 ± 38.5	73.2 ± 12.1	65.5 ± 6.0
In further study after training	42.0 ± 10.0	21.0 ± 16.8	37.1 ± 13.6	36.3 ± 13.8	34.9 ± 14.9	54.2 ± 20.0	np	31.5 ± 13.0	37.6 ± 5.8
At TAFE	59.0 ± 14.8	67.9 ± 33.6	45.8 ± 22.9	55.4 ± 23.5	np	62.5 ± 26.9	np	29.4 ± 21.8	52.0 ± 9.4
At University	18.6 ± 11.7	np	18.8 ± 15.6	np	26.6 ± 22.0	np	–	19.3 ± 16.5	16.5 ± 6.6
At private provider or other registered provider	22.4 ± 12.7	26.5 ± 32.8	35.4 ± 24.4	35.7 ± 23.0	57.0 ± 24.9	np	np	51.3 ± 24.8	31.4 ± 9.1
2011									
Employed or in further study	84.3 ± 4.4	72.3 ± 12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ± 14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ± 11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ± 11.9	80.3 ± 16.9	69.5 ± 11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ± 11.7	43.7 ± 20.7	28.3 ± 10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ± 14.9	41.3 ± 11.3	47.8 ± 14.0	44.7 ± 14.5	65.9 ± 16.4	24.4 ± 24.6	55.4 ± 20.7	56.3 ± 5.2
At University	12.3 ± 6.5	np	16.5 ± 7.3	12.8 ± 8.6	np	np	np	32.3 ± 19.8	13.0 ± 3.4
At private provider or other registered provider	18.5 ± 7.6	29.0 ± 14.8	42.2 ± 10.7	39.4 ± 14.5	47.7 ± 14.7	24.3 ± 14.6	49.8 ± 31.2	12.4 ± 10.7	30.7 ± 4.8
2010									
Employed or in further study	84.1 ± 7.0	83.4 ± 13.0	73.5 ± 9.2	72.9 ± 11.9	71.2 ± 15.7	93.2 ± 6.4	97.0 ± 5.9	88.2 ± 7.1	79.6 ± 4.1
Employed after training	64.9 ± 9.3	76.3 ± 14.2	57.5 ± 10.4	60.8 ± 11.9	66.8 ± 16.5	85.4 ± 8.6	86.4 ± 13.9	78.4 ± 8.5	65.8 ± 4.8
In further study after training	45.7 ± 10.0	45.9 ± 19.6	34.9 ± 10.1	33.3 ± 10.2	21.5 ± 14.6	30.2 ± 12.1	44.2 ± 27.0	28.5 ± 10.7	37.4 ± 5.0
At TAFE	64.2 ± 15.7	41.6 ± 29.4	55.8 ± 18.7	45.8 ± 16.5	58.9 ± 36.2	97.2 ± 5.5	36.2 ± 33.1	41.4 ± 18.8	57.1 ± 8.7
At University	20.2 ± 13.3	np	20.4 ± 16.8	np	np	–	np	np	17.3 ± 7.3
At private provider or other registered provider	15.7 ± 13.0	49.0 ± 30.1	23.8 ± 16.5	45.3 ± 16.4	np	np	np	46.7 ± 20.3	25.6 ± 7.7
2009									
Employed or in further study	86.1 ± 5.2	86.7 ± 8.9	82.2 ± 5.3	79.8 ± 7.0	80.0 ± 12.0	83.4 ± 13.8	84.7 ± 16.8	88.9 ± 5.2	84.2 ± 2.8

TABLE 5A.26

Table 5A.26 **Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
Employed after training	73.3 ± 6.4	80.7 ± 9.4	68.5 ± 6.6	71.8 ± 8.0	77.7 ± 12.3	65.2 ± 17.6	74.4 ± 18.7	80.2 ± 8.6	73.0 ± 3.4
In further study after training	40.8 ± 7.5	41.3 ± 12.6	35.7 ± 6.6	38.3 ± 9.2	22.3 ± 12.4	53.0 ± 19.2	25.5 ± 17.3	43.2 ± 11.9	38.9 ± 3.8
At TAFE	67.1 ± 10.5	46.9 ± 18.1	43.3 ± 12.9	52.7 ± 15.6	46.7 ± 30.7	52.9 ± 27.7	np	22.2 ± 10.5	52.8 ± 6.2
At University	15.3 ± 8.1	20.4 ± 14.4	22.6 ± 11.4	18.0 ± 10.6	np	np	np	5.4 ± 4.8	16.6 ± 4.5
At private provider or other registered provider	17.6 ± 8.5	32.7 ± 17.9	34.1 ± 11.5	29.3 ± 15.5	np	42.3 ± 27.9	np	72.3 ± 11.3	30.5 ± 5.6
2008									
Employed or in further study	71.9 ± 13.6	93.2 ± 6.1	74.6 ± 13.5	67.3 ± 12.8	57.2 ± 33.5	97.0 ± 5.8	100.0	85.6 ± 8.2	75.8 ± 6.6
Employed after training	57.4 ± 13.7	86.8 ± 10.2	70.6 ± 13.6	51.5 ± 14.4	55.0 ± 33.3	87.0 ± 11.4	91.9 ± 15.2	81.0 ± 9.7	65.4 ± 6.9
In further study after training	38.6 ± 14.0	26.9 ± 18.3	23.6 ± 10.8	36.3 ± 13.9	np	29.7 ± 18.3	61.5 ± 32.5	41.6 ± 14.6	33.0 ± 6.7
At TAFE	68.8 ± 20.0	70.6 ± 25.7	46.5 ± 23.6	48.2 ± 24.0	np	88.6 ± 21.0	np	32.3 ± 16.7	59.0 ± 11.5
At University	np	19.7 ± 20.6	49.7 ± 24.2	–	np	–	np	40.1 ± 25.1	21.4 ± 9.7
At private provider or other registered provider	15.7 ± 14.2	np	np	51.8 ± 24.0	np	np	np	27.7 ± 19.8	19.5 ± 7.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) Data for some jurisdictions are not published due to 5 or fewer responses.
- (f) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

TABLE 5A.26

Table 5A.26 **Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
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Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.27

Table 5A.27 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
2012									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0
2011									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9
2010									
Employed or in further study	86.7 ± 1.3	89.2 ± 1.5	85.8 ± 1.5	90.0 ± 1.5	86.1 ± 2.9	87.0 ± 2.7	94.6 ± 2.2	89.0 ± 3.1	87.6 ± 0.7
Employed after training	72.8 ± 1.6	78.8 ± 1.9	77.3 ± 1.8	80.3 ± 1.9	78.0 ± 3.4	76.2 ± 3.4	88.4 ± 2.9	82.2 ± 3.6	76.7 ± 0.9
In further study after training	38.0 ± 1.8	36.1 ± 2.3	28.4 ± 2.0	36.9 ± 2.4	33.5 ± 3.7	35.4 ± 3.7	36.2 ± 4.9	37.3 ± 5.6	35.1 ± 1.0
At TAFE	60.7 ± 3.0	52.6 ± 4.0	45.1 ± 4.1	60.0 ± 4.0	57.8 ± 6.3	54.5 ± 7.2	37.2 ± 7.4	33.7 ± 8.2	55.4 ± 1.7
At University	22.5 ± 2.6	27.7 ± 3.6	27.2 ± 3.5	15.7 ± 2.8	21.5 ± 5.1	12.8 ± 4.9	23.5 ± 6.5	35.2 ± 9.8	23.3 ± 1.5
At private provider or other registered provider	16.8 ± 2.4	19.7 ± 3.4	27.7 ± 4.0	24.2 ± 3.7	20.7 ± 5.1	32.8 ± 7.2	39.3 ± 8.3	31.0 ± 8.2	21.4 ± 1.5
2009									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	89.1 ± 0.9	90.5 ± 1.0	88.3 ± 1.6	91.7 ± 2.1	92.5 ± 1.9	91.0 ± 2.4	89.3 ± 0.4

TABLE 5A.27

Table 5A.27 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Employed after training	75.3 ± 1.0	80.2 ± 1.2	81.6 ± 1.1	80.2 ± 1.2	78.4 ± 1.7	81.2 ± 3.2	85.9 ± 2.3	85.2 ± 2.9	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.0 ± 1.3	37.0 ± 1.6	35.1 ± 2.2	35.0 ± 3.9	37.6 ± 3.3	37.6 ± 4.3	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.9 ± 2.4	47.8 ± 2.6	57.9 ± 2.7	60.1 ± 3.6	60.9 ± 6.6	41.6 ± 5.3	24.0 ± 5.7	57.7 ± 1.1
At University	21.3 ± 1.6	30.6 ± 2.3	24.7 ± 2.2	19.1 ± 2.1	15.7 ± 2.5	12.4 ± 4.6	23.8 ± 4.6	38.8 ± 6.6	22.9 ± 0.9
At private provider or other registered provider	14.6 ± 1.4	16.5 ± 1.7	27.5 ± 2.3	23.0 ± 2.3	24.1 ± 3.1	26.7 ± 6.2	34.6 ± 5.1	37.2 ± 6.6	19.4 ± 0.8
2008									
Employed or in further study	89.5 ± 1.3	93.4 ± 1.2	90.6 ± 1.5	93.0 ± 1.6	93.3 ± 2.5	91.6 ± 2.7	90.7 ± 2.9	87.3 ± 4.1	91.2 ± 0.7
Employed after training	77.5 ± 1.7	84.8 ± 1.7	83.9 ± 2.0	83.1 ± 2.4	87.9 ± 3.4	83.6 ± 3.5	85.3 ± 3.3	82.1 ± 4.5	81.8 ± 0.9
In further study after training	39.1 ± 2.2	36.6 ± 2.5	31.9 ± 2.5	38.3 ± 3.1	36.6 ± 5.2	35.0 ± 4.6	36.9 ± 4.6	32.9 ± 7.2	36.9 ± 1.2
At TAFE	55.3 ± 3.5	48.6 ± 4.4	51.0 ± 4.8	60.3 ± 5.3	62.2 ± 8.6	56.8 ± 8.0	46.1 ± 7.4	25.1 ± 9.4	53.9 ± 2.1
At University	25.6 ± 3.3	29.0 ± 4.1	26.0 ± 4.1	18.4 ± 4.2	17.3 ± 6.8	6.5 ± 3.5	20.7 ± 5.2	47.1 ± 12.3	24.6 ± 1.9
At private provider or other registered provider	19.2 ± 2.9	22.4 ± 3.9	23.0 ± 3.9	21.2 ± 4.2	20.5 ± 6.8	36.7 ± 7.8	33.2 ± 7.0	27.8 ± 9.2	21.5 ± 1.7

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2012									
Employed or in further study	87.9 ± 1.5	85.2 ± 2.6	85.0 ± 3.0	92.1 ± 1.8	86.3 ± 3.1	np	91.3 ± 3.0	np	87.1 ± 1.0
Employed after training	74.7 ± 2.0	73.4 ± 3.3	76.3 ± 3.3	80.3 ± 2.7	76.0 ± 3.7	np	83.0 ± 4.3	np	75.5 ± 1.3
In further study after training	39.1 ± 2.3	36.2 ± 3.4	33.7 ± 3.7	40.0 ± 3.2	36.5 ± 4.3	np	35.9 ± 5.5	np	37.3 ± 1.5
At TAFE	57.8 ± 3.8	38.4 ± 5.4	38.7 ± 6.5	55.8 ± 5.1	47.8 ± 7.4	np	55.0 ± 9.5	np	48.9 ± 2.4
At University	23.6 ± 3.3	26.0 ± 4.9	24.9 ± 5.3	22.2 ± 4.2	19.0 ± 7.2	–	18.0 ± 7.6	–	23.7 ± 2.1
At private provider or other registered provider	18.6 ± 2.9	35.6 ± 5.9	36.5 ± 6.8	22.0 ± 4.3	33.2 ± 7.0	–	27.1 ± 8.3	np	27.4 ± 2.3
2011									
Employed or in further study	87.8 ± 0.9	87.4 ± 1.2	84.8 ± 1.2	89.5 ± 1.1	84.5 ± 1.7	67.9 ± 16.1	90.5 ± 2.4	90.3 ± 18.3	87.2 ± 0.5
Employed after training	74.8 ± 1.3	77.6 ± 1.4	75.4 ± 1.5	78.1 ± 1.5	73.4 ± 2.1	52.1 ± 16.9	84.6 ± 2.8	79.5 ± 25.9	76.1 ± 0.7
In further study after training	39.7 ± 1.5	36.0 ± 1.5	31.0 ± 1.6	37.9 ± 1.7	35.2 ± 2.2	34.7 ± 16.1	35.1 ± 3.9	np	36.6 ± 0.8
At TAFE	61.5 ± 2.4	46.1 ± 2.6	36.9 ± 3.0	57.6 ± 2.8	51.2 ± 3.9	49.0 ± 28.9	37.1 ± 6.5	np	52.4 ± 1.3
At University	20.6 ± 1.9	28.3 ± 2.2	28.9 ± 2.8	20.6 ± 2.2	14.4 ± 2.7	np	28.4 ± 6.1	np	23.3 ± 1.1
At private provider or other registered provider	17.9 ± 1.9	25.6 ± 2.4	34.2 ± 3.0	21.8 ± 2.4	34.4 ± 3.6	41.8 ± 28.8	34.5 ± 6.8	–	24.3 ± 1.1
2010									
Employed or in further study	84.8 ± 1.7	88.2 ± 1.9	83.5 ± 2.2	89.3 ± 2.0	84.4 ± 3.5	58.6 ± 16.5	94.1 ± 2.5	90.9 ± 17.8	86.0 ± 0.9
Employed after training	70.0 ± 2.1	77.6 ± 2.4	74.2 ± 2.6	78.6 ± 2.5	75.8 ± 4.1	46.7 ± 16.9	87.1 ± 3.3	80.5 ± 26.3	74.3 ± 1.1
In further study after training	38.5 ± 2.3	37.3 ± 2.9	29.5 ± 2.7	35.6 ± 3.0	32.0 ± 4.3	29.4 ± 15.3	37.3 ± 5.4	np	35.8 ± 1.3
At TAFE	59.2 ± 3.8	52.3 ± 4.9	41.9 ± 5.3	53.4 ± 5.2	52.5 ± 7.7	np	40.6 ± 8.2	np	53.4 ± 2.2
At University	24.3 ± 3.3	29.2 ± 4.4	31.4 ± 5.0	18.8 ± 3.7	27.7 ± 6.8	np	20.1 ± 6.4	np	25.8 ± 2.0
At private provider or other registered provider	16.5 ± 3.0	18.5 ± 4.0	26.6 ± 5.3	27.8 ± 5.0	19.8 ± 5.9	44.8 ± 35.4	39.3 ± 8.9	–	20.8 ± 1.9
2009									
Employed or in further study	87.1 ± 1.0	89.0 ± 1.1	87.8 ± 1.3	90.1 ± 1.3	86.5 ± 2.1	68.3 ± 23.6	91.9 ± 2.1	77.4 ± 27.1	88.0 ± 0.6

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
Employed after training	73.3 ± 1.3	78.9 ± 1.5	79.6 ± 1.6	78.5 ± 1.6	75.8 ± 2.1	56.7 ± 25.5	84.9 ± 2.6	67.5 ± 27.7	76.6 ± 0.7
In further study after training	40.1 ± 1.5	35.8 ± 1.7	29.4 ± 1.8	39.4 ± 2.1	35.0 ± 2.6	29.8 ± 22.1	38.3 ± 3.6	41.8 ± 26.3	36.9 ± 0.8
At TAFE	63.3 ± 2.3	50.8 ± 3.0	44.7 ± 3.7	56.6 ± 3.4	59.9 ± 4.3	np	39.7 ± 5.7	np	56.5 ± 1.4
At University	23.3 ± 2.0	34.6 ± 2.9	28.3 ± 3.3	20.5 ± 2.6	17.3 ± 3.1	np	23.7 ± 5.0	78.6 ± 27.8	25.5 ± 1.2
At private provider or other registered provider	13.5 ± 1.7	14.5 ± 2.0	27.0 ± 3.3	22.8 ± 2.9	22.8 ± 3.8	np	36.5 ± 5.6	–	18.0 ± 1.1
2008									
Employed or in further study	89.6 ± 1.7	92.5 ± 1.6	90.5 ± 2.1	91.8 ± 2.4	90.8 ± 3.7	np	90.6 ± 3.5	87.2 ± 24.3	90.7 ± 0.9
Employed after training	75.9 ± 2.2	83.2 ± 2.3	83.5 ± 2.9	80.8 ± 3.3	84.7 ± 4.8	np	85.1 ± 3.9	78.0 ± 29.7	80.1 ± 1.3
In further study after training	41.0 ± 2.7	36.2 ± 3.1	32.3 ± 3.6	40.2 ± 4.2	34.6 ± 6.5	–	38.4 ± 5.1	np	38.1 ± 1.6
At TAFE	56.4 ± 4.2	48.6 ± 5.5	52.0 ± 6.8	59.4 ± 6.7	65.4 ± 11.1	na	45.0 ± 7.8	np	54.9 ± 2.7
At University	27.2 ± 3.9	31.8 ± 5.2	30.7 ± 6.2	21.4 ± 5.7	15.2 ± 8.6	na	21.4 ± 5.6	–	26.9 ± 2.4
At private provider or other registered provider	16.3 ± 3.1	19.5 ± 4.7	17.4 ± 4.7	19.3 ± 4.9	19.4 ± 8.8	na	33.6 ± 7.6	np	18.2 ± 2.0

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) There are no major cities in Tasmania and the NT. Data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2012									
Employed or in further study	90.2 ± 2.2	85.9 ± 4.2	84.5 ± 4.8	92.7 ± 4.0	88.3 ± 6.6	87.0 ± 4.5	98.7 ± 2.5	np	87.7 ± 1.8
Employed after training	80.0 ± 3.0	75.0 ± 5.2	75.3 ± 5.6	85.4 ± 5.3	84.8 ± 7.0	75.0 ± 5.6	95.2 ± 7.3	np	77.9 ± 2.2
In further study after training	38.6 ± 3.9	37.9 ± 5.7	25.9 ± 5.3	37.6 ± 7.8	34.9 ± 9.1	36.2 ± 6.3	30.3 ± 18.1	–	35.5 ± 2.5
At TAFE	57.4 ± 6.5	34.8 ± 8.6	40.8 ± 11.3	59.9 ± 12.6	55.4 ± 14.5	69.4 ± 10.5	54.0 ± 31.0	na	48.5 ± 4.4
At University	19.9 ± 5.2	16.6 ± 6.3	23.2 ± 9.8	24.1 ± 11.5	19.8 ± 12.1	10.9 ± 7.1	np	na	19.0 ± 3.3
At private provider or other registered provider	22.7 ± 5.8	48.6 ± 9.9	36.0 ± 11.6	16.0 ± 8.6	24.8 ± 12.7	19.7 ± 9.3	np	na	32.5 ± 4.7
2011									
Employed or in further study	88.7 ± 1.6	90.8 ± 1.8	85.0 ± 1.7	90.0 ± 1.9	88.4 ± 3.0	90.5 ± 2.2	95.7 ± 2.8	np	88.8 ± 0.8
Employed after training	77.9 ± 2.0	83.9 ± 2.2	76.6 ± 2.1	81.7 ± 2.4	80.2 ± 4.1	79.4 ± 3.0	90.7 ± 4.3	np	79.8 ± 1.0
In further study after training	37.3 ± 2.4	31.9 ± 2.5	28.5 ± 2.2	33.8 ± 2.8	34.6 ± 4.9	39.2 ± 3.8	34.9 ± 7.9	np	33.8 ± 1.2
At TAFE	63.3 ± 4.0	43.9 ± 4.5	34.2 ± 4.4	52.7 ± 5.1	58.6 ± 8.9	53.6 ± 6.1	51.4 ± 13.8	np	52.0 ± 2.2
At University	17.7 ± 3.1	25.8 ± 3.8	25.6 ± 4.0	15.6 ± 3.5	13.3 ± 6.3	13.5 ± 4.2	20.3 ± 10.9	–	20.2 ± 1.7
At private provider or other registered provider	19.0 ± 3.4	30.2 ± 4.4	40.3 ± 4.6	31.8 ± 4.9	28.1 ± 7.8	32.8 ± 5.8	28.3 ± 11.9	–	27.8 ± 2.0
2010									
Employed or in further study	90.6 ± 2.1	90.9 ± 2.5	86.5 ± 3.0	89.8 ± 3.4	87.5 ± 6.3	90.4 ± 3.3	95.3 ± 3.7	np	89.7 ± 1.2
Employed after training	77.3 ± 2.9	80.8 ± 3.2	77.9 ± 3.7	80.4 ± 4.5	82.4 ± 7.1	79.7 ± 4.6	91.7 ± 5.3	np	79.1 ± 1.6
In further study after training	38.5 ± 3.6	34.0 ± 4.1	27.8 ± 4.0	38.6 ± 5.7	36.8 ± 10.4	37.4 ± 5.3	30.5 ± 10.3	–	35.1 ± 2.0
At TAFE	59.0 ± 5.8	49.7 ± 7.2	48.3 ± 8.4	72.3 ± 8.3	78.3 ± 12.7	55.6 ± 9.5	29.0 ± 14.9	na	57.3 ± 3.4
At University	21.3 ± 4.7	26.7 ± 6.7	21.1 ± 6.1	12.3 ± 6.2	np	11.1 ± 5.1	40.0 ± 19.2	na	20.0 ± 2.7
At private provider or other registered provider	19.7 ± 5.0	23.6 ± 6.8	30.6 ± 7.9	15.4 ± 6.4	20.8 ± 12.7	33.3 ± 9.2	31.0 ± 19.2	na	22.7 ± 3.0
2009									
Employed or in further study	91.4 ± 1.4	90.9 ± 1.4	89.2 ± 1.8	91.0 ± 2.1	93.0 ± 2.5	93.1 ± 2.6	94.0 ± 4.1	90.9 ± 17.5	91.1 ± 0.7

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Employed after training	77.8 ± 2.2	83.4 ± 2.0	81.5 ± 2.2	81.7 ± 2.8	85.2 ± 3.4	83.8 ± 3.9	88.1 ± 5.2	48.0 ± 36.3	80.9 ± 1.1
In further study after training	40.4 ± 2.5	32.2 ± 2.3	29.9 ± 2.6	34.5 ± 3.6	32.7 ± 4.7	36.1 ± 5.4	34.7 ± 7.9	np	35.6 ± 1.3
At TAFE	64.2 ± 3.7	54.5 ± 4.3	45.2 ± 5.1	59.2 ± 6.4	63.4 ± 8.3	67.0 ± 9.0	47.6 ± 13.7	np	59.0 ± 2.2
At University	18.9 ± 3.1	23.0 ± 3.8	25.0 ± 4.7	19.1 ± 5.4	13.5 ± 5.2	13.1 ± 6.3	20.9 ± 10.2	np	20.1 ± 1.8
At private provider or other registered provider	16.9 ± 2.8	22.5 ± 3.6	29.8 ± 4.8	21.7 ± 5.4	23.1 ± 7.8	19.9 ± 7.9	31.4 ± 13.7	–	20.9 ± 1.8
2008									
Employed or in further study	90.9 ± 2.3	95.8 ± 1.5	91.1 ± 3.1	90.4 ± 4.1	96.3 ± 3.1	90.4 ± 4.1	92.5 ± 5.9	np	92.3 ± 1.2
Employed after training	81.7 ± 3.0	87.5 ± 2.7	82.7 ± 4.0	82.1 ± 5.5	91.4 ± 5.5	81.6 ± 5.2	89.2 ± 6.5	np	83.9 ± 1.6
In further study after training	35.3 ± 4.4	37.8 ± 4.8	32.0 ± 4.9	34.6 ± 6.9	36.0 ± 10.9	37.9 ± 6.5	27.8 ± 10.1	np	35.3 ± 2.4
At TAFE	53.8 ± 7.9	49.6 ± 8.2	50.3 ± 9.0	60.6 ± 12.2	61.9 ± 17.4	58.6 ± 10.8	56.3 ± 20.0	np	53.6 ± 4.3
At University	21.5 ± 6.7	24.3 ± 7.5	21.5 ± 7.2	14.7 ± 8.6	16.3 ± 12.6	6.8 ± 4.6	20.3 ± 13.9	–	20.5 ± 3.6
At private provider or other registered provider	24.7 ± 7.5	26.1 ± 7.4	28.2 ± 7.6	24.6 ± 10.9	21.8 ± 14.9	34.6 ± 10.6	23.4 ± 15.8	np	25.9 ± 3.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) There are no inner regional areas in the NT. Data for the NT are for students from inner regional areas throughout Australia studying in those jurisdictions. Some data for the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2012									
Employed or in further study	92.2 ± 3.3	88.1 ± 6.6	88.6 ± 5.1	88.4 ± 6.8	91.3 ± 5.6	88.4 ± 5.3	np	86.4 ± 4.1	89.4 ± 2.2
Employed after training	77.6 ± 6.8	79.4 ± 8.2	82.3 ± 5.8	80.3 ± 7.7	82.6 ± 7.2	78.0 ± 7.0	np	76.5 ± 5.4	80.0 ± 2.8
In further study after training	40.5 ± 8.3	35.7 ± 9.7	37.0 ± 7.1	32.0 ± 7.5	27.8 ± 9.3	37.0 ± 8.3	–	33.0 ± 6.0	35.6 ± 3.4
At TAFE	59.5 ± 12.1	29.8 ± 15.1	39.8 ± 11.4	66.0 ± 15.2	57.3 ± 20.5	63.0 ± 14.2	na	24.5 ± 8.6	47.6 ± 5.9
At University	20.7 ± 9.7	15.7 ± 10.8	17.6 ± 8.1	8.1 ± 5.7	17.7 ± 13.2	10.9 ± 10.5	na	32.3 ± 11.3	17.7 ± 4.1
At private provider or other registered provider	19.9 ± 9.4	54.5 ± 17.6	42.6 ± 12.0	25.8 ± 15.6	25.0 ± 22.6	26.0 ± 12.6	na	43.1 ± 11.1	34.6 ± 6.0
2011									
Employed or in further study	89.6 ± 2.1	91.2 ± 2.6	87.9 ± 1.7	91.0 ± 2.4	85.2 ± 3.3	86.0 ± 2.8	100.0	86.7 ± 3.8	88.7 ± 1.0
Employed after training	78.2 ± 2.8	84.9 ± 3.5	82.3 ± 2.0	83.6 ± 3.0	75.8 ± 4.1	74.8 ± 3.6	92.9 ± 10.5	78.3 ± 4.3	80.2 ± 1.2
In further study after training	37.0 ± 3.3	26.5 ± 4.3	25.1 ± 2.3	33.1 ± 3.7	34.9 ± 4.7	36.1 ± 4.0	36.4 ± 22.7	35.6 ± 4.8	31.9 ± 1.5
At TAFE	67.1 ± 5.2	52.2 ± 8.8	39.1 ± 5.2	70.9 ± 6.1	61.0 ± 8.3	67.8 ± 6.5	59.6 ± 32.6	29.6 ± 7.5	57.4 ± 2.7
At University	15.2 ± 4.1	18.0 ± 7.8	25.4 ± 4.6	11.9 ± 4.3	13.0 ± 6.4	9.4 ± 4.1	40.4 ± 32.6	29.3 ± 7.2	17.6 ± 2.1
At private provider or other registered provider	17.6 ± 4.3	29.8 ± 8.1	35.5 ± 5.1	17.3 ± 5.1	26.0 ± 7.3	22.8 ± 5.8	–	41.1 ± 8.1	24.9 ± 2.3
2010									
Employed or in further study	88.1 ± 3.5	90.6 ± 4.0	87.3 ± 3.3	87.7 ± 5.1	86.2 ± 8.0	90.3 ± 3.2	100.0	87.7 ± 4.1	88.2 ± 1.7
Employed after training	75.4 ± 4.9	79.1 ± 6.9	77.0 ± 4.3	81.5 ± 6.4	78.2 ± 8.7	80.3 ± 4.1	97.0 ± 5.9	81.4 ± 5.0	77.7 ± 2.3
In further study after training	36.7 ± 5.3	35.8 ± 8.5	28.6 ± 4.9	38.6 ± 7.7	31.8 ± 10.0	33.7 ± 5.3	48.9 ± 29.5	32.8 ± 7.4	33.5 ± 2.6
At TAFE	77.3 ± 7.4	63.7 ± 16.5	49.1 ± 10.1	57.1 ± 12.8	65.4 ± 16.2	65.6 ± 9.9	np	23.1 ± 10.6	61.6 ± 4.7
At University	14.9 ± 6.7	11.3 ± 9.8	24.1 ± 9.0	6.2 ± 7.2	np	7.9 ± 5.4	np	38.4 ± 14.1	16.8 ± 3.7
At private provider or other registered provider	7.8 ± 3.9	25.0 ± 14.9	26.8 ± 9.4	36.7 ± 11.7	22.3 ± 15.6	26.4 ± 9.7	np	38.5 ± 12.9	21.5 ± 3.9
2009									
Employed or in further study	90.9 ± 1.9	87.8 ± 3.7	89.9 ± 1.6	88.8 ± 3.0	91.0 ± 4.1	90.0 ± 3.4	95.1 ± 9.4	88.0 ± 3.4	90.0 ± 1.0

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Employed after training	79.9 ± 2.6	79.6 ± 5.4	83.0 ± 2.1	79.7 ± 3.6	81.8 ± 5.8	78.6 ± 5.1	91.1 ± 11.9	82.1 ± 3.8	80.8 ± 1.4
In further study after training	39.0 ± 3.4	34.0 ± 4.7	27.0 ± 2.5	29.6 ± 4.3	35.3 ± 7.7	36.0 ± 5.9	37.5 ± 21.7	39.6 ± 5.6	33.9 ± 1.7
At TAFE	65.5 ± 5.2	62.1 ± 8.0	51.9 ± 5.4	59.9 ± 8.6	61.6 ± 14.1	55.3 ± 9.8	np	27.1 ± 7.4	58.6 ± 3.0
At University	16.6 ± 4.1	16.5 ± 6.1	17.9 ± 4.2	16.0 ± 6.0	12.7 ± 7.9	9.5 ± 6.1	np	38.4 ± 8.3	16.9 ± 2.2
At private provider or other registered provider	18.0 ± 4.1	21.3 ± 7.0	30.2 ± 5.0	24.1 ± 8.2	25.7 ± 12.9	35.2 ± 9.8	np	34.5 ± 8.1	24.6 ± 2.6
2008									
Employed or in further study	82.7 ± 4.8	91.9 ± 4.8	89.0 ± 3.4	94.3 ± 2.7	99.2 ± 0.9	93.1 ± 3.3	100.0	85.8 ± 5.5	88.4 ± 2.0
Employed after training	72.1 ± 5.4	86.3 ± 5.9	84.4 ± 3.8	85.1 ± 5.1	94.3 ± 6.4	84.9 ± 4.6	84.4 ± 17.9	79.8 ± 6.2	80.7 ± 2.4
In further study after training	36.2 ± 6.3	32.4 ± 8.5	29.6 ± 5.0	35.9 ± 7.3	45.7 ± 16.0	30.7 ± 6.5	53.4 ± 33.7	34.4 ± 8.2	33.9 ± 3.0
At TAFE	56.2 ± 11.0	44.7 ± 15.5	52.1 ± 9.7	67.9 ± 11.0	62.7 ± 24.0	57.0 ± 12.2	np	21.3 ± 11.2	54.0 ± 5.5
At University	20.5 ± 10.5	19.1 ± 12.6	20.6 ± 7.4	13.0 ± 8.4	np	np	–	50.7 ± 15.4	19.6 ± 4.8
At private provider or other registered provider	23.3 ± 8.8	36.1 ± 16.1	27.4 ± 9.1	19.1 ± 8.4	np	38.3 ± 12.1	np	28.0 ± 11.9	26.4 ± 4.7

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) There are no inner regional areas in the NT. Data for the NT are for students from inner regional areas throughout Australia studying in those jurisdictions. Some data for the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
2012									
Employed or in further study	91.3 ± 7.3	np	92.4 ± 6.2	95.1 ± 3.8	90.7 ± 7.3	100.0	np	90.5 ± 5.1	93.0 ± 2.5
Employed after training	76.6 ± 19.7	np	85.2 ± 10.6	90.8 ± 5.9	86.7 ± 8.5	75.9 ± 26.2	np	87.8 ± 5.5	86.4 ± 4.4
In further study after training	48.3 ± 21.0	–	36.1 ± 16.2	38.9 ± 9.9	36.1 ± 14.8	82.6 ± 23.5	–	35.5 ± 8.8	39.7 ± 6.3
At TAFE	59.2 ± 28.9	na	54.1 ± 30.7	62.3 ± 16.5	26.9 ± 19.7	55.1 ± 33.0	na	39.5 ± 14.4	52.3 ± 10.8
At University	np	na	np	10.2 ± 9.5	np	np	na	22.7 ± 11.2	9.7 ± 4.5
At private provider or other registered provider	37.9 ± 29.0	na	40.4 ± 30.7	27.5 ± 15.5	60.9 ± 22.5	np	na	37.8 ± 14.4	38.0 ± 10.7
2011									
Employed or in further study	84.4 ± 9.5	100.0	86.9 ± 3.5	92.8 ± 2.7	92.5 ± 4.2	91.5 ± 7.4	na	90.9 ± 4.2	89.8 ± 1.9
Employed after training	73.5 ± 10.8	90.0 ± 14.6	82.5 ± 4.2	89.1 ± 3.1	84.5 ± 5.7	82.7 ± 9.7	na	84.5 ± 6.1	84.1 ± 2.3
In further study after training	40.2 ± 11.8	59.5 ± 33.1	29.6 ± 5.0	33.9 ± 4.6	33.4 ± 7.3	35.6 ± 12.3	na	32.4 ± 7.3	33.5 ± 2.9
At TAFE	73.2 ± 17.8	66.5 ± 37.8	53.6 ± 10.3	59.0 ± 8.3	63.2 ± 12.3	62.2 ± 19.9	na	40.3 ± 13.8	58.2 ± 5.2
At University	16.5 ± 14.0	–	15.2 ± 7.0	11.7 ± 4.9	8.7 ± 6.3	np	na	31.6 ± 12.2	14.8 ± 3.6
At private provider or other registered provider	np	np	31.2 ± 9.9	29.4 ± 7.8	28.1 ± 11.6	28.0 ± 18.1	na	28.2 ± 11.3	27.0 ± 4.7
2010									
Employed or in further study	95.1 ± 6.4	83.0 ± 30.9	90.3 ± 4.8	92.2 ± 3.3	90.3 ± 9.6	100.0	na	91.9 ± 5.4	91.8 ± 2.5
Employed after training	83.3 ± 11.2	87.2 ± 24.1	87.5 ± 5.0	84.6 ± 6.2	88.7 ± 9.8	86.7 ± 13.1	na	84.5 ± 6.3	86.0 ± 3.3
In further study after training	39.0 ± 16.0	np	28.5 ± 8.2	37.6 ± 8.0	37.3 ± 16.1	20.6 ± 16.4	na	37.0 ± 10.1	33.8 ± 5.0
At TAFE	66.9 ± 25.3	np	53.7 ± 16.6	72.1 ± 12.7	43.2 ± 24.6	82.8 ± 30.9	na	57.6 ± 14.8	61.2 ± 8.8
At University	np	–	np	12.3 ± 9.5	np	–	na	22.2 ± 14.6	13.8 ± 5.9
At private provider or other registered provider	np	–	28.3 ± 16.2	15.6 ± 10.3	37.5 ± 24.9	np	na	20.2 ± 11.4	25.1 ± 8.4
2009									
Employed or in further study	89.8 ± 5.5	94.6 ± 4.7	93.0 ± 2.5	91.9 ± 2.6	95.7 ± 4.0	95.5 ± 6.2	np	94.6 ± 3.2	92.7 ± 1.5

TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Employed after training	75.4 ± 8.3	81.8 ± 11.9	87.3 ± 3.5	87.3 ± 3.3	94.2 ± 4.3	87.0 ± 13.0	np	89.9 ± 4.8	85.7 ± 2.3
In further study after training	37.2 ± 10.1	30.1 ± 10.8	32.3 ± 5.0	34.2 ± 4.8	33.9 ± 8.9	<i>30.5 ± 18.4</i>	np	31.4 ± 10.8	33.7 ± 3.0
At TAFE	87.9 ± 8.9	64.2 ± 23.4	63.0 ± 9.7	61.0 ± 8.9	45.6 ± 15.4	np	np	<i>18.7 ± 11.4</i>	62.5 ± 5.4
At University	np	np	<i>13.1 ± 7.3</i>	11.0 ± 4.7	np	–	–	<i>14.4 ± 9.7</i>	8.8 ± 2.8
At private provider or other registered provider	<i>8.5 ± 7.5</i>	<i>30.1 ± 23.7</i>	23.9 ± 8.0	28.0 ± 8.8	51.0 ± 15.7	<i>62.9 ± 35.4</i>	–	66.9 ± 14.6	28.6 ± 5.0
2008									
Employed or in further study	87.6 ± 10.9	91.0 ± 16.7	94.0 ± 5.0	91.3 ± 4.7	95.4 ± 8.3	100.0	–	88.3 ± 5.0	91.7 ± 3.1
Employed after training	85.1 ± 11.0	79.4 ± 23.1	89.9 ± 6.5	83.5 ± 6.7	95.4 ± 8.3	100.0	–	84.0 ± 5.6	87.6 ± 3.6
In further study after training	<i>39.1 ± 21.5</i>	np	29.0 ± 11.7	31.5 ± 8.8	<i>35.3 ± 23.9</i>	<i>43.1 ± 23.0</i>	–	32.5 ± 8.1	33.6 ± 6.9
At TAFE	<i>42.9 ± 37.2</i>	np	<i>40.5 ± 21.7</i>	61.4 ± 16.4	np	64.8 ± 31.2	na	36.1 ± 13.0	42.0 ± 11.9
At University	np	np	<i>27.4 ± 20.3</i>	np	np	np	na	39.1 ± 16.6	26.8 ± 13.2
At private provider or other registered provider	np	np	<i>32.1 ± 23.6</i>	36.6 ± 16.4	<i>30.9 ± 29.1</i>	np	na	24.8 ± 11.5	31.2 ± 12.6

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in those jurisdictions. Some data for NSW, Victoria, SA, Tasmania and the ACT are not published due to 5 or fewer responses.
- (e) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
(g) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(h) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2012									
Employed or in further study	77.9 ± 4.4	66.8 ± 9.8	68.0 ± 9.9	80.1 ± 11.0	75.8 ± 10.2	76.6 ± 13.6	80.0 ± 12.8	75.5 ± 16.4	73.1 ± 3.8
Employed after training	53.1 ± 5.9	48.1 ± 10.2	52.5 ± 10.3	51.0 ± 10.6	57.6 ± 11.7	42.3 ± 15.8	61.3 ± 16.3	60.4 ± 18.1	51.9 ± 4.1
In further study after training	44.1 ± 5.9	33.4 ± 9.4	29.4 ± 8.8	52.3 ± 10.6	34.5 ± 10.5	40.9 ± 15.4	53.0 ± 16.8	45.0 ± 18.0	38.5 ± 3.9
At TAFE	73.2 ± 7.9	42.1 ± 16.5	38.3 ± 15.6	73.6 ± 10.7	42.2 ± 16.1	91.1 ± 16.3	61.0 ± 23.4	27.0 ± 21.8	58.4 ± 6.2
At University	12.3 ± 6.0	15.1 ± 9.9	13.3 ± 10.3	15.0 ± 8.5	25.9 ± 13.7	–	np	np	14.2 ± 3.8
At private provider or other registered provider	14.6 ± 6.2	42.8 ± 17.4	48.4 ± 17.2	11.4 ± 7.4	31.9 ± 15.8	np	27.9 ± 20.9	47.1 ± 27.0	27.4 ± 6.2
2011									
Employed or in further study	73.6 ± 3.4	71.4 ± 5.2	66.5 ± 3.8	75.7 ± 4.6	70.0 ± 4.5	74.0 ± 7.1	72.6 ± 9.2	70.3 ± 17.8	71.5 ± 1.9
Employed after training	48.5 ± 3.8	54.5 ± 5.2	51.1 ± 4.0	55.6 ± 5.2	49.2 ± 5.0	52.4 ± 8.4	58.5 ± 10.2	65.8 ± 17.7	51.3 ± 2.0
In further study after training	44.0 ± 3.7	33.2 ± 4.5	28.9 ± 3.7	39.4 ± 5.1	33.9 ± 4.8	43.7 ± 8.2	28.1 ± 8.8	26.6 ± 13.1	37.0 ± 1.9
At TAFE	74.1 ± 4.9	52.7 ± 8.0	44.3 ± 7.7	59.4 ± 8.5	53.9 ± 8.7	61.8 ± 11.6	43.6 ± 17.4	46.2 ± 25.7	61.6 ± 3.1
At University	15.2 ± 4.0	18.9 ± 6.6	15.5 ± 5.4	12.1 ± 5.0	6.2 ± 4.0	11.2 ± 7.1	20.4 ± 14.4	28.0 ± 22.9	14.7 ± 2.3
At private provider or other registered provider	10.8 ± 3.6	28.4 ± 6.6	40.1 ± 7.7	28.5 ± 8.3	39.9 ± 8.5	27.0 ± 10.9	36.0 ± 17.2	np	23.7 ± 2.7
2010									
Employed or in further study	71.6 ± 5.5	76.9 ± 5.6	63.6 ± 7.6	81.8 ± 8.1	72.3 ± 10.3	71.7 ± 13.3	81.3 ± 16.1	92.0 ± 9.4	72.5 ± 3.1
Employed after training	49.8 ± 5.8	59.4 ± 6.8	44.5 ± 7.6	67.3 ± 9.8	56.2 ± 12.2	52.8 ± 13.6	62.0 ± 17.1	77.4 ± 15.1	53.5 ± 3.3
In further study after training	39.4 ± 5.7	34.0 ± 6.9	30.4 ± 7.3	38.5 ± 10.1	32.1 ± 11.9	33.9 ± 12.1	36.2 ± 17.4	46.0 ± 19.9	35.7 ± 3.2
At TAFE	68.7 ± 8.9	48.5 ± 11.7	44.3 ± 14.0	63.7 ± 15.7	76.2 ± 20.4	62.0 ± 21.1	21.5 ± 18.4	np	59.2 ± 5.6
At University	15.4 ± 7.1	22.1 ± 9.4	26.7 ± 14.2	7.8 ± 7.7	np	np	24.7 ± 22.2	np	17.6 ± 4.6
At private provider or other registered provider	15.9 ± 7.3	29.5 ± 12.4	29.0 ± 13.9	28.5 ± 15.0	12.4 ± 10.9	32.6 ± 21.2	53.7 ± 26.1	42.6 ± 25.7	23.2 ± 5.0
2009									
Employed or in further study	74.7 ± 3.5	76.3 ± 4.2	76.1 ± 4.1	82.9 ± 4.5	73.5 ± 7.3	81.3 ± 10.1	83.1 ± 8.9	81.0 ± 12.2	76.4 ± 2.0

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
Employed after training	45.4 ± 4.3	60.1 ± 5.0	60.2 ± 4.8	63.2 ± 5.8	55.8 ± 7.9	54.0 ± 13.3	70.6 ± 10.0	78.3 ± 13.0	54.7 ± 2.3
In further study after training	44.7 ± 4.2	37.8 ± 4.7	35.5 ± 4.8	42.7 ± 6.1	33.7 ± 7.6	44.5 ± 13.5	46.5 ± 11.4	36.4 ± 16.7	40.5 ± 2.3
At TAFE	73.8 ± 5.6	60.0 ± 7.7	46.9 ± 8.4	72.3 ± 8.4	59.0 ± 13.1	39.9 ± 20.1	32.8 ± 14.6	np	63.3 ± 3.6
At University	12.0 ± 4.5	19.4 ± 6.4	15.3 ± 6.4	8.6 ± 5.1	11.4 ± 7.9	np	16.7 ± 9.0	30.7 ± 24.6	13.6 ± 2.6
At private provider or other registered provider	14.2 ± 4.2	20.6 ± 6.1	37.8 ± 8.4	19.0 ± 7.5	29.6 ± 12.1	49.5 ± 22.3	50.5 ± 16.9	45.3 ± 27.7	23.1 ± 3.1
2008									
Employed or in further study	69.7 ± 5.9	82.8 ± 6.5	76.2 ± 8.1	90.5 ± 6.9	70.6 ± 16.2	83.1 ± 10.5	79.8 ± 10.8	82.8 ± 13.2	76.0 ± 3.4
Employed after training	51.5 ± 6.3	68.5 ± 7.8	58.1 ± 9.6	72.0 ± 10.7	62.3 ± 16.4	58.5 ± 14.0	66.0 ± 14.0	76.6 ± 14.9	59.3 ± 3.8
In further study after training	35.7 ± 6.0	34.4 ± 8.6	32.5 ± 8.9	39.7 ± 11.8	27.5 ± 13.4	49.4 ± 14.6	45.1 ± 15.8	42.0 ± 21.4	35.4 ± 3.7
At TAFE	76.7 ± 7.8	50.8 ± 15.3	67.6 ± 15.3	69.5 ± 18.0	86.6 ± 16.0	64.0 ± 20.8	43.3 ± 25.3	65.1 ± 33.2	68.5 ± 5.8
At University	12.5 ± 5.9	24.1 ± 13.4	16.1 ± 12.0	10.4 ± 9.5	np	np	25.3 ± 21.0	np	14.9 ± 4.3
At private provider or other registered provider	10.8 ± 5.8	25.1 ± 13.6	16.3 ± 11.5	20.1 ± 16.9	np	32.3 ± 20.9	31.4 ± 24.1	np	16.6 ± 4.6

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (e) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
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np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2012									
Employed or in further study	82.6 ± 3.0	83.3 ± 4.3	77.3 ± 7.7	88.4 ± 3.4	80.7 ± 8.0	69.8 ± 18.5	83.2 ± 8.3	82.4 ± 8.7	82.7 ± 2.1
Employed after training	63.5 ± 3.7	65.8 ± 5.9	64.5 ± 8.3	72.4 ± 4.9	67.4 ± 8.7	48.9 ± 19.2	70.5 ± 12.1	74.9 ± 9.9	65.5 ± 2.7
In further study after training	40.0 ± 3.8	34.4 ± 5.9	33.3 ± 7.8	45.6 ± 5.9	33.4 ± 8.3	35.7 ± 18.0	31.8 ± 12.0	33.9 ± 11.8	37.4 ± 2.7
At TAFE	59.4 ± 5.9	36.9 ± 9.3	50.5 ± 13.6	57.9 ± 8.9	52.7 ± 15.0	79.0 ± 25.9	43.1 ± 22.1	30.9 ± 19.4	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ± 12.5	25.0 ± 8.1	21.7 ± 11.6	np	31.5 ± 25.8	53.7 ± 21.7	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ± 10.8	18.7 ± 11.6	17.1 ± 6.9	25.5 ± 13.8	np	25.4 ± 19.7	15.4 ± 12.9	22.5 ± 4.3
2011									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ± 10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ± 13.9	32.5 ± 13.9	34.5 ± 22.3	56.5 ± 2.2
At University	23.0 ± 3.2	33.8 ± 4.0	31.6 ± 5.7	20.1 ± 3.8	12.7 ± 5.5	10.9 ± 9.1	42.0 ± 15.2	33.1 ± 16.9	25.6 ± 1.9
At private provider or other registered provider	13.6 ± 2.7	18.7 ± 3.5	27.0 ± 5.6	17.9 ± 3.7	26.0 ± 7.3	20.1 ± 12.3	25.5 ± 12.8	32.4 ± 18.1	17.9 ± 1.7
2010									
Employed or in further study	78.5 ± 3.1	82.5 ± 4.0	77.7 ± 4.8	81.4 ± 4.4	84.1 ± 7.2	79.4 ± 11.5	93.5 ± 3.6	84.7 ± 6.5	80.3 ± 1.9
Employed after training	57.2 ± 3.6	67.3 ± 4.7	62.3 ± 5.5	66.4 ± 4.9	68.0 ± 8.8	64.1 ± 14.1	86.5 ± 5.9	76.3 ± 8.2	62.5 ± 2.2
In further study after training	38.2 ± 3.6	39.5 ± 4.9	36.4 ± 5.7	42.2 ± 5.4	38.4 ± 8.7	32.3 ± 12.9	30.5 ± 10.0	33.4 ± 11.7	38.4 ± 2.2
At TAFE	60.1 ± 5.7	46.5 ± 7.8	50.0 ± 9.9	64.8 ± 8.0	49.9 ± 12.1	49.2 ± 24.6	45.6 ± 19.3	18.5 ± 15.9	55.2 ± 3.6
At University	25.7 ± 5.0	33.0 ± 7.6	26.3 ± 8.5	16.4 ± 6.2	30.3 ± 9.0	np	32.9 ± 18.2	46.3 ± 22.6	27.0 ± 3.2
At private provider or other registered provider	14.2 ± 4.4	20.6 ± 7.2	23.7 ± 9.1	18.8 ± 6.6	19.8 ± 11.3	np	21.5 ± 17.3	35.2 ± 19.5	17.9 ± 3.0
2009									
Employed or in further study	80.4 ± 1.8	83.3 ± 2.4	82.9 ± 3.3	83.6 ± 3.0	82.2 ± 5.8	88.7 ± 10.6	86.3 ± 5.3	83.3 ± 7.6	81.9 ± 1.2

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
Employed after training	59.9 ± 2.2	68.4 ± 2.9	69.5 ± 4.1	64.5 ± 3.9	63.6 ± 5.7	72.3 ± 17.1	80.6 ± 6.0	75.8 ± 8.3	64.0 ± 1.4
In further study after training	43.4 ± 2.3	37.6 ± 3.0	33.9 ± 4.2	43.2 ± 4.2	39.3 ± 6.9	<i>34.2 ± 17.5</i>	31.2 ± 7.9	30.3 ± 9.0	40.5 ± 1.5
At TAFE	62.8 ± 3.4	52.9 ± 5.1	48.0 ± 7.6	59.5 ± 6.5	64.8 ± 9.4	75.2 ± 26.7	51.0 ± 15.1	29.3 ± 14.8	59.1 ± 2.4
At University	26.4 ± 3.2	34.9 ± 5.1	30.1 ± 7.2	23.8 ± 5.8	13.6 ± 6.1	np	<i>21.3 ± 11.9</i>	38.1 ± 16.0	27.3 ± 2.2
At private provider or other registered provider	10.8 ± 2.3	12.1 ± 3.1	21.9 ± 6.1	16.7 ± 5.2	21.6 ± 7.9	np	27.7 ± 13.3	<i>32.5 ± 17.4</i>	13.6 ± 1.6
2008									
Employed or in further study	86.3 ± 3.0	88.7 ± 3.1	87.5 ± 4.8	84.2 ± 6.4	88.2 ± 8.3	91.1 ± 12.0	86.5 ± 9.2	78.9 ± 10.0	86.8 ± 1.9
Employed after training	66.1 ± 4.0	74.1 ± 4.3	68.7 ± 8.2	68.1 ± 7.9	80.4 ± 11.0	87.6 ± 13.5	77.7 ± 10.8	73.2 ± 10.8	69.6 ± 2.6
In further study after training	42.6 ± 4.3	35.2 ± 5.2	38.3 ± 8.3	39.7 ± 8.0	41.0 ± 14.3	<i>28.4 ± 20.9</i>	40.8 ± 11.1	34.6 ± 12.2	40.0 ± 2.8
At TAFE	55.5 ± 6.7	55.3 ± 9.5	53.4 ± 14.2	57.4 ± 13.0	70.5 ± 21.6	np	56.6 ± 16.6	29.8 ± 18.3	56.0 ± 4.7
At University	33.4 ± 6.6	29.5 ± 8.1	36.7 ± 13.6	<i>17.6 ± 10.4</i>	np	np	<i>12.1 ± 9.6</i>	46.8 ± 22.3	29.4 ± 4.4
At private provider or other registered provider	11.1 ± 4.1	<i>15.2 ± 7.5</i>	9.9 ± 5.8	25.1 ± 11.7	<i>27.7 ± 21.6</i>	np	31.3 ± 15.1	<i>23.4 ± 17.7</i>	14.6 ± 3.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Certain data are not published due to 5 or fewer responses.

(e) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(g) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

np Not published.

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
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Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.34

Table 5A.34 **Labour force status after the course of VET graduates who were unemployed prior to the course (per cent)**
(a), (b), (c), (d), (e), (f)

	<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</i>
2012									
Employed	50.1 ± 4.7	51.6 ± 7.1	52.5 ± 7.6	51.8 ± 7.9	46.6 ± 8.8	56.4 ± 12.2	53.6 ± 17.1	52.5 ± 14.9	51.1 ± 3.1
Unemployed	40.3 ± 4.6	37.2 ± 6.7	42.1 ± 7.5	43.1 ± 7.9	41.7 ± 8.4	35.7 ± 11.7	41.2 ± 16.6	40.4 ± 14.8	40.1 ± 3.0
Not in the labour force	9.6 ± 2.7	11.2 ± 4.2	5.4 ± 2.8	5.1 ± 2.9	11.7 ± 5.5	6.4 ± 5.5	np	7.1 ± 6.2	8.8 ± 1.7
2011									
Employed	45.6 ± 3.0	55.7 ± 3.9	51.3 ± 2.8	51.9 ± 4.0	47.9 ± 3.9	52.6 ± 7.2	56.6 ± 12.7	49.7 ± 14.7	50.1 ± 1.6
Unemployed	45.9 ± 3.0	35.8 ± 3.8	42.2 ± 2.8	38.2 ± 3.9	45.3 ± 3.9	38.6 ± 7.1	37.4 ± 12.3	33.5 ± 13.9	41.9 ± 1.5
Not in the labour force	8.3 ± 1.5	8.3 ± 1.9	6.3 ± 1.3	9.4 ± 2.4	6.6 ± 1.8	8.0 ± 3.7	4.9 ± 4.5	16.8 ± 12.2	7.8 ± 0.8
2010									
Employed	46.4 ± 4.5	55.0 ± 5.9	44.6 ± 6.0	51.1 ± 8.2	42.8 ± 8.9	53.0 ± 10.1	73.7 ± 15.6	68.1 ± 18.6	48.6 ± 2.7
Unemployed	43.8 ± 4.4	36.6 ± 5.8	45.7 ± 6.1	42.1 ± 8.2	49.7 ± 9.2	42.4 ± 10.0	20.4 ± 13.5	25.7 ± 15.9	42.5 ± 2.7
Not in the labour force	9.7 ± 2.9	8.0 ± 2.7	9.6 ± 3.2	6.8 ± 4.3	7.3 ± 4.9	4.2 ± 3.9	np	np	8.7 ± 1.5
2009									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ± 12.8	47.1 ± 18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ± 10.2	43.9 ± 17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2
2008									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ± 11.9	72.6 ± 13.4	49.0 ± 15.4	45.7 ± 19.8	69.4 ± 18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ± 11.3	22.4 ± 12.5	42.9 ± 15.2	31.7 ± 16.9	28.4 ± 17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ± 17.7	np	8.2 ± 1.7
2007									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ± 16.2	57.7 ± 19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ± 14.9	37.6 ± 19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ± 10.3	np	8.2 ± 1.2

TABLE 5A.34

Table 5A.34 **Labour force status after the course of VET graduates who were unemployed prior to the course (per cent)**
(a), (b), (c), (d), (e), (f)

	<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</i>
2006									
Employed	55.6 ± 6.2	61.6 ± 6.4	62.2 ± 6.8	65.3 ± 8.2	60.4 ± 9.8	68.4 ± 16.2	72.3 ± 16.0	69.7 ± 17.5	59.1 ± 3.6
Unemployed	31.7 ± 5.7	29.5 ± 6.0	29.4 ± 6.3	28.4 ± 7.5	30.8 ± 9.5	29.0 ± 16.3	19.0 ± 11.1	27.7 ± 17.2	30.4 ± 3.3
Not in the labour force	12.7 ± 4.1	8.6 ± 3.5	8.2 ± 2.7	6.3 ± 4.5	8.8 ± 5.2	np	np	np	10.3 ± 2.2
2005									
Employed	50.4 ± 4.6	59.2 ± 4.4	59.8 ± 4.3	58.5 ± 5.0	63.1 ± 6.0	59.5 ± 9.9	54.6 ± 12.2	63.3 ± 12.8	55.1 ± 2.5
Unemployed	40.7 ± 4.4	30.4 ± 4.1	32.5 ± 4.2	32.9 ± 4.9	28.9 ± 5.7	29.6 ± 9.1	40.1 ± 12.2	20.3 ± 10.9	36.0 ± 2.4
Not in the labour force	8.4 ± 2.3	8.8 ± 2.6	7.2 ± 2.0	8.3 ± 2.5	8.0 ± 3.1	10.1 ± 6.2	np	16.4 ± 8.2	8.3 ± 1.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Some data for SA, the ACT and the NT are not published due to 5 or fewer responses.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(d) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.35

Table 5A.35 **Labour force status after the course of Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2012									
Employed	38.4 ± 18.8	26.4 ± 30.0	45.1 ± 26.3	36.2 ± 30.4	60.8 ± 36.7	np	–	59.7 ± 25.9	40.3 ± 12.9
Unemployed	39.2 ± 22.5	72.5 ± 30.4	50.0 ± 26.0	63.8 ± 30.4	np	np	np	34.0 ± 25.2	50.8 ± 13.4
Not in the labour force	22.4 ± 16.3	np	np	–	np	np	–	np	8.4 ± 5.0
2011									
Employed	47.8 ± 14.3	45.7 ± 21.1	34.9 ± 9.6	59.5 ± 17.4	30.7 ± 13.2	35.9 ± 26.7	np	42.7 ± 24.9	42.5 ± 6.2
Unemployed	46.5 ± 14.3	49.1 ± 22.2	57.3 ± 10.0	36.0 ± 17.2	58.6 ± 14.6	60.8 ± 27.5	np	28.9 ± 25.5	49.8 ± 6.3
Not in the labour force	np	np	7.8 ± 5.4	np	10.8 ± 10.2	np	–	np	7.5 ± 3.1
2010									
Employed	32.8 ± 20.1	np	32.6 ± 24.0	30.4 ± 16.7	np	72.2 ± 18.2	np	91.9 ± 16.6	33.1 ± 9.7
Unemployed	45.7 ± 21.5	57.9 ± 37.5	62.5 ± 24.3	64.1 ± 19.1	np	np	np	np	56.8 ± 10.6
Not in the labour force	21.5 ± 20.0	np	np	np	np	np	–	–	9.4 ± 7.1
2009									
Employed	46.7 ± 16.2	72.2 ± 23.1	41.2 ± 20.0	49.3 ± 27.9	71.5 ± 26.2	58.6 ± 31.3	–	np	52.7 ± 9.6
Unemployed	45.5 ± 16.3	25.7 ± 23.0	53.8 ± 20.2	43.6 ± 27.5	np	np	–	np	42.0 ± 9.6
Not in the labour force	np	np	np	np	–	–	np	–	5.3 ± 3.7
2008									
Employed	np	35.2 ± 31.3	78.6 ± 16.7	np	23.3 ± 28.7	np	na	86.5 ± 24.7	37.3 ± 15.7
Unemployed	67.1 ± 29.3	64.8 ± 31.3	20.0 ± 16.2	np	np	–	na	np	50.3 ± 17.8
Not in the labour force	np	–	np	np	np	–	na	–	12.4 ± 14.0
2007									
Employed	55.1 ± 18.6	np	68.2 ± 20.1	33.7 ± 26.7	np	np	na	np	53.6 ± 10.9
Unemployed	38.6 ± 18.3	np	29.8 ± 20.1	50.4 ± 27.8	np	np	na	np	39.4 ± 10.8
Not in the labour force	np	np	np	np	np	–	na	–	7.0 ± 4.7

TABLE 5A.35

Table 5A.35 **Labour force status after the course of Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2006									
Employed	np	np	44.7 ± 17.6	np	np	np	np	np	49.3 ± 16.3
Unemployed	44.2 ± 37.6	np	27.1 ± 17.1	58.0 ± 31.0	72.9 ± 31.8	np	–	np	42.4 ± 15.6
Not in the labour force	–	–	np	–	–	np	–	np	np
2005									
Employed	50.2 ± 21.7	np	54.0 ± 16.8	48.6 ± 28.4	39.7 ± 33.3	np	–	91.3 ± 12.7	51.5 ± 11.5
Unemployed	44.9 ± 20.9	np	46.0 ± 16.8	38.8 ± 26.6	np	np	np	np	43.5 ± 11.1
Not in the labour force	np	np	–	np	np	–	–	–	4.4 ± 3.0

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Some data are not published due to 5 or fewer responses.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.36

Table 5A.36 **Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2012									
Employed	50.7 ± 4.8	52.8 ± 7.2	53.2 ± 7.9	53.0 ± 8.1	45.9 ± 9.1	57.1 ± 12.9	57.3 ± 17.3	50.2 ± 17.9	51.8 ± 3.2
Unemployed	40.5 ± 4.7	35.6 ± 6.7	41.3 ± 7.8	41.4 ± 8.2	42.5 ± 8.7	37.1 ± 12.6	37.1 ± 16.7	42.5 ± 17.8	39.4 ± 3.1
Not in the labour force	8.7 ± 2.7	11.5 ± 4.4	5.4 ± 3.0	5.6 ± 3.1	11.6 ± 5.7	np	np	np	8.8 ± 1.7
2011									
Employed	45.2 ± 3.1	56.0 ± 4.0	52.7 ± 2.9	51.9 ± 4.2	49.3 ± 4.1	53.6 ± 7.3	55.9 ± 13.2	55.1 ± 16.5	50.5 ± 1.6
Unemployed	46.0 ± 3.1	35.6 ± 3.9	40.9 ± 2.9	37.6 ± 4.0	44.7 ± 4.1	37.0 ± 7.1	37.8 ± 12.7	36.8 ± 15.5	41.4 ± 1.6
Not in the labour force	8.7 ± 1.6	8.3 ± 2.0	6.3 ± 1.4	10.0 ± 2.6	5.8 ± 1.7	8.5 ± 4.0	5.2 ± 4.8	np	7.8 ± 0.8
2010									
Employed	46.8 ± 4.6	55.2 ± 6.1	45.4 ± 6.2	54.4 ± 8.8	46.4 ± 9.5	51.2 ± 10.9	74.5 ± 15.8	49.5 ± 23.1	49.3 ± 2.8
Unemployed	43.8 ± 4.6	36.3 ± 5.9	44.5 ± 6.3	38.6 ± 8.6	45.8 ± 9.6	44.6 ± 10.8	19.4 ± 13.5	39.5 ± 20.2	41.8 ± 2.8
Not in the labour force	9.4 ± 2.9	8.1 ± 2.7	10.0 ± 3.3	7.1 ± 4.6	7.7 ± 5.3	4.2 ± 4.2	np	np	8.7 ± 1.6
2009									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ± 10.0	64.5 ± 12.8	41.9 ± 20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ± 10.3	45.3 ± 20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2
2008									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ± 11.7	74.9 ± 13.6	47.3 ± 15.8	45.7 ± 19.8	66.0 ± 21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ± 11.0	22.4 ± 13.1	44.3 ± 15.6	31.7 ± 16.9	31.3 ± 20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	6.8 ± 6.2	np	np	22.6 ± 17.7	np	8.1 ± 1.7
2007									
Employed	53.7 ± 3.8	62.2 ± 4.6	68.6 ± 4.6	60.8 ± 6.5	68.2 ± 6.7	64.7 ± 9.2	54.0 ± 16.2	56.6 ± 18.0	59.3 ± 2.3
Unemployed	37.0 ± 3.7	31.3 ± 4.4	22.0 ± 4.0	29.5 ± 6.0	24.5 ± 6.3	27.9 ± 8.7	32.6 ± 14.9	38.1 ± 18.9	32.1 ± 2.2
Not in the labour force	9.1 ± 2.2	6.2 ± 2.1	8.7 ± 3.0	9.3 ± 3.9	6.3 ± 3.1	7.5 ± 4.8	13.3 ± 10.3	np	8.3 ± 1.3

TABLE 5A.36

Table 5A.36 **Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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</i>
2006									
Employed	56.1 ± 6.3	61.4 ± 6.5	63.7 ± 7.1	67.3 ± 8.6	62.5 ± 10.0	69.8 ± 17.4	69.3 ± 17.0	77.7 ± 19.9	59.9 ± 3.7
Unemployed	30.9 ± 5.8	29.5 ± 6.1	29.8 ± 6.7	25.9 ± 7.8	28.1 ± 9.5	29.2 ± 17.4	21.1 ± 11.9	np	29.8 ± 3.4
Not in the labour force	12.9 ± 4.2	8.8 ± 3.5	6.3 ± 2.7	6.9 ± 4.9	9.3 ± 5.5	np	np	–	10.2 ± 2.3
2005									
Employed	50.5 ± 4.7	59.7 ± 4.5	60.3 ± 4.5	58.8 ± 5.1	63.8 ± 6.1	58.9 ± 10.5	57.8 ± 12.3	51.9 ± 15.1	55.3 ± 2.6
Unemployed	40.3 ± 4.5	30.1 ± 4.1	31.8 ± 4.3	32.8 ± 5.0	28.2 ± 5.8	29.3 ± 9.5	36.6 ± 12.1	25.0 ± 13.7	35.6 ± 2.5
Not in the labour force	8.6 ± 2.4	8.7 ± 2.6	7.4 ± 2.1	8.1 ± 2.6	8.0 ± 3.2	11.0 ± 6.7	np	23.1 ± 11.1	8.4 ± 1.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.

(c) Some data are not published due to 5 or fewer responses.

(d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(e) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

(f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.37

Table 5A.37 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (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</i>
2012									
Employed	90.1 ± 1.3	87.6 ± 2.5	89.5 ± 2.2	92.4 ± 1.7	93.1 ± 1.8	90.3 ± 3.5	93.3 ± 3.1	90.3 ± 3.6	90.0 ± 0.9
Unemployed	5.7 ± 1.1	7.2 ± 2.1	6.4 ± 1.8	4.3 ± 1.4	4.5 ± 1.5	6.1 ± 2.8	4.3 ± 2.5	4.7 ± 2.2	5.9 ± 0.8
Not in the labour force	4.2 ± 0.8	5.1 ± 1.5	4.1 ± 1.4	3.2 ± 1.0	2.3 ± 1.0	3.6 ± 2.2	2.4 ± 2.0	5.0 ± 3.0	4.1 ± 0.5
2011									
Employed	90.3 ± 0.8	89.4 ± 1.0	88.7 ± 0.9	90.6 ± 0.9	89.4 ± 1.4	89.1 ± 2.0	94.1 ± 1.8	91.1 ± 2.5	89.9 ± 0.4
Unemployed	5.7 ± 0.7	6.0 ± 0.8	7.4 ± 0.8	4.8 ± 0.7	6.8 ± 1.1	5.8 ± 1.5	2.4 ± 1.2	4.3 ± 1.8	6.0 ± 0.3
Not in the labour force	3.9 ± 0.5	4.4 ± 0.6	3.7 ± 0.5	4.4 ± 0.6	3.6 ± 0.9	5.1 ± 1.4	3.4 ± 1.4	4.6 ± 1.8	4.1 ± 0.3
2010									
Employed	87.2 ± 1.5	89.6 ± 1.6	87.4 ± 1.7	89.1 ± 1.8	88.9 ± 2.9	88.5 ± 3.2	92.0 ± 2.9	90.9 ± 2.9	88.3 ± 0.8
Unemployed	7.5 ± 1.2	6.0 ± 1.3	7.4 ± 1.3	6.5 ± 1.4	5.7 ± 2.0	5.8 ± 2.6	4.0 ± 2.2	4.8 ± 1.9	6.8 ± 0.6
Not in the labour force	4.9 ± 0.9	4.1 ± 1.0	4.9 ± 1.1	4.2 ± 1.1	5.2 ± 2.2	5.5 ± 1.9	4.1 ± 1.9	4.3 ± 2.2	4.7 ± 0.5
2009									
Employed	88.7 ± 0.9	90.1 ± 1.0	89.4 ± 1.0	88.5 ± 1.2	89.5 ± 1.8	89.9 ± 3.1	92.6 ± 1.9	92.0 ± 2.5	89.3 ± 0.5
Unemployed	6.7 ± 0.7	6.0 ± 0.8	6.2 ± 0.8	6.6 ± 0.9	6.6 ± 1.6	6.9 ± 2.8	3.8 ± 1.4	5.3 ± 2.2	6.3 ± 0.4
Not in the labour force	4.5 ± 0.6	3.8 ± 0.6	4.2 ± 0.6	4.7 ± 0.8	3.6 ± 0.9	3.1 ± 1.4	3.5 ± 1.4	2.7 ± 1.2	4.2 ± 0.3
2008									
Employed	90.3 ± 1.5	93.0 ± 1.5	92.3 ± 1.6	91.4 ± 2.1	95.6 ± 2.1	92.8 ± 2.7	94.5 ± 2.1	89.4 ± 3.6	91.8 ± 0.8
Unemployed	5.1 ± 1.2	3.5 ± 1.1	2.9 ± 0.9	3.3 ± 1.3	2.4 ± 1.6	4.0 ± 2.2	2.1 ± 1.7	4.4 ± 2.7	3.9 ± 0.6
Not in the labour force	4.6 ± 1.0	3.4 ± 1.0	4.7 ± 1.3	5.1 ± 1.6	2.1 ± 1.4	3.0 ± 1.6	3.3 ± 1.3	6.2 ± 2.4	4.2 ± 0.5

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

TABLE 5A.37

Table 5A.37 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (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</i>
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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.38

Table 5A.38 **VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) (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</i>
2012									
Highly relevant	58.6 ± 2.5	50.3 ± 3.6	55.2 ± 3.7	61.9 ± 3.1	55.6 ± 4.3	62.3 ± 6.2	53.5 ± 6.6	60.4 ± 6.4	56.0 ± 1.5
Some relevance	25.2 ± 2.2	30.8 ± 3.4	24.6 ± 3.3	21.3 ± 2.7	28.3 ± 3.7	21.3 ± 5.1	29.1 ± 5.9	25.1 ± 5.7	26.3 ± 1.4
Very little relevance	7.0 ± 1.3	6.1 ± 1.7	7.9 ± 2.2	7.0 ± 1.6	6.4 ± 1.8	5.1 ± 2.8	7.8 ± 3.6	7.6 ± 3.1	6.8 ± 0.8
Not relevant at all	9.2 ± 1.3	12.9 ± 2.6	12.3 ± 2.4	9.8 ± 1.7	9.7 ± 2.9	11.3 ± 4.1	9.7 ± 3.6	7.0 ± 3.2	10.8 ± 0.9
2011									
Highly relevant	57.0 ± 1.5	56.8 ± 1.6	59.1 ± 1.5	59.7 ± 1.6	57.3 ± 2.3	58.9 ± 3.5	57.2 ± 4.1	62.4 ± 5.2	57.8 ± 0.7
Some relevance	26.1 ± 1.4	26.2 ± 1.4	23.2 ± 1.3	24.0 ± 1.4	25.4 ± 2.0	24.4 ± 3.0	26.9 ± 3.6	22.8 ± 4.5	25.2 ± 0.7
Very little relevance	7.2 ± 0.8	7.6 ± 0.8	7.4 ± 0.8	6.3 ± 0.8	6.8 ± 1.1	5.6 ± 1.8	8.1 ± 2.2	6.3 ± 2.6	7.2 ± 0.4
Not relevant at all	9.7 ± 0.9	9.4 ± 0.9	10.3 ± 0.9	10.0 ± 1.0	10.5 ± 1.4	11.1 ± 2.2	7.8 ± 2.4	8.5 ± 2.6	9.8 ± 0.4
2010									
Highly relevant	56.6 ± 2.4	55.7 ± 2.8	57.3 ± 2.9	60.1 ± 3.0	56.7 ± 5.0	59.7 ± 5.0	54.3 ± 6.2	65.4 ± 7.0	57.1 ± 1.3
Some relevance	25.4 ± 2.1	26.0 ± 2.5	25.0 ± 2.6	21.6 ± 2.6	25.1 ± 4.4	24.4 ± 4.5	29.5 ± 5.8	23.0 ± 6.6	25.0 ± 1.1
Very little relevance	7.3 ± 1.3	7.6 ± 1.5	7.0 ± 1.4	7.2 ± 1.7	6.7 ± 2.3	6.5 ± 2.7	6.1 ± 2.5	4.5 ± 2.4	7.2 ± 0.7
Not relevant at all	10.7 ± 1.4	10.7 ± 1.8	10.7 ± 1.8	11.1 ± 1.8	11.5 ± 3.3	9.4 ± 2.7	10.2 ± 3.5	7.2 ± 3.1	10.7 ± 0.8
2009									
Highly relevant	56.0 ± 1.6	54.3 ± 1.7	60.8 ± 1.7	59.6 ± 2.0	52.6 ± 2.5	59.9 ± 4.7	55.6 ± 4.1	64.1 ± 5.0	56.7 ± 0.8
Some relevance	25.7 ± 1.4	27.9 ± 1.6	22.5 ± 1.4	23.3 ± 1.8	26.9 ± 2.3	27.1 ± 4.2	26.3 ± 3.5	22.8 ± 4.1	25.5 ± 0.7
Very little relevance	8.1 ± 0.9	7.6 ± 0.9	7.1 ± 0.9	6.8 ± 1.0	8.8 ± 1.4	5.7 ± 2.2	7.0 ± 2.0	4.7 ± 2.0	7.6 ± 0.4
Not relevant at all	10.3 ± 0.9	10.2 ± 1.1	9.6 ± 1.0	10.3 ± 1.2	11.7 ± 1.6	7.3 ± 2.4	11.1 ± 2.6	8.4 ± 3.0	10.2 ± 0.5
2008									
Highly relevant	56.0 ± 2.7	53.0 ± 3.1	57.0 ± 3.2	60.3 ± 4.0	59.7 ± 6.1	52.4 ± 6.2	46.9 ± 5.7	56.4 ± 10.4	55.9 ± 1.5
Some relevance	25.9 ± 2.4	27.9 ± 2.8	23.8 ± 2.7	22.3 ± 3.4	22.7 ± 5.3	25.6 ± 5.1	34.2 ± 5.8	30.1 ± 9.8	25.6 ± 1.3
Very little relevance	7.9 ± 1.4	8.7 ± 1.8	7.8 ± 1.7	7.0 ± 2.1	5.2 ± 2.4	8.3 ± 3.2	8.1 ± 3.6	4.2 ± 1.9	7.7 ± 0.8
Not relevant at all	10.2 ± 1.6	10.4 ± 1.9	11.3 ± 2.0	10.4 ± 2.4	12.4 ± 4.3	13.7 ± 4.3	10.7 ± 3.2	9.3 ± 3.8	10.7 ± 0.9

TABLE 5A.38

Table 5A.38 **VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) (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</i>
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(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) Numbers may not add to 100 due to rounding.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.39

Table 5A.39 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)**
(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</i>
2012									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2
2011									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6
2010									
Obtained a job	34.3 ± 2.3	35.3 ± 2.7	42.3 ± 2.8	38.9 ± 3.1	36.4 ± 4.8	34.6 ± 4.4	29.9 ± 5.9	37.0 ± 7.0	36.7 ± 1.2
An increase in earnings	29.3 ± 2.3	29.4 ± 2.7	38.4 ± 2.7	37.5 ± 3.1	30.1 ± 4.9	40.4 ± 5.0	33.9 ± 5.9	41.6 ± 7.6	32.6 ± 1.2
A promotion (or increased status at work)	31.0 ± 2.3	29.5 ± 2.6	29.3 ± 2.6	33.0 ± 3.0	31.1 ± 4.7	37.7 ± 5.0	37.9 ± 6.4	36.7 ± 7.8	31.0 ± 1.2
Change of job or new job	19.2 ± 2.0	17.7 ± 2.2	22.2 ± 2.5	21.2 ± 2.5	18.5 ± 3.9	21.2 ± 3.9	17.9 ± 4.9	27.4 ± 7.2	19.8 ± 1.1
Ability to start own business	8.6 ± 1.4	7.1 ± 1.4	8.5 ± 1.5	9.5 ± 1.9	4.9 ± 1.9	6.4 ± 1.9	10.9 ± 4.4	11.3 ± 5.1	8.1 ± 0.7
At least one benefit	75.3 ± 2.1	76.8 ± 2.4	80.5 ± 2.2	79.7 ± 2.4	77.4 ± 4.6	84.3 ± 3.4	76.8 ± 4.9	74.4 ± 6.9	77.6 ± 1.1
2009									
Obtained a job	32.4 ± 1.5	35.3 ± 1.7	39.7 ± 1.7	39.0 ± 2.1	32.2 ± 2.3	35.8 ± 4.5	29.8 ± 3.7	36.5 ± 6.0	35.0 ± 0.8
An increase in earnings	29.7 ± 1.5	28.2 ± 1.5	38.9 ± 1.7	33.6 ± 2.0	29.8 ± 2.4	35.1 ± 4.5	35.0 ± 3.9	32.0 ± 5.3	31.7 ± 0.8
A promotion (or increased status at work)	30.9 ± 1.5	30.6 ± 1.6	33.5 ± 1.7	30.9 ± 2.0	30.6 ± 2.4	33.9 ± 4.6	39.2 ± 4.1	34.5 ± 5.3	31.5 ± 0.8

TABLE 5A.39

Table 5A.39 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)**
(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</i>
Change of job or new job	17.2 ± 1.2	18.0 ± 1.3	20.6 ± 1.4	18.5 ± 1.6	21.9 ± 2.2	19.4 ± 3.7	19.8 ± 3.5	22.3 ± 5.5	18.7 ± 0.7
Ability to start own business	6.8 ± 0.8	6.6 ± 0.9	7.0 ± 0.8	7.9 ± 1.2	3.5 ± 0.9	5.7 ± 2.0	6.5 ± 2.0	7.0 ± 2.9	6.6 ± 0.4
At least one benefit	77.4 ± 1.3	78.2 ± 1.4	83.0 ± 1.2	80.0 ± 1.6	77.7 ± 2.0	83.2 ± 3.3	78.6 ± 3.3	83.3 ± 3.6	79.1 ± 0.7
2008									
Obtained a job	34.4 ± 2.6	36.5 ± 3.0	38.3 ± 3.2	37.3 ± 4.1	40.5 ± 6.2	35.6 ± 5.6	32.4 ± 5.8	35.9 ± 10.7	36.3 ± 1.5
An increase in earnings	31.3 ± 2.6	30.9 ± 3.0	36.7 ± 3.2	37.4 ± 4.0	33.7 ± 5.9	32.4 ± 5.7	33.7 ± 5.8	33.1 ± 9.9	33.0 ± 1.5
A promotion (or increased status at work)	28.7 ± 2.5	27.0 ± 2.8	27.8 ± 3.0	29.5 ± 3.7	23.7 ± 5.3	28.9 ± 5.5	27.9 ± 5.3	35.4 ± 9.7	27.9 ± 1.4
Change of job or new job	18.4 ± 2.2	19.6 ± 2.5	20.4 ± 2.7	19.4 ± 3.2	21.1 ± 5.1	20.1 ± 4.8	18.1 ± 4.5	24.2 ± 7.6	19.4 ± 1.2
Ability to start own business	6.4 ± 1.3	6.7 ± 1.6	6.3 ± 1.6	5.1 ± 1.8	5.6 ± 2.7	4.4 ± 2.3	7.5 ± 2.7	6.6 ± 4.4	6.2 ± 0.7
At least one benefit	81.6 ± 2.0	81.3 ± 2.3	80.8 ± 2.6	80.9 ± 3.3	84.4 ± 4.5	78.9 ± 4.7	77.7 ± 5.2	81.3 ± 5.6	81.4 ± 1.1

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.40

Table 5A.40 Indigenous VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012									
Obtained a job	35.6 ± 14.1	53.3 ± 31.8	37.4 ± 17.8	53.3 ± 18.4	42.9 ± 22.0	np	np	33.6 ± 17.1	40.3 ± 8.2
An increase in earnings	24.3 ± 12.1	6.7 ± 6.6	41.3 ± 18.4	31.6 ± 16.0	43.4 ± 22.4	np	np	48.1 ± 18.8	30.7 ± 7.6
A promotion (or increased status at work)	36.5 ± 13.3	7.2 ± 6.7	46.7 ± 18.4	39.9 ± 17.6	34.3 ± 19.9	np	np	46.0 ± 18.8	37.5 ± 7.9
Change of job or new job	13.9 ± 6.2	np	18.0 ± 13.2	32.8 ± 18.5	31.0 ± 18.8	np	np	19.8 ± 16.6	19.1 ± 5.4
Ability to start own business	7.9 ± 6.0	–	np	np	–	–	np	np	4.8 ± 3.0
At least one benefit	68.6 ± 12.8	65.0 ± 31.4	87.4 ± 11.1	86.3 ± 10.9	86.3 ± 13.3	67.0 ± 32.7	np	81.8 ± 14.2	77.4 ± 6.9
2011									
Obtained a job	47.3 ± 8.5	49.4 ± 14.1	41.4 ± 7.6	50.5 ± 10.6	46.0 ± 12.3	36.6 ± 15.0	40.6 ± 26.4	44.7 ± 16.9	45.5 ± 4.4
An increase in earnings	31.8 ± 8.1	16.3 ± 9.9	34.5 ± 7.4	48.2 ± 10.6	31.2 ± 11.4	32.5 ± 14.6	39.8 ± 27.9	32.5 ± 14.6	33.4 ± 4.2
A promotion (or increased status at work)	32.3 ± 7.9	26.9 ± 12.2	28.3 ± 7.0	32.4 ± 10.0	39.3 ± 11.8	35.6 ± 14.6	27.9 ± 23.1	35.4 ± 15.0	31.6 ± 4.0
Change of job or new job	19.1 ± 6.6	19.7 ± 11.0	21.0 ± 6.0	25.1 ± 9.5	21.7 ± 9.4	21.7 ± 12.7	np	14.8 ± 10.8	20.3 ± 3.4
Ability to start own business	8.4 ± 4.6	np	5.6 ± 3.4	5.4 ± 4.7	np	np	np	8.2 ± 6.9	6.9 ± 2.2
At least one benefit	77.7 ± 7.0	73.5 ± 11.7	77.6 ± 6.8	85.6 ± 7.6	88.0 ± 7.3	76.7 ± 12.9	88.0 ± 15.5	84.9 ± 10.1	79.4 ± 3.6
2010									
Obtained a job	38.8 ± 13.8	40.0 ± 25.2	54.7 ± 17.5	52.7 ± 16.7	39.5 ± 28.3	34.9 ± 18.5	np	27.6 ± 18.7	42.0 ± 7.5
An increase in earnings	26.5 ± 13.1	27.9 ± 23.9	34.8 ± 17.3	48.9 ± 18.4	32.1 ± 26.7	57.8 ± 18.7	np	23.8 ± 18.6	33.5 ± 7.3
A promotion (or increased status at work)	42.1 ± 14.8	20.5 ± 15.5	30.0 ± 15.8	31.2 ± 15.5	np	30.2 ± 18.9	np	18.2 ± 18.0	32.0 ± 7.3
Change of job or new job	29.4 ± 13.0	22.4 ± 23.3	12.0 ± 8.6	46.3 ± 18.4	np	35.1 ± 18.9	np	30.4 ± 22.0	27.2 ± 6.7
Ability to start own business	np	np	np	np	–	np	np	np	3.3 ± 2.0
At least one benefit	74.9 ± 11.7	64.8 ± 23.9	83.0 ± 12.2	87.4 ± 10.0	48.5 ± 27.1	94.5 ± 8.1	70.0 ± 32.8	51.0 ± 21.4	74.5 ± 6.2
2009									
Obtained a job	38.7 ± 10.2	29.7 ± 14.7	38.1 ± 9.8	55.4 ± 12.1	33.6 ± 19.3	27.0 ± 20.1	np	46.4 ± 21.8	39.0 ± 5.4
An increase in earnings	36.8 ± 10.6	11.7 ± 8.9	36.2 ± 9.8	49.3 ± 12.5	33.1 ± 18.4	40.3 ± 23.2	33.6 ± 24.8	32.7 ± 14.0	35.5 ± 5.3
A promotion (or increased status at work)	46.2 ± 10.6	41.3 ± 16.8	45.9 ± 10.2	25.7 ± 11.0	23.0 ± 14.1	np	np	30.0 ± 14.1	38.7 ± 5.3

TABLE 5A.40

Table 5A.40 **Indigenous VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
Change of job or new job	23.7 ± 8.6	np	22.8 ± 8.5	20.9 ± 8.6	20.6 ± 15.8	np	np	25.6 ± 22.1	20.5 ± 4.4
Ability to start own business	np	9.7 ± 8.8	8.8 ± 5.4	7.8 ± 5.6	–	np	np	np	6.1 ± 2.1
At least one benefit	88.8 ± 7.8	80.2 ± 12.2	84.4 ± 7.0	86.6 ± 7.6	69.8 ± 18.5	87.4 ± 13.8	72.2 ± 23.6	93.4 ± 5.9	85.7 ± 3.9
2008									
Obtained a job	25.0 ± 16.3	67.9 ± 24.6	56.4 ± 20.7	53.6 ± 27.5	72.2 ± 46.0	52.8 ± 28.0	np	16.4 ± 15.0	44.3 ± 10.3
An increase in earnings	25.2 ± 17.0	28.9 ± 21.5	46.7 ± 20.9	44.8 ± 27.7	np	65.2 ± 26.7	np	17.8 ± 15.9	36.6 ± 10.2
A promotion (or increased status at work)	38.1 ± 22.0	45.5 ± 27.1	34.2 ± 18.9	51.5 ± 27.3	np	38.2 ± 27.6	np	24.7 ± 19.5	39.5 ± 10.6
Change of job or new job	17.5 ± 12.5	43.3 ± 26.6	19.0 ± 13.6	np	np	33.1 ± 25.8	np	–	20.5 ± 7.3
Ability to start own business	np	np	np	np	–	np	–	np	4.3 ± 3.2
At least one benefit	80.0 ± 16.3	99.2 ± 1.6	88.2 ± 9.3	89.0 ± 19.9	72.2 ± 46.0	100.0	np	67.6 ± 23.7	85.8 ± 7.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strat Islander background. Not all students respond to the relevant question in the questionnaire.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(d) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.41

Table 5A.41 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d)**

	<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</i>
2012	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2
2011	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6
2010	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0
2009	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6
2008	63.9 ± 2.0	70.1 ± 2.3	70.6 ± 2.4	68.3 ± 3.1	75.2 ± 4.5	68.0 ± 4.4	65.2 ± 4.6	65.4 ± 5.2	67.6 ± 1.1
2007	62.5 ± 1.3	67.8 ± 1.5	72.3 ± 1.4	70.0 ± 1.7	69.3 ± 2.0	69.4 ± 3.6	69.8 ± 3.4	67.1 ± 4.3	66.9 ± 0.7
2006	63.6 ± 2.4	68.0 ± 2.2	70.2 ± 2.4	70.3 ± 2.4	69.8 ± 3.3	68.8 ± 4.8	71.4 ± 4.1	65.6 ± 5.8	66.8 ± 1.3
2005	63.4 ± 1.6	69.1 ± 1.5	70.0 ± 1.5	66.9 ± 1.5	72.8 ± 1.7	71.4 ± 3.6	66.9 ± 3.3	71.6 ± 3.5	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.42

Table 5A.42 **VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>LOTE</i>	<i>Disability</i>	<i>Remote & Very Remote</i>	<i>All graduates</i>
2012	53.9 ± 2.8	44.2 ± 4.1	74.1 ± 5.4	62.3 ± 1.2
2011	53.6 ± 1.4	41.9 ± 2.0	70.0 ± 2.7	63.5 ± 0.6
2010	50.6 ± 2.3	41.9 ± 3.3	69.9 ± 4.9	61.4 ± 1.0
2009	52.5 ± 1.5	44.8 ± 2.3	71.7 ± 2.8	64.0 ± 0.6
2008	57.2 ± 2.8	47.6 ± 3.9	73.9 ± 5.2	67.6 ± 1.1
2007	56.5 ± 1.8	49.4 ± 2.6	72.3 ± 3.0	66.9 ± 0.7
2006	56.9 ± 3.1	52.7 ± 4.3	68.7 ± 5.2	66.8 ± 1.3
2005	56.9 ± 2.2	50.1 ± 3.0	69.8 ± 3.8	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.43

Table 5A.43 **Proportion of Indigenous VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e), (f)**

	<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</i>
2012	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	52.6 ± 38.5	63.2 ± 13.4	52.8 ± 6.2
2011	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
2010	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
2009	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
2008	49.9 ± 13.9	85.6 ± 10.6	63.6 ± 14.0	53.3 ± 16.3	55.0 ± 33.3	84.3 ± 12.5	np	59.1 ± 14.5	59.0 ± 7.2
2007	60.4 ± 8.4	55.8 ± 19.1	71.2 ± 8.3	64.9 ± 10.0	57.1 ± 17.1	42.7 ± 18.8	54.2 ± 23.5	65.7 ± 12.7	62.5 ± 4.5
2006	52.6 ± 18.1	59.6 ± 24.2	64.9 ± 10.0	64.4 ± 14.8	61.0 ± 23.5	72.4 ± 17.4	82.4 ± 20.3	54.6 ± 15.6	59.5 ± 8.2
2005	55.6 ± 11.6	62.6 ± 14.1	69.3 ± 6.8	64.5 ± 10.4	62.6 ± 16.2	62.2 ± 18.8	46.6 ± 32.9	73.3 ± 9.4	60.9 ± 6.4

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2005 – 13.5%; 2006 – 11.8%; 2007 – 8.5%; 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.44

Table 5A.44 **Proportion of non-Indigenous VET graduates who improved their employment circumstances after training, (per cent) (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</i>
2012	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
2011	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
2010	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
2009	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
2008	64.4 ± 2.0	70.0 ± 2.3	70.7 ± 2.4	68.8 ± 3.1	75.4 ± 4.6	67.5 ± 4.6	65.9 ± 4.7	66.5 ± 5.8	67.9 ± 1.1
2007	62.5 ± 1.3	68.0 ± 1.5	72.4 ± 1.4	70.2 ± 1.7	69.5 ± 2.1	70.4 ± 3.7	70.1 ± 3.4	67.3 ± 4.4	67.0 ± 0.7
2006	64.0 ± 2.5	68.1 ± 2.2	70.4 ± 2.5	70.5 ± 2.4	70.0 ± 3.4	68.5 ± 5.0	70.9 ± 4.2	67.6 ± 6.2	67.1 ± 1.3
2005	63.7 ± 1.6	69.2 ± 1.5	69.9 ± 1.6	67.0 ± 1.5	73.0 ± 1.8	71.8 ± 3.7	67.1 ± 3.3	71.2 ± 3.8	66.9 ± 0.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2012									
Indigenous graduates									
Not employed before training to employed after training	14.8 ± 8.1	16.7 ± 16.1	22.6 ± 12.7	12.2 ± 9.0	12.7 ± 11.4	23.0 ± 16.7	–	17.5 ± 9.3	16.5 ± 4.9
Employed at a higher skill level after training	9.0 ± 7.9	np	7.6 ± 6.5	12.5 ± 8.9	np	–	np	9.7 ± 7.8	8.1 ± 3.7
Received a job-related benefit	48.4 ± 10.2	23.9 ± 17.9	56.4 ± 14.0	60.8 ± 14.1	55.5 ± 15.9	41.3 ± 19.7	52.6 ± 38.5	60.2 ± 13.5	50.4 ± 6.2
Total with improved employment status after training	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	52.6 ± 38.5	63.2 ± 13.4	52.8 ± 6.2
Non-Indigenous graduates									
Not employed before training to employed after training	13.5 ± 1.4	14.6 ± 2.1	17.5 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	15.6 ± 4.1	11.9 ± 3.8	11.8 ± 3.5	14.3 ± 0.9
Employed at a higher skill level after training	12.2 ± 1.4	10.5 ± 1.7	13.3 ± 2.0	15.9 ± 2.1	11.9 ± 2.2	14.4 ± 3.9	14.4 ± 4.0	12.8 ± 3.8	12.4 ± 0.8
Received a job-related benefit	57.0 ± 2.0	53.9 ± 2.9	62.0 ± 3.0	64.0 ± 2.7	62.6 ± 3.5	64.8 ± 5.1	62.0 ± 5.2	61.4 ± 5.5	58.5 ± 1.2
Total with improved employment status after training	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
All graduates (f)									
Not employed before training to employed after training	13.5 ± 1.3	14.5 ± 2.1	17.6 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	16.2 ± 3.9	11.6 ± 3.7	12.7 ± 3.3	14.3 ± 0.9
Employed at a higher skill level after training	12.1 ± 1.4	10.3 ± 1.7	13.0 ± 2.0	15.7 ± 2.1	11.8 ± 2.1	13.4 ± 3.6	14.3 ± 4.0	12.4 ± 3.4	12.2 ± 0.8
Received a job-related benefit	56.7 ± 1.9	53.3 ± 2.9	61.8 ± 2.9	64.0 ± 2.6	62.1 ± 3.4	63.0 ± 4.9	61.4 ± 5.2	61.3 ± 5.0	58.2 ± 1.2
Total with improved employment status after training	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2011									
Indigenous graduates									
Not employed before training to employed after training	13.9 ± 4.3	18.1 ± 7.4	20.4 ± 4.6	22.5 ± 7.1	13.1 ± 5.6	8.9 ± 6.5	19.2 ± 15.8	14.1 ± 7.0	16.8 ± 2.3
Employed at a higher skill level after training	11.9 ± 4.0	11.2 ± 6.3	10.6 ± 3.4	9.3 ± 4.2	11.1 ± 5.6	11.0 ± 7.0	np	10.3 ± 6.7	11.0 ± 2.0
Received a job-related benefit	55.4 ± 6.1	44.6 ± 11.0	49.1 ± 5.5	54.0 ± 8.5	51.9 ± 9.2	44.7 ± 11.6	61.2 ± 21.0	55.9 ± 11.6	52.1 ± 3.2
Total with improved employment status after training	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.3 ± 0.8	14.2 ± 1.0	16.7 ± 1.0	13.1 ± 1.0	14.4 ± 1.3	13.2 ± 1.9	7.9 ± 2.0	10.9 ± 2.9	13.7 ± 0.4
Employed at a higher skill level after training	12.2 ± 0.9	14.3 ± 0.9	15.3 ± 0.9	15.5 ± 1.1	13.8 ± 1.3	16.7 ± 2.2	16.1 ± 2.8	13.8 ± 3.1	14.0 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.7 ± 1.4	62.9 ± 1.2	61.5 ± 1.3	56.2 ± 1.9	61.7 ± 2.8	66.1 ± 3.3	64.3 ± 4.2	60.1 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
All graduates (f)									
Not employed before training to employed after training	12.4 ± 0.8	14.1 ± 1.0	16.9 ± 0.9	13.3 ± 1.0	14.3 ± 1.3	12.9 ± 1.8	8.0 ± 1.9	11.7 ± 2.7	13.8 ± 0.4
Employed at a higher skill level after training	12.1 ± 0.8	14.2 ± 0.9	14.9 ± 0.9	15.2 ± 1.0	13.6 ± 1.3	16.3 ± 2.1	15.7 ± 2.7	13.0 ± 2.8	13.8 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.4 ± 1.3	62.2 ± 1.2	61.0 ± 1.3	56.1 ± 1.8	60.9 ± 2.7	65.6 ± 3.3	62.2 ± 4.2	59.8 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2010									
Indigenous graduates									
Not employed before training to employed after training	9.4 ± 5.2	8.1 ± 9.2	13.0 ± 7.7	17.8 ± 6.8	3.3 ± 3.3	26.2 ± 11.8	np	20.8 ± 15.0	11.8 ± 3.0
Employed at a higher skill level after training	13.8 ± 7.2	18.2 ± 14.7	15.7 ± 7.8	9.0 ± 5.6	np	13.9 ± 12.1	np	np	12.8 ± 3.6
Received a job-related benefit	49.9 ± 9.8	52.8 ± 19.1	46.5 ± 10.7	54.1 ± 11.8	33.5 ± 18.2	77.8 ± 11.1	55.6 ± 26.8	38.8 ± 15.6	49.1 ± 5.2
Total with improved employment status after training	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
Non-Indigenous graduates									
Not employed before training to employed after training	12.9 ± 1.3	15.1 ± 1.7	13.5 ± 1.7	12.9 ± 1.8	12.3 ± 2.6	15.1 ± 3.2	10.7 ± 3.6	8.0 ± 2.9	13.4 ± 0.7
Employed at a higher skill level after training	12.9 ± 1.4	15.2 ± 1.7	16.8 ± 1.7	17.6 ± 2.0	13.4 ± 2.9	18.0 ± 3.2	16.2 ± 3.9	18.8 ± 5.0	15.0 ± 0.8
Received a job-related benefit	52.8 ± 1.9	59.0 ± 2.3	59.6 ± 2.1	60.8 ± 2.4	59.1 ± 4.2	61.5 ± 3.9	64.6 ± 4.6	63.5 ± 5.5	57.3 ± 1.0
Total with improved employment status after training	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
All graduates (f)									
Not employed before training to employed after training	12.8 ± 1.2	15.0 ± 1.7	13.4 ± 1.6	13.1 ± 1.8	11.8 ± 2.5	15.9 ± 3.1	10.4 ± 3.5	10.2 ± 3.6	13.4 ± 0.7
Employed at a higher skill level after training	12.8 ± 1.3	15.2 ± 1.7	16.7 ± 1.7	17.2 ± 2.0	12.9 ± 2.7	17.8 ± 3.1	16.7 ± 4.0	16.6 ± 4.2	14.8 ± 0.7
Received a job-related benefit	52.7 ± 1.8	58.8 ± 2.2	59.0 ± 2.1	60.5 ± 2.3	57.7 ± 4.1	62.8 ± 3.7	64.2 ± 4.5	59.5 ± 5.5	57.0 ± 1.0
Total with improved employment status after training	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2009									
Indigenous graduates									
Not employed before training to employed after training	12.4 ± 4.9	20.9 ± 9.7	10.8 ± 4.1	12.9 ± 6.6	23.4 ± 12.9	32.3 ± 17.6	np	7.8 ± 5.3	14.1 ± 2.7
Employed at a higher skill level after training	17.0 ± 6.2	10.5 ± 6.9	13.5 ± 5.3	21.6 ± 8.6	14.3 ± 11.2	np	np	7.3 ± 5.2	14.7 ± 3.0
Received a job-related benefit	61.8 ± 7.6	68.0 ± 11.0	56.7 ± 7.2	62.4 ± 8.8	57.2 ± 15.2	54.3 ± 18.5	52.2 ± 21.0	72.4 ± 9.6	61.2 ± 3.9
Total with improved employment status after training	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 0.9	12.7 ± 1.0	13.3 ± 0.9	12.4 ± 1.1	11.5 ± 1.4	15.2 ± 2.9	9.6 ± 2.2	9.1 ± 2.5	12.6 ± 0.5
Employed at a higher skill level after training	15.4 ± 0.9	16.7 ± 1.1	20.1 ± 1.2	19.7 ± 1.4	17.8 ± 1.5	20.1 ± 3.4	21.1 ± 3.1	20.8 ± 3.9	17.4 ± 0.5
Received a job-related benefit	55.7 ± 1.2	61.3 ± 1.4	65.3 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	65.1 ± 3.9	63.3 ± 3.2	65.3 ± 4.0	59.9 ± 0.6
Total with improved employment status after training	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
All graduates (f)									
Not employed before training to employed after training	12.4 ± 0.8	12.8 ± 1.0	13.2 ± 0.9	12.3 ± 1.1	11.7 ± 1.3	15.9 ± 2.9	9.4 ± 2.2	8.8 ± 2.3	12.6 ± 0.4
Employed at a higher skill level after training	15.4 ± 0.9	16.6 ± 1.1	19.9 ± 1.2	19.8 ± 1.4	17.7 ± 1.5	19.4 ± 3.3	20.9 ± 3.0	18.2 ± 3.4	17.3 ± 0.5
Received a job-related benefit	55.9 ± 1.2	61.3 ± 1.4	64.9 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	64.5 ± 3.8	63.1 ± 3.2	67.0 ± 3.7	59.9 ± 0.6
Total with improved employment status after training	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. np Not published.									

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2012									
Indigenous graduates									
Not employed before training to employed after training	6.5 ± 3.5	20.7 ± 20.7	21.2 ± 15.3	9.5 ± 6.8	np	np	–	13.4 ± 10.6	12.8 ± 4.8
Employed at a higher skill level after training	9.5 ± 10.0	np	10.0 ± 8.6	17.0 ± 12.1	np	–	np	np	9.5 ± 4.7
Received a job-related benefit	49.3 ± 11.1	31.3 ± 24.8	63.7 ± 16.0	62.4 ± 15.6	52.9 ± 17.4	46.0 ± 24.2	52.6 ± 38.5	67.5 ± 16.6	53.6 ± 7.1
Total with improved employment status after training	50.0 ± 11.1	32.3 ± 25.2	70.2 ± 14.5	57.5 ± 17.1	52.9 ± 17.4	50.9 ± 24.3	52.6 ± 38.5	71.9 ± 16.2	55.2 ± 7.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 1.4	14.2 ± 2.4	15.9 ± 2.8	11.9 ± 1.9	11.6 ± 2.6	15.2 ± 4.5	11.4 ± 4.0	9.3 ± 3.9	13.4 ± 1.0
Employed at a higher skill level after training	11.9 ± 1.5	10.6 ± 1.9	13.9 ± 2.4	14.9 ± 2.3	11.4 ± 2.3	14.8 ± 4.4	13.0 ± 4.1	13.2 ± 4.4	12.3 ± 0.9
Received a job-related benefit	57.9 ± 2.1	54.9 ± 3.3	64.4 ± 3.4	67.7 ± 2.7	64.4 ± 3.8	65.8 ± 5.6	62.2 ± 5.5	66.0 ± 6.2	60.0 ± 1.3
Total with improved employment status after training	61.5 ± 2.1	60.4 ± 3.2	67.9 ± 3.3	70.5 ± 2.6	66.9 ± 3.7	67.3 ± 5.5	65.3 ± 5.4	69.8 ± 5.9	63.9 ± 1.3
All graduates (f)									
Not employed before training to employed after training	12.2 ± 1.4	14.2 ± 2.4	16.1 ± 2.8	11.8 ± 1.8	11.6 ± 2.6	15.5 ± 4.4	11.1 ± 3.9	10.0 ± 3.6	13.3 ± 1.0
Employed at a higher skill level after training	11.8 ± 1.5	10.4 ± 1.8	13.7 ± 2.3	14.9 ± 2.2	11.5 ± 2.3	14.0 ± 4.2	12.9 ± 4.0	12.4 ± 4.0	12.1 ± 0.9
Received a job-related benefit	57.7 ± 2.1	54.4 ± 3.2	64.4 ± 3.3	67.6 ± 2.6	63.8 ± 3.7	64.5 ± 5.5	61.5 ± 5.5	66.3 ± 5.8	59.8 ± 1.3
Total with improved employment status after training	61.0 ± 2.1	59.8 ± 3.2	68.2 ± 3.2	70.0 ± 2.6	66.3 ± 3.6	66.4 ± 5.4	64.6 ± 5.3	70.4 ± 5.5	63.5 ± 1.3

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2011									
Indigenous graduates									
Not employed before training to employed after training	10.4 ± 4.2	18.9 ± 8.5	20.0 ± 5.5	21.4 ± 8.3	13.0 ± 5.9	np	np	12.8 ± 8.3	14.9 ± 2.5
Employed at a higher skill level after training	12.4 ± 4.7	14.4 ± 8.0	10.9 ± 4.0	11.5 ± 5.6	9.6 ± 5.1	9.3 ± 8.1	np	8.6 ± 7.3	11.5 ± 2.3
Received a job-related benefit	57.0 ± 6.8	51.6 ± 11.0	52.7 ± 6.5	62.4 ± 9.3	57.3 ± 9.8	48.8 ± 13.7	73.6 ± 23.8	62.8 ± 13.5	56.2 ± 3.6
Total with improved employment status after training	58.4 ± 6.7	56.8 ± 10.9	57.1 ± 6.5	65.9 ± 9.1	59.6 ± 9.6	50.0 ± 13.7	69.2 ± 24.8	63.3 ± 13.5	58.9 ± 3.5
Non-Indigenous graduates									
Not employed before training to employed after training	11.0 ± 0.9	13.3 ± 1.1	15.2 ± 1.0	10.1 ± 0.9	13.8 ± 1.4	12.2 ± 2.0	7.3 ± 2.1	8.2 ± 3.1	12.3 ± 0.5
Employed at a higher skill level after training	12.2 ± 0.9	15.0 ± 1.0	15.9 ± 1.1	14.6 ± 1.1	13.8 ± 1.4	17.1 ± 2.5	16.3 ± 2.9	15.4 ± 3.8	14.1 ± 0.5
Received a job-related benefit	58.5 ± 1.3	63.6 ± 1.5	65.6 ± 1.4	63.4 ± 1.4	57.4 ± 2.0	63.2 ± 3.1	67.1 ± 3.5	71.0 ± 4.6	61.8 ± 0.7
Total with improved employment status after training	61.5 ± 1.3	66.8 ± 1.4	68.9 ± 1.3	66.7 ± 1.4	61.7 ± 2.0	66.2 ± 3.0	71.2 ± 3.4	72.8 ± 4.5	65.1 ± 0.6
All graduates (f)									
Not employed before training to employed after training	11.0 ± 0.8	13.3 ± 1.1	15.3 ± 1.0	10.4 ± 0.9	13.8 ± 1.3	12.0 ± 1.9	7.2 ± 2.0	9.3 ± 3.0	12.4 ± 0.5
Employed at a higher skill level after training	12.1 ± 0.9	14.9 ± 1.0	15.6 ± 1.1	14.4 ± 1.1	13.6 ± 1.4	16.6 ± 2.4	16.1 ± 2.9	13.8 ± 3.4	13.9 ± 0.5
Received a job-related benefit	58.4 ± 1.3	63.4 ± 1.4	65.0 ± 1.3	63.2 ± 1.4	57.5 ± 2.0	62.5 ± 3.0	67.0 ± 3.5	69.0 ± 4.7	61.6 ± 0.6
Total with improved employment status after training	61.5 ± 1.2	66.6 ± 1.4	68.4 ± 1.3	66.5 ± 1.4	61.7 ± 1.9	65.5 ± 2.9	70.6 ± 3.4	70.5 ± 4.6	64.8 ± 0.6

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2010									
Indigenous graduates									
Not employed before training to employed after training	8.8 ± 6.0	np	13.0 ± 9.7	11.7 ± 6.2	np	18.1 ± 14.1	np	16.4 ± 16.8	9.8 ± 3.5
Employed at a higher skill level after training	14.6 ± 8.7	12.2 ± 12.6	16.1 ± 9.5	np	np	17.7 ± 16.2	np	np	12.9 ± 4.3
Received a job-related benefit	51.9 ± 11.2	62.5 ± 19.2	53.0 ± 12.7	61.6 ± 16.0	38.7 ± 21.0	86.8 ± 11.0	61.1 ± 27.7	41.9 ± 18.1	53.8 ± 6.2
Total with improved employment status after training	54.8 ± 11.1	66.6 ± 18.2	57.7 ± 12.5	66.1 ± 15.6	39.0 ± 21.2	87.0 ± 10.9	61.1 ± 27.7	47.6 ± 14.3	57.0 ± 6.1
Non-Indigenous graduates									
Not employed before training to employed after training	11.6 ± 1.3	14.0 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.6 ± 2.7	14.5 ± 3.5	10.1 ± 3.9	6.9 ± 3.1	12.1 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.5	15.2 ± 1.9	18.3 ± 2.1	18.1 ± 2.4	11.8 ± 2.7	18.8 ± 3.5	16.3 ± 4.1	19.6 ± 6.0	15.0 ± 0.9
Received a job-related benefit	53.8 ± 2.0	60.1 ± 2.5	63.4 ± 2.4	65.6 ± 2.7	58.2 ± 4.7	63.7 ± 4.3	64.3 ± 5.0	70.6 ± 6.4	59.0 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	64.0 ± 2.4	65.9 ± 2.4	68.0 ± 2.6	62.1 ± 4.7	66.3 ± 4.2	67.8 ± 5.0	72.2 ± 6.2	62.7 ± 1.1
All graduates (f)									
Not employed before training to employed after training	11.5 ± 1.3	13.9 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.2 ± 2.6	14.8 ± 3.4	9.7 ± 3.8	8.5 ± 4.0	12.0 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.4	15.1 ± 1.9	18.1 ± 2.1	17.7 ± 2.4	11.4 ± 2.6	18.8 ± 3.5	17.0 ± 4.2	16.8 ± 5.0	14.8 ± 0.8
Received a job-related benefit	53.8 ± 2.0	60.0 ± 2.4	63.0 ± 2.4	65.4 ± 2.6	57.1 ± 4.6	65.2 ± 4.0	64.0 ± 4.8	65.7 ± 6.5	58.8 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	63.9 ± 2.4	65.6 ± 2.3	67.9 ± 2.6	61.0 ± 4.6	67.6 ± 4.0	67.4 ± 4.9	68.0 ± 6.1	62.5 ± 1.1

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
2009									
Indigenous graduates									
Not employed before training to employed after training	12.0 ± 5.4	np	7.3 ± 4.2	11.8 ± 8.3	21.1 ± 13.9	28.7 ± 17.7	np	np	11.3 ± 2.9
Employed at a higher skill level after training	16.7 ± 6.9	10.4 ± 7.7	13.8 ± 6.5	26.4 ± 11.2	12.7 ± 12.2	np	np	5.8 ± 5.2	14.9 ± 3.5
Received a job-related benefit	62.3 ± 8.6	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 10.0	56.9 ± 16.7	53.6 ± 19.3	48.5 ± 21.9	82.7 ± 10.2	63.1 ± 4.5
Total with improved employment status after training	65.5 ± 8.2	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 9.9	63.1 ± 16.3	53.6 ± 19.3	48.5 ± 21.9	81.9 ± 10.2	64.6 ± 4.3
Non-Indigenous graduates									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.3 ± 1.1	9.6 ± 1.2	11.0 ± 1.5	14.6 ± 3.1	8.0 ± 2.2	7.2 ± 2.6	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.3 ± 1.2	20.9 ± 1.4	20.8 ± 1.7	17.8 ± 1.7	19.4 ± 3.6	20.4 ± 3.3	23.2 ± 5.0	17.6 ± 0.6
Received a job-related benefit	57.2 ± 1.3	62.1 ± 1.5	70.0 ± 1.5	66.2 ± 1.8	60.5 ± 2.2	64.5 ± 4.2	65.0 ± 3.4	72.3 ± 4.7	61.8 ± 0.7
Total with improved employment status after training	60.8 ± 1.3	65.8 ± 1.5	72.1 ± 1.5	69.2 ± 1.7	65.0 ± 2.2	67.3 ± 4.1	67.1 ± 3.3	75.9 ± 4.4	65.2 ± 0.7
All graduates (f)									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.2 ± 1.0	9.6 ± 1.2	11.1 ± 1.5	15.2 ± 3.0	7.9 ± 2.1	6.5 ± 2.2	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.1 ± 1.2	20.7 ± 1.4	21.0 ± 1.7	17.6 ± 1.7	18.8 ± 3.5	20.1 ± 3.2	19.5 ± 4.2	17.5 ± 0.6
Received a job-related benefit	57.3 ± 1.3	62.0 ± 1.5	69.5 ± 1.5	66.3 ± 1.8	60.5 ± 2.2	63.9 ± 4.1	64.6 ± 3.3	74.7 ± 4.3	61.8 ± 0.7
Total with improved employment status after training	61.0 ± 1.3	65.7 ± 1.5	71.6 ± 1.4	69.1 ± 1.7	65.1 ± 2.2	66.5 ± 4.0	66.6 ± 3.2	77.4 ± 4.0	65.2 ± 0.7

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (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</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. np Not published.									

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47

Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)

	<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</i>
2012									
Certificate level I/II									
Not employed before training to employed after training	14.3 ± 3.5	19.5 ± 6.3	25.9 ± 6.2	18.6 ± 5.7	15.4 ± 5.8	16.4 ± 6.8	9.1 ± 7.7	19.2 ± 6.3	19.0 ± 2.5
Employed at a higher skill level after training	7.5 ± 3.3	9.4 ± 3.7	7.4 ± 3.7	14.7 ± 5.2	9.6 ± 4.7	8.2 ± 5.2	7.6 ± 8.5	6.0 ± 4.5	8.9 ± 1.7
Received a job-related benefit	38.3 ± 5.1	41.8 ± 7.1	42.7 ± 6.8	47.3 ± 7.7	40.9 ± 8.3	42.6 ± 9.7	36.8 ± 13.6	42.2 ± 8.7	41.6 ± 3.0
Total with improved employment status after training	44.7 ± 5.3	46.9 ± 7.2	52.1 ± 6.9	52.9 ± 7.7	44.6 ± 8.4	45.6 ± 9.7	39.8 ± 13.7	48.1 ± 8.7	47.9 ± 3.0
Certificate level III/IV									
Not employed before training to employed after training	14.5 ± 1.8	14.5 ± 2.6	16.7 ± 3.1	11.7 ± 2.0	12.7 ± 3.2	17.2 ± 5.3	14.6 ± 5.5	10.2 ± 4.1	14.5 ± 1.1
Employed at a higher skill level after training	13.8 ± 1.9	9.8 ± 2.1	13.9 ± 2.5	16.6 ± 2.6	12.7 ± 2.8	15.7 ± 5.0	15.7 ± 5.6	17.0 ± 5.0	13.1 ± 1.0
Received a job-related benefit	61.1 ± 2.4	55.9 ± 3.8	68.6 ± 3.5	68.1 ± 2.9	67.2 ± 4.0	69.9 ± 6.0	67.2 ± 6.4	72.8 ± 5.8	62.8 ± 1.5
Total with improved employment status after training	64.2 ± 2.4	61.1 ± 3.7	71.2 ± 3.4	71.0 ± 2.9	69.3 ± 4.0	72.9 ± 5.7	69.7 ± 6.2	76.5 ± 5.4	66.3 ± 1.5
Diploma and Above									
Not employed before training to employed after training	10.3 ± 2.2	9.7 ± 3.0	8.5 ± 2.9	10.3 ± 3.6	7.0 ± 3.7	np	6.2 ± 4.1	–	9.5 ± 1.3
Employed at a higher skill level after training	10.2 ± 2.5	12.6 ± 3.8	18.1 ± 5.4	13.2 ± 3.7	10.8 ± 4.5	12.3 ± 9.6	15.0 ± 6.5	np	12.3 ± 1.7
Received a job-related benefit	55.7 ± 4.0	55.9 ± 5.6	61.6 ± 5.5	65.0 ± 5.7	63.3 ± 8.5	71.4 ± 12.2	62.7 ± 10.3	60.2 ± 21.1	58.3 ± 2.4
Total with improved employment status after training	59.2 ± 3.9	60.6 ± 5.4	65.2 ± 5.4	68.0 ± 5.6	67.1 ± 8.3	71.4 ± 12.2	67.1 ± 10.1	60.2 ± 21.1	62.1 ± 2.4
2011									
Certificate level I/II									

TABLE 5A.47

Table 5A.47

Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)

	<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</i>
Not employed before training to employed after training	15.6 ± 2.3	18.6 ± 2.6	23.2 ± 2.2	20.1 ± 2.8	21.1 ± 3.1	15.4 ± 3.6	14.9 ± 8.0	17.3 ± 5.2	19.0 ± 1.1
Employed at a higher skill level after training	6.4 ± 1.5	10.0 ± 1.6	8.3 ± 1.5	11.9 ± 2.2	7.0 ± 1.9	9.3 ± 3.1	8.1 ± 4.6	5.5 ± 2.7	8.4 ± 0.7
Received a job-related benefit	39.0 ± 3.0	47.9 ± 3.4	44.1 ± 2.6	47.8 ± 3.4	36.0 ± 3.9	44.0 ± 5.2	37.3 ± 9.1	37.4 ± 7.0	43.0 ± 1.4
Total with improved employment status after training	44.5 ± 3.0	54.2 ± 3.4	50.8 ± 2.6	53.2 ± 3.4	42.7 ± 4.0	49.0 ± 5.2	45.6 ± 9.6	43.9 ± 7.3	49.0 ± 1.4
Certificate level III/IV									
Not employed before training to employed after training	12.2 ± 1.0	15.1 ± 1.4	17.2 ± 1.2	12.8 ± 1.1	14.9 ± 1.7	12.8 ± 2.3	7.0 ± 2.4	9.4 ± 3.4	13.9 ± 0.6
Employed at a higher skill level after training	14.1 ± 1.1	15.3 ± 1.2	17.7 ± 1.3	15.5 ± 1.3	14.6 ± 1.7	19.2 ± 2.9	15.8 ± 3.8	17.4 ± 4.2	15.4 ± 0.6
Received a job-related benefit	61.8 ± 1.5	65.9 ± 1.8	68.4 ± 1.4	64.7 ± 1.6	58.2 ± 2.4	66.8 ± 3.3	68.9 ± 4.3	75.0 ± 4.6	64.4 ± 0.7
Total with improved employment status after training	65.0 ± 1.4	68.5 ± 1.8	71.8 ± 1.4	68.3 ± 1.5	62.6 ± 2.3	69.8 ± 3.2	72.4 ± 4.1	75.7 ± 4.5	67.6 ± 0.7
Diploma and Above									
Not employed before training to employed after training	10.2 ± 1.5	8.3 ± 1.4	6.8 ± 1.5	6.9 ± 1.6	5.1 ± 2.0	6.3 ± 3.4	7.2 ± 3.1	np	8.3 ± 0.7
Employed at a higher skill level after training	10.3 ± 1.6	14.3 ± 1.8	13.3 ± 1.9	17.9 ± 2.5	17.5 ± 3.4	17.9 ± 6.0	18.8 ± 4.8	np	13.5 ± 0.9
Received a job-related benefit	56.5 ± 2.6	60.7 ± 2.4	63.0 ± 2.8	61.3 ± 3.1	71.7 ± 3.9	71.1 ± 7.1	70.3 ± 5.4	67.5 ± 16.8	61.0 ± 1.3
Total with improved employment status after training	59.4 ± 2.5	64.7 ± 2.3	65.6 ± 2.7	64.5 ± 3.0	73.3 ± 3.8	72.5 ± 7.0	73.5 ± 5.2	68.8 ± 16.8	64.0 ± 1.3
2010									
Certificate level I/II									
Not employed before training to employed after training	13.4 ± 2.7	18.1 ± 3.9	16.3 ± 3.9	16.8 ± 4.1	19.0 ± 5.6	18.3 ± 6.1	19.4 ± 10.9	13.7 ± 8.0	16.1 ± 1.6
Employed at a higher skill level after training	8.3 ± 2.5	13.7 ± 3.4	9.4 ± 2.6	9.9 ± 3.3	9.2 ± 4.5	10.7 ± 4.8	9.2 ± 8.9	11.8 ± 5.9	10.0 ± 1.3

TABLE 5A.47

Table 5A.47 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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</i>
Received a job-related benefit	32.0 ± 3.9	40.8 ± 4.9	41.7 ± 4.9	45.9 ± 5.1	44.9 ± 7.0	51.4 ± 7.4	43.0 ± 12.3	35.8 ± 8.5	39.6 ± 2.1
Total with improved employment status after training	39.7 ± 4.0	48.4 ± 5.0	45.9 ± 4.9	51.9 ± 5.4	49.8 ± 7.0	54.3 ± 7.4	53.1 ± 11.9	42.7 ± 9.1	46.0 ± 2.1
Certificate level III/IV									
Not employed before training to employed after training	13.3 ± 1.6	16.2 ± 2.3	13.8 ± 2.0	13.2 ± 2.3	10.5 ± 2.9	17.3 ± 4.1	10.1 ± 4.6	9.3 ± 3.9	13.7 ± 0.9
Employed at a higher skill level after training	14.3 ± 1.8	16.3 ± 2.3	19.5 ± 2.4	19.0 ± 2.6	13.5 ± 3.5	21.3 ± 4.5	18.0 ± 5.4	18.8 ± 5.6	16.5 ± 1.0
Received a job-related benefit	58.8 ± 2.3	64.4 ± 2.8	65.0 ± 2.5	65.1 ± 2.9	59.5 ± 5.3	67.0 ± 4.8	69.1 ± 5.9	68.6 ± 6.7	62.4 ± 1.3
Total with improved employment status after training	63.8 ± 2.2	68.0 ± 2.7	67.8 ± 2.5	68.7 ± 2.8	62.9 ± 5.2	69.4 ± 4.7	71.2 ± 5.7	70.9 ± 6.4	66.2 ± 1.2
Diploma and Above									
Not employed before training to employed after training	10.6 ± 2.4	8.5 ± 2.8	8.2 ± 3.2	6.4 ± 3.4	7.7 ± 7.2	np	5.4 ± 3.1	–	8.7 ± 1.4
Employed at a higher skill level after training	11.6 ± 2.8	13.7 ± 3.6	16.1 ± 3.9	21.8 ± 5.3	15.1 ± 8.1	15.0 ± 6.5	18.1 ± 7.3	np	14.4 ± 1.7
Received a job-related benefit	48.9 ± 4.3	59.6 ± 4.9	59.7 ± 5.0	64.5 ± 5.8	67.8 ± 12.4	66.6 ± 9.7	64.1 ± 9.1	71.3 ± 39.4	57.1 ± 2.4
Total with improved employment status after training	53.2 ± 4.3	63.9 ± 4.8	64.2 ± 4.6	68.3 ± 5.7	70.7 ± 12.0	67.1 ± 9.7	65.8 ± 9.0	71.3 ± 39.4	61.2 ± 2.4
2009									
Certificate level I/II									
Not employed before training to employed after training	14.4 ± 2.0	16.3 ± 2.7	18.0 ± 2.1	12.9 ± 2.0	16.5 ± 3.0	17.9 ± 6.3	18.9 ± 6.3	12.7 ± 4.4	15.5 ± 1.0
Employed at a higher skill level after training	7.0 ± 1.3	10.5 ± 2.0	9.9 ± 1.8	14.8 ± 2.3	9.2 ± 2.4	16.7 ± 5.7	11.5 ± 5.6	13.4 ± 5.1	9.9 ± 0.8
Received a job-related benefit	38.5 ± 2.5	48.6 ± 3.4	44.9 ± 2.8	45.1 ± 3.1	45.0 ± 4.0	58.5 ± 7.5	41.1 ± 7.8	46.9 ± 7.0	43.8 ± 1.4
Total with improved employment status after training	44.5 ± 2.6	53.1 ± 3.5	52.0 ± 2.9	52.8 ± 3.1	51.9 ± 4.0	60.8 ± 7.4	52.8 ± 8.0	53.1 ± 6.9	49.9 ± 1.4

TABLE 5A.47

Table 5A.47

Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)

	<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</i>
Certificate level III/IV									
Not employed before training to employed after training	12.1 ± 1.0	13.0 ± 1.3	12.5 ± 1.1	12.8 ± 1.5	10.3 ± 1.7	16.2 ± 3.6	8.8 ± 3.0	7.3 ± 2.8	12.3 ± 0.6
Employed at a higher skill level after training	18.0 ± 1.3	18.3 ± 1.4	23.3 ± 1.6	20.6 ± 1.9	19.5 ± 2.0	21.8 ± 4.6	21.1 ± 4.2	20.1 ± 4.4	19.5 ± 0.7
Received a job-related benefit	62.6 ± 1.5	67.3 ± 1.7	72.9 ± 1.5	66.9 ± 1.9	63.0 ± 2.6	66.7 ± 4.9	69.2 ± 4.1	75.7 ± 4.3	66.1 ± 0.8
Total with improved employment status after training	66.3 ± 1.4	70.3 ± 1.7	75.3 ± 1.4	70.6 ± 1.8	67.6 ± 2.5	69.8 ± 4.7	70.0 ± 3.9	78.0 ± 4.2	69.5 ± 0.8
Diploma and Above									
Not employed before training to employed after training	10.9 ± 1.8	9.9 ± 1.7	10.0 ± 2.2	9.3 ± 2.4	9.1 ± 3.2	10.0 ± 6.1	4.3 ± 2.5	np	10.0 ± 1.0
Employed at a higher skill level after training	15.0 ± 2.1	16.7 ± 2.2	19.3 ± 2.9	25.8 ± 3.7	25.4 ± 4.8	14.0 ± 7.2	26.9 ± 6.1	21.6 ± 15.9	18.0 ± 1.2
Received a job-related benefit	51.1 ± 3.0	55.9 ± 3.0	59.2 ± 3.7	65.2 ± 3.9	70.3 ± 5.0	67.3 ± 9.3	63.3 ± 6.3	72.5 ± 17.6	56.7 ± 1.6
Total with improved employment status after training	55.9 ± 3.0	62.0 ± 3.0	63.2 ± 3.6	68.5 ± 3.8	72.6 ± 4.9	68.0 ± 9.3	68.1 ± 6.0	73.8 ± 17.4	61.4 ± 1.6
2008									
Certificate level I/II									
Not employed before training to employed after training	15.7 ± 3.1	21.0 ± 4.4	23.7 ± 4.2	16.1 ± 4.8	22.2 ± 8.1	17.5 ± 6.7	9.2 ± 6.6	20.5 ± 7.1	18.5 ± 1.8
Employed at a higher skill level after training	9.0 ± 2.3	11.7 ± 3.8	10.7 ± 3.1	10.6 ± 3.5	14.5 ± 7.4	14.8 ± 5.1	11.7 ± 6.1	4.3 ± 2.6	10.4 ± 1.4
Received a job-related benefit	44.2 ± 4.0	59.6 ± 5.2	53.1 ± 5.0	51.3 ± 6.1	53.7 ± 10.0	53.5 ± 8.3	38.8 ± 10.3	45.6 ± 8.7	50.1 ± 2.3
Total with improved employment status after training	50.1 ± 3.8	62.8 ± 5.1	61.3 ± 5.0	59.4 ± 6.2	58.5 ± 10.0	59.0 ± 8.1	45.7 ± 10.7	52.2 ± 9.2	56.1 ± 2.2
Certificate level III/IV									
Not employed before training to employed after training	13.4 ± 1.9	15.3 ± 2.4	14.9 ± 2.5	15.1 ± 3.1	17.5 ± 5.4	11.8 ± 4.0	10.6 ± 4.4	7.3 ± 4.7	14.3 ± 1.1

TABLE 5A.47

Table 5A.47 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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</i>
Employed at a higher skill level after training	16.1 ± 2.2	19.9 ± 2.9	21.9 ± 3.1	17.9 ± 3.3	19.4 ± 5.3	23.2 ± 5.8	19.3 ± 5.0	20.6 ± 8.6	18.5 ± 1.3
Received a job-related benefit	65.4 ± 2.6	70.5 ± 3.0	72.1 ± 3.0	67.0 ± 3.9	75.6 ± 5.9	71.1 ± 5.8	66.5 ± 6.4	73.7 ± 7.0	68.6 ± 1.5
Total with improved employment status after training	68.5 ± 2.5	74.2 ± 2.9	75.3 ± 2.9	71.3 ± 3.9	78.2 ± 5.6	72.6 ± 5.7	67.3 ± 6.4	74.7 ± 6.9	71.8 ± 1.4
Diploma and Above									
Not employed before training to employed after training	11.9 ± 3.4	11.5 ± 3.5	9.0 ± 3.2	9.5 ± 4.6	17.2 ± 9.8	np	5.9 ± 3.7	np	11.1 ± 1.8
Employed at a higher skill level after training	15.0 ± 3.4	22.8 ± 4.9	22.4 ± 5.5	22.5 ± 7.2	25.8 ± 11.4	15.5 ± 11.2	23.8 ± 8.4	56.3 ± 33.0	20.2 ± 2.3
Received a job-related benefit	62.0 ± 5.3	59.2 ± 5.4	62.7 ± 6.3	67.3 ± 7.6	81.9 ± 10.9	70.2 ± 11.8	71.0 ± 8.5	79.9 ± 18.5	63.6 ± 2.8
Total with improved employment status after training	65.9 ± 5.3	66.0 ± 5.2	67.6 ± 6.0	71.9 ± 7.2	83.9 ± 10.7	70.2 ± 11.8	76.6 ± 7.7	79.9 ± 18.5	68.4 ± 2.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) All graduates includes those for whom Indigenous status is unknown.

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.48

Table 5A.48

Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)

	<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</i>
2012									
Certificate level I/II									
Not employed before training to employed after training	13.6 ± 4.7	22.9 ± 9.6	26.4 ± 9.0	14.9 ± 6.3	15.4 ± 7.3	11.4 ± 7.7	np	18.7 ± 9.9	19.2 ± 3.7
Employed at a higher skill level after training	4.2 ± 2.6	7.8 ± 4.4	7.6 ± 5.5	10.7 ± 5.8	10.6 ± 6.2	8.0 ± 7.1	–	np	7.1 ± 2.0
Received a job-related benefit	39.9 ± 6.6	41.5 ± 9.9	39.9 ± 9.7	54.2 ± 9.3	39.6 ± 10.1	37.8 ± 12.8	33.7 ± 15.8	46.0 ± 14.0	41.5 ± 4.1
Total with improved employment status after training	44.0 ± 6.6	47.1 ± 10.0	50.5 ± 9.8	57.2 ± 9.1	44.6 ± 10.3	40.4 ± 12.9	37.1 ± 16.1	54.0 ± 14.0	47.5 ± 4.1
Certificate level III/IV									
Not employed before training to employed after training	13.1 ± 1.8	14.3 ± 2.8	15.5 ± 3.4	11.9 ± 2.2	12.8 ± 3.4	17.7 ± 5.7	13.7 ± 5.7	8.8 ± 4.2	13.7 ± 1.2
Employed at a higher skill level after training	13.7 ± 2.1	10.1 ± 2.3	14.0 ± 2.8	16.0 ± 2.9	11.9 ± 2.9	15.9 ± 5.4	14.4 ± 5.7	16.0 ± 5.3	13.1 ± 1.1
Received a job-related benefit	61.2 ± 2.6	56.6 ± 4.2	70.7 ± 3.9	69.5 ± 3.1	68.4 ± 4.2	70.7 ± 6.3	66.7 ± 6.8	72.6 ± 6.2	63.6 ± 1.6
Total with improved employment status after training	64.4 ± 2.6	62.1 ± 4.1	73.1 ± 3.8	71.9 ± 3.0	70.3 ± 4.2	72.8 ± 6.1	69.0 ± 6.5	76.1 ± 5.8	67.0 ± 1.6
Diploma and Above									
Not employed before training to employed after training	9.6 ± 2.1	8.6 ± 2.9	7.6 ± 3.0	9.5 ± 3.6	6.1 ± 3.5	np	6.2 ± 4.2	–	8.7 ± 1.3
Employed at a higher skill level after training	10.3 ± 2.6	12.9 ± 3.9	18.6 ± 5.9	13.4 ± 4.0	10.8 ± 4.6	12.6 ± 9.8	15.1 ± 6.6	np	12.4 ± 1.7
Received a job-related benefit	55.9 ± 4.1	55.8 ± 5.6	63.9 ± 5.8	68.4 ± 5.7	63.6 ± 8.7	70.6 ± 12.5	62.5 ± 10.3	60.2 ± 21.1	58.9 ± 2.5
Total with improved employment status after training	59.5 ± 4.0	60.6 ± 5.5	66.6 ± 5.7	70.4 ± 5.6	66.6 ± 8.5	70.6 ± 12.5	66.9 ± 10.2	60.2 ± 21.1	62.5 ± 2.5

2011

Certificate level I/II

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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</i>
Not employed before training to employed after training	12.2 ± 2.6	17.9 ± 3.9	23.5 ± 3.0	15.1 ± 3.2	23.2 ± 3.9	14.2 ± 4.7	18.7 ± 12.0	13.7 ± 7.2	17.3 ± 1.4
Employed at a higher skill level after training	5.8 ± 1.8	11.1 ± 2.4	7.0 ± 1.9	8.2 ± 2.5	6.4 ± 2.2	6.7 ± 3.7	10.1 ± 6.6	4.2 ± 3.9	7.4 ± 0.9
Received a job-related benefit	36.5 ± 3.6	48.6 ± 4.7	41.6 ± 3.5	46.6 ± 4.3	35.9 ± 4.6	38.8 ± 6.8	40.9 ± 12.6	45.1 ± 11.8	41.3 ± 1.8
Total with improved employment status after training	41.4 ± 3.7	54.2 ± 4.7	48.9 ± 3.6	51.6 ± 4.3	43.3 ± 4.7	43.6 ± 6.9	51.9 ± 13.2	49.7 ± 12.0	47.1 ± 1.8
Certificate level III/IV									
Not employed before training to employed after training	11.2 ± 1.1	14.7 ± 1.5	16.1 ± 1.3	10.6 ± 1.1	14.2 ± 1.7	12.4 ± 2.4	5.6 ± 2.2	8.7 ± 3.6	12.9 ± 0.6
Employed at a higher skill level after training	13.9 ± 1.2	15.9 ± 1.3	18.2 ± 1.4	15.0 ± 1.4	14.1 ± 1.8	19.1 ± 3.1	15.3 ± 3.9	17.0 ± 4.3	15.5 ± 0.6
Received a job-related benefit	63.1 ± 1.6	67.5 ± 1.9	70.4 ± 1.6	66.6 ± 1.7	58.0 ± 2.5	67.3 ± 3.5	68.4 ± 4.6	75.5 ± 4.8	65.7 ± 0.8
Total with improved employment status after training	65.9 ± 1.5	69.7 ± 1.8	73.2 ± 1.5	69.7 ± 1.6	62.2 ± 2.5	70.2 ± 3.5	71.6 ± 4.4	76.2 ± 4.7	68.5 ± 0.8
Diploma and Above									
Not employed before training to employed after training	9.5 ± 1.5	8.1 ± 1.4	5.7 ± 1.4	5.9 ± 1.4	5.2 ± 2.0	6.3 ± 3.4	6.9 ± 3.1	np	7.7 ± 0.7
Employed at a higher skill level after training	10.1 ± 1.6	14.4 ± 1.8	13.8 ± 2.1	16.8 ± 2.5	17.3 ± 3.4	17.9 ± 6.0	19.1 ± 4.9	np	13.4 ± 0.9
Received a job-related benefit	56.6 ± 2.6	61.2 ± 2.4	65.7 ± 2.9	62.0 ± 3.1	71.9 ± 3.9	71.1 ± 7.1	70.9 ± 5.5	67.5 ± 16.8	61.6 ± 1.3
Total with improved employment status after training	59.3 ± 2.6	65.3 ± 2.3	67.9 ± 2.8	65.0 ± 3.1	73.4 ± 3.8	72.5 ± 7.0	73.8 ± 5.3	68.8 ± 16.8	64.6 ± 1.3
2010									
Certificate level I/II									
Not employed before training to employed after training	12.8 ± 3.5	15.9 ± 5.0	12.4 ± 5.6	11.2 ± 4.6	21.2 ± 7.2	16.1 ± 8.1	20.8 ± 14.9	np	14.3 ± 2.1

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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</i>
Employed at a higher skill level after training	6.1 ± 2.8	10.9 ± 4.4	8.8 ± 3.9	6.8 ± 3.4	5.2 ± 3.2	10.8 ± 6.6	np	17.4 ± 12.4	7.9 ± 1.6
Received a job-related benefit	30.0 ± 4.8	37.4 ± 6.3	36.9 ± 7.3	49.3 ± 7.6	42.6 ± 8.7	55.0 ± 10.0	44.6 ± 16.3	49.8 ± 15.3	37.1 ± 2.8
Total with improved employment status after training	37.6 ± 5.0	44.3 ± 6.5	39.9 ± 7.3	53.7 ± 7.5	48.5 ± 8.9	58.6 ± 9.7	57.6 ± 15.1	51.5 ± 15.2	43.3 ± 2.9
Certificate level III/IV									
Not employed before training to employed after training	11.5 ± 1.6	15.3 ± 2.4	13.1 ± 2.2	12.3 ± 2.5	9.4 ± 2.7	17.1 ± 4.3	9.7 ± 4.9	8.8 ± 4.0	12.6 ± 0.9
Employed at a higher skill level after training	14.1 ± 1.9	16.5 ± 2.5	20.5 ± 2.7	19.4 ± 3.0	12.6 ± 3.3	21.3 ± 4.6	18.2 ± 5.6	17.0 ± 5.8	16.5 ± 1.1
Received a job-related benefit	59.4 ± 2.5	65.1 ± 3.0	68.9 ± 2.8	67.6 ± 3.2	58.4 ± 5.6	67.3 ± 5.0	67.6 ± 6.3	68.2 ± 7.1	63.5 ± 1.4
Total with improved employment status after training	63.5 ± 2.4	68.2 ± 2.9	71.1 ± 2.7	69.8 ± 3.1	61.5 ± 5.6	69.8 ± 4.9	69.9 ± 6.1	70.8 ± 6.8	66.7 ± 1.3
Diploma and Above									
Not employed before training to employed after training	10.7 ± 2.6	8.8 ± 2.9	6.4 ± 2.9	5.7 ± 3.5	8.1 ± 7.7	np	4.7 ± 2.9	–	8.5 ± 1.4
Employed at a higher skill level after training	11.8 ± 2.9	14.0 ± 3.7	16.4 ± 4.3	20.2 ± 5.7	13.1 ± 7.4	15.2 ± 6.6	17.9 ± 7.3	np	14.2 ± 1.8
Received a job-related benefit	50.0 ± 4.5	59.7 ± 5.0	60.7 ± 5.4	70.3 ± 6.0	66.3 ± 12.8	66.6 ± 9.8	63.6 ± 9.2	70.8 ± 40.0	58.1 ± 2.5
Total with improved employment status after training	54.0 ± 4.4	64.0 ± 4.9	64.8 ± 4.9	72.0 ± 5.9	70.8 ± 12.3	67.1 ± 9.9	65.3 ± 9.1	70.8 ± 40.0	61.9 ± 2.5
2009									
Certificate level I/II									
Not employed before training to employed after training	10.9 ± 2.3	14.0 ± 3.2	13.4 ± 3.2	6.6 ± 2.3	14.5 ± 3.7	14.8 ± 7.2	12.6 ± 4.6	10.8 ± 7.0	12.0 ± 1.3
Employed at a higher skill level after training	4.7 ± 1.4	8.8 ± 2.4	7.0 ± 2.4	15.3 ± 3.8	9.0 ± 3.0	14.2 ± 6.2	10.4 ± 6.3	12.1 ± 11.0	8.0 ± 1.0
Received a job-related benefit	36.9 ± 3.2	46.9 ± 4.4	48.6 ± 4.6	54.7 ± 4.9	44.2 ± 4.9	55.5 ± 9.0	47.5 ± 9.0	66.1 ± 13.8	44.1 ± 1.9

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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</i>
Total with improved employment status after training	41.2 ± 3.3	50.2 ± 4.3	52.0 ± 4.6	57.8 ± 4.9	49.7 ± 5.0	57.7 ± 8.9	52.2 ± 9.0	70.3 ± 12.3	48.0 ± 1.9
Certificate level III/IV									
Not employed before training to employed after training	11.0 ± 1.1	12.6 ± 1.4	11.3 ± 1.2	10.5 ± 1.6	10.5 ± 1.8	16.6 ± 3.8	8.4 ± 3.1	6.0 ± 2.5	11.3 ± 0.6
Employed at a higher skill level after training	17.9 ± 1.4	19.1 ± 1.6	23.0 ± 1.7	20.9 ± 2.2	18.6 ± 2.1	21.4 ± 4.8	19.4 ± 4.4	20.6 ± 4.7	19.5 ± 0.8
Received a job-related benefit	63.8 ± 1.6	68.0 ± 1.9	75.5 ± 1.6	68.8 ± 2.1	63.1 ± 2.8	66.1 ± 5.2	69.1 ± 4.3	76.3 ± 4.6	67.3 ± 0.9
Total with improved employment status after training	67.0 ± 1.6	70.7 ± 1.8	76.9 ± 1.6	71.5 ± 2.0	67.9 ± 2.7	69.3 ± 5.0	69.4 ± 4.1	78.9 ± 4.4	70.1 ± 0.8
Diploma and Above									
Not employed before training to employed after training	10.5 ± 1.9	9.5 ± 1.7	9.5 ± 2.4	8.9 ± 2.5	8.9 ± 3.2	9.2 ± 6.0	4.3 ± 2.6	np	9.6 ± 1.0
Employed at a higher skill level after training	14.7 ± 2.2	16.9 ± 2.3	20.5 ± 3.1	26.5 ± 4.0	25.4 ± 4.9	14.2 ± 7.3	26.5 ± 6.1	21.6 ± 15.9	18.1 ± 1.2
Received a job-related benefit	51.7 ± 3.1	56.6 ± 3.1	60.7 ± 3.9	67.3 ± 4.1	70.7 ± 5.1	67.5 ± 9.4	63.1 ± 6.4	72.5 ± 17.6	57.6 ± 1.7
Total with improved employment status after training	56.4 ± 3.1	62.7 ± 3.0	64.4 ± 3.9	70.3 ± 4.0	73.0 ± 4.9	68.2 ± 9.4	67.5 ± 6.1	73.8 ± 17.4	62.2 ± 1.6
2008									
Certificate level I/II									
Not employed before training to employed after training	13.1 ± 3.6	20.3 ± 5.6	22.0 ± 6.2	14.7 ± 6.8	26.6 ± 11.1	15.4 ± 7.2	np	10.0 ± 6.8	16.7 ± 2.3
Employed at a higher skill level after training	5.4 ± 2.3	9.1 ± 3.7	5.6 ± 3.0	5.7 ± 3.8	7.8 ± 5.7	12.2 ± 5.1	6.0 ± 5.4	np	6.7 ± 1.4
Received a job-related benefit	42.5 ± 4.8	61.5 ± 6.5	54.7 ± 7.6	61.2 ± 8.7	48.6 ± 12.6	50.1 ± 9.6	38.4 ± 12.2	58.9 ± 12.8	50.4 ± 3.0
Total with improved employment status after training	45.3 ± 4.8	64.6 ± 6.4	60.6 ± 7.5	65.0 ± 8.4	53.2 ± 12.7	52.8 ± 9.6	40.7 ± 12.3	60.1 ± 12.7	53.9 ± 2.9
Certificate level III/IV									

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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</i>
Not employed before training to employed after training	12.2 ± 1.9	13.7 ± 2.5	13.9 ± 2.6	14.2 ± 3.4	17.0 ± 5.8	11.2 ± 4.3	9.4 ± 4.7	7.1 ± 4.9	13.2 ± 1.2
Employed at a higher skill level after training	15.5 ± 2.3	20.7 ± 3.2	21.5 ± 3.5	16.8 ± 3.5	19.0 ± 5.4	23.9 ± 6.2	20.2 ± 5.4	21.9 ± 9.3	18.3 ± 1.4
Received a job-related benefit	66.2 ± 2.7	71.3 ± 3.2	73.4 ± 3.3	67.3 ± 4.4	76.8 ± 5.9	71.2 ± 6.1	67.4 ± 6.8	73.0 ± 7.3	69.6 ± 1.6
Total with improved employment status after training	68.7 ± 2.7	74.7 ± 3.1	75.9 ± 3.2	71.1 ± 4.4	78.7 ± 5.7	72.8 ± 6.0	67.6 ± 6.8	74.0 ± 7.2	72.2 ± 1.5
Diploma and Above									
Not employed before training to employed after training	12.4 ± 3.6	11.7 ± 3.6	8.1 ± 3.4	7.6 ± 4.3	16.7 ± 10.0	np	5.9 ± 3.8	np	11.0 ± 1.9
Employed at a higher skill level after training	14.7 ± 3.4	23.5 ± 5.0	23.4 ± 5.9	23.7 ± 7.9	23.1 ± 11.1	15.9 ± 11.4	24.1 ± 8.5	56.3 ± 33.0	20.4 ± 2.4
Received a job-related benefit	63.8 ± 5.4	59.4 ± 5.5	65.3 ± 6.6	69.8 ± 7.9	80.9 ± 11.5	69.6 ± 12.0	71.0 ± 8.5	79.9 ± 18.5	64.9 ± 2.9
Total with improved employment status after training	67.9 ± 5.4	66.3 ± 5.2	69.1 ± 6.4	73.4 ± 7.5	83.0 ± 11.2	69.6 ± 12.0	76.7 ± 7.8	79.9 ± 18.5	69.5 ± 2.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) All graduates includes those for whom Indigenous status is unknown.

np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.49

Table 5A.49 Load pass rates by Indigenous status (per cent) (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</i>
2012									
Reported as Indigenous	68.5	73.1	83.4	72.6	84.8	73.7	76.0	68.3	73.9
Reported as non-Indigenous	79.5	83.5	89.5	81.3	86.5	81.8	80.8	82.1	83.0
Not reported	80.6	80.4	87.5	79.6	86.7	81.0	91.7	87.7	83.4
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as Indigenous	69.1	71.5	84.6	70.0	79.1	72.9	72.3	66.7	73.2
Reported as non-Indigenous	79.9	82.2	90.3	81.2	84.3	81.1	82.3	79.7	82.6
Not reported	89.1	89.9	88.4	80.5	72.6	86.3	89.9	83.9	86.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as Indigenous	68.4	64.8	81.4	68.2	81.7	69.6	72.8	70.1	71.6
Reported as non-Indigenous	79.4	78.2	88.4	80.5	87.0	79.3	82.5	80.8	80.9
Not reported	88.7	83.4	85.4	80.6	87.0	87.7	84.4	76.8	84.3
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Reported as Indigenous	67.1	62.2	82.1	66.9	83.7	74.0	72.4	64.4	70.2
Reported as non-Indigenous	78.8	77.0	87.6	80.2	86.5	82.0	82.0	77.7	80.2
Not reported	81.4	79.2	83.2	76.0	88.1	94.4	83.5	86.2	81.2
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Reported as Indigenous	67.1	63.4	79.7	63.2	79.7	77.9	71.6	62.1	68.9
Reported as non-Indigenous	78.8	76.7	86.6	79.3	87.1	81.9	81.3	78.7	80.0
Not reported	77.2	78.5	81.6	70.5	88.1	87.9	83.4	80.0	77.6
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

TABLE 5A.49

Table 5A.49 Load pass rates by Indigenous status (per cent) (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</i>
2007									
Reported as Indigenous	66.2	60.7	73.6	60.9	77.1	71.0	77.6	65.8	67.0
Reported as non-Indigenous	78.6	75.6	84.2	78.2	88.5	78.9	79.4	78.9	79.2
Not reported	76.4	78.2	79.4	69.1	85.5	83.3	82.3	75.5	76.3
All students	77.9	75.5	83.2	75.8	87.9	78.6	79.6	73.6	78.5
2006									
Reported as Indigenous	66.3	64.3	72.1	58.1	76.9	72.9	72.1	61.0	66.0
Reported as non-Indigenous	78.5	76.5	82.5	76.8	87.9	80.3	78.7	77.2	79.1
Not reported	77.9	73.1	75.9	71.5	90.6	90.4	75.9	70.5	76.5
All students	77.9	76.2	81.3	74.8	87.7	80.2	78.3	70.4	78.3
2005									
Reported as Indigenous	66.2	63.6	73.1	57.0	75.5	73.0	73.7	62.8	66.2
Reported as non-Indigenous	78.6	76.5	81.1	75.9	87.0	79.8	79.1	79.0	78.7
Not reported	78.1	74.7	75.1	71.0	89.8	93.3	85.4	71.4	76.9
All students	78.0	76.2	80.1	73.9	86.8	79.8	79.4	72.2	78.0
2004									
Reported as Indigenous	65.3	60.3	68.3	56.0	72.5	73.0	68.3	60.1	63.8
Reported as non-Indigenous	77.9	76.4	78.1	75.5	87.5	79.5	79.9	72.9	78.0
Not reported	78.3	74.3	77.5	71.9	89.5	90.9	80.5	82.5	77.1
All students	77.5	76.0	77.5	73.5	87.0	79.6	79.8	68.1	77.3
2003									
Reported as Indigenous	63.1	60.5	68.9	56.4	74.3	75.1	63.2	59.1	63.5
Reported as non-Indigenous	77.4	76.7	77.2	74.0	87.4	80.1	78.9	76.7	77.6
Not reported	77.6	75.8	75.4	70.9	88.2	91.2	83.6	82.7	76.6
All students	77.0	76.4	76.6	72.2	86.9	80.4	78.8	69.7	76.9

TABLE 5A.49

Table 5A.49 **Load pass rates by Indigenous status (per cent) (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</i>
(a)	Government funded activity is based on funding source codes 01, 02, 11, 13, 15. It excludes activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded.								
(b)	Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following: <ul style="list-style-type: none"> • all PPP students are reported in 2010 and 2011, and only partially reported in 2009 • the extent to which VET fee-help has affected student numbers is unknown due to partial coverage. 								
(c)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(d)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(e)	Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.50

Table 5A.50 **Load pass rates by region (per cent) (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</i>
2012									
Major cities	78.1	82.5	88.3	79.6	85.5	79.8	80.9	90.6	81.9
Inner regional	79.9	84.1	90.0	81.9	89.0	80.0	84.1	86.2	83.5
Outer regional	80.4	89.5	89.6	83.8	89.2	83.4	87.0	79.4	85.9
Remote and very remote	81.3	88.5	89.3	83.1	88.3	87.4	91.3	76.5	84.2
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Major cities	79.3	81.7	88.7	79.7	82.4	75.5	82.9	75.1	81.8
Inner regional	80.2	82.3	91.0	82.1	84.6	79.3	87.0	76.9	82.9
Outer regional	80.7	87.7	91.1	83.1	85.2	83.3	84.2	77.4	85.4
Remote and very remote	79.0	86.4	91.0	81.8	80.0	86.4	79.7	71.5	82.3
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Major cities	78.4	77.1	85.9	78.3	85.8	93.6	81.7	90.1	79.5
Inner regional	80.1	80.0	89.1	80.8	88.3	76.4	84.4	89.6	81.7
Outer regional	80.4	81.9	89.3	83.2	89.4	81.2	88.4	78.1	83.7
Remote and very remote	77.9	88.3	89.9	84.2	87.4	84.8	87.2	74.3	83.7
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Major cities	77.5	75.7	84.7	77.1	85.5	99.3	81.3	82.8	78.6
Inner regional	79.7	79.0	88.4	80.5	88.5	78.6	84.1	84.1	81.2
Outer regional	79.5	79.8	88.4	83.0	90.3	84.1	84.2	73.7	82.8
Remote and very remote	79.0	83.3	90.0	83.3	88.1	90.7	94.3	71.1	82.9
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Major cities	77.6	75.8	83.5	74.7	85.8	93.4	80.7	67.1	78.1

TABLE 5A.50

Table 5A.50 **Load pass rates by region (per cent) (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</i>
Inner regional	79.3	78.0	87.2	78.8	89.8	79.4	83.4	81.0	80.4
Outer regional	79.6	79.4	88.3	82.6	89.9	84.0	86.1	73.6	82.7
Remote and very remote	77.1	78.8	89.0	81.5	88.3	87.4	90.0	70.0	81.5
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

- (a) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (b) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these areas throughout Australia studying in the jurisdiction.
- (c) In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (e) Additional information is provided in footnotes to table 5A.49.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.51

Table 5A.51 **Load pass rates by disability status (per cent) (a), (b), (c), (d)**

	<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</i>
2012									
Reported as having a disability	71.6	73.4	83.3	69.6	84.2	71.7	76.1	73.5	74.3
Reported as not having a disability	79.6	84.2	90.7	81.6	86.6	82.5	81.7	76.7	83.3
Not reported disability	83.6	–	86.4	78.4	–	90.2	90.4	89.4	84.5
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as having a disability	71.0	72.4	84.3	68.6	80.9	71.0	74.8	65.9	73.4
Reported as not having a disability	80.2	82.9	91.6	81.4	83.7	81.7	83.7	74.4	82.9
Not reported disability	90.7	86.0	86.9	79.7	–	91.5	93.7	86.5	85.7
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as having a disability	70.6	68.1	80.3	68.3	80.6	69.1	76.4	67.1	71.4
Reported as not having a disability	79.7	78.8	89.6	80.8	87.3	79.2	82.9	76.5	81.3
Not reported disability	83.7	82.9	84.4	78.6	82.8	92.3	96.5	84.5	83.0
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Reported as having a disability	70.2	66.4	77.9	66.7	80.2	70.5	75.3	64.2	70.6
Reported as not having a disability	79.1	77.2	88.2	80.3	87.2	82.2	83.3	73.0	80.5
Not reported disability	75.3	84.8	83.4	75.0	83.1	94.7	78.0	75.4	80.8
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Reported as having a disability	69.6	67.1	75.7	64.1	82.4	71.0	76.8	61.8	69.9
Reported as not having a disability	79.2	77.2	87.2	79.2	87.4	82.4	82.1	72.0	80.3
Not reported disability	73.5	80.6	81.1	70.4	84.7	93.1	78.0	83.6	77.4
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

TABLE 5A.51

Table 5A.51 **Load pass rates by disability status (per cent) (a), (b), (c), (d)**

	<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</i>
(a)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(b)	People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.49. – Nil or rounded to zero.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.52

Table 5A.52 **Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)**

	<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</i>
2012									
Language other than English	76.5	79.7	82.7	76.6	83.4	63.9	81.7	63.8	78.3
English	79.9	84.5	89.3	81.5	87.9	82.7	81.6	82.5	83.9
Not reported	77.0	76.5	89.3	79.6	79.3	81.9	79.8	80.4	79.7
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Language other than English	76.5	76.5	80.6	75.8	81.2	63.2	79.5	60.8	76.6
English	80.5	83.5	90.2	81.6	83.6	82.1	84.1	80.3	83.6
Not reported	79.2	86.3	90.6	79.5	86.3	79.3	82.7	76.5	83.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Language other than English	75.1	71.3	75.3	74.2	86.9	63.6	81.7	64.0	74.2
English	80.2	79.7	88.5	81.2	86.9	80.1	84.0	82.6	82.2
Not reported	79.8	80.7	83.4	78.2	83.4	82.1	77.3	74.0	79.9
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Language other than English	74.8	69.2	73.1	71.3	86.9	60.7	78.8	59.2	73.0
English	79.6	78.7	87.6	81.0	86.3	83.3	82.9	78.6	81.6
Not reported	76.8	75.4	83.2	74.7	88.6	80.0	74.6	72.0	77.5
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Language other than English	74.7	68.5	72.6	71.7	86.0	66.9	75.4	58.6	72.7
English	79.6	78.5	86.6	80.2	87.1	82.5	82.6	77.9	81.3
Not reported	77.4	74.9	79.5	69.0	87.0	77.8	74.9	72.7	75.1
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

TABLE 5A.52

Table 5A.52 **Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)**

	<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</i>
(a)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(b)	People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 - 6.7%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.497.								
<i>Source:</i> NCVER unpublished, National VET provider collection.									

TABLE 5A.53

Table 5A.53 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020
Indigenous	no.	3 244	1 230	3 586	1 948	922	296	153	1 105	12 484
Non-Indigenous	no.	66 647	109 928	51 792	25 473	18 373	6 510	3 229	2 218	284 170
AQF VET course enrolments for all students										
All	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Indigenous	no.	28 233	8 009	24 731	17 001	5 943	2 402	701	10 590	97 610
Non-Indigenous	no.	463 924	598 695	282 506	137 799	103 723	50 735	23 128	14 432	1 674 942
Proportion										
All	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5
Indigenous	%	11.5	15.4	14.5	11.5	15.5	12.3	21.8	10.4	12.8
Non-Indigenous	%	14.4	18.4	18.3	18.5	17.7	12.8	14.0	15.4	17.0
2010										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261
Indigenous	no.	2 834	665	3 230	1 712	486	295	182	939	10 343
Non-Indigenous	no.	62 789	71 969	46 529	26 350	10 255	6 244	3 233	1 846	229 215
AQF VET course enrolments for all students										
All	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319
Indigenous	no.	26 142	6 971	21 091	16 462	5 729	2 272	746	10 114	89 527
Non-Indigenous	no.	440 933	478 526	266 618	136 062	89 128	54 585	23 593	14 668	1 504 113
Proportion										

TABLE 5A.53

Table 5A.53 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9
Indigenous	%	10.8	9.5	15.3	10.4	8.5	13.0	24.4	9.3	11.6
Non-Indigenous	%	14.2	15.0	17.5	19.4	11.5	11.4	13.7	12.6	15.2

2009

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

All	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720
Indigenous	no.	2 392	580	2 552	1 537	532	251	142	783	8 769
Non-Indigenous	no.	58 074	56 810	43 219	22 117	16 599	5 912	4 237	1 710	208 678

AQF VET course enrolments for all students

All	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Indigenous	no.	21 302	6 455	17 934	14 483	4 650	1 822	584	10 556	77 786
Non-Indigenous	no.	403 484	428 208	245 613	125 269	78 223	46 408	23 863	14 321	1 365 389

Proportion

All	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6
Indigenous	%	11.2	9.0	14.2	10.6	11.4	13.8	24.3	7.4	11.3
Non-Indigenous	%	14.4	13.3	17.6	17.7	21.2	12.7	17.8	11.9	15.3

2008

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

All	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
Indigenous	no.	2 170	545	2 109	1 260	538	227	70	559	7 478
Non-Indigenous	no.	52 945	49 727	39 364	19 201	15 447	6 253	3 228	1 601	187 766

AQF VET course enrolments for all students

TABLE 5A.53

Table 5A.53 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043
Indigenous	no.	20 438	6 651	16 583	12 824	4 181	1 902	445	10 406	73 430
Non-Indigenous	no.	381 275	396 461	252 411	113 145	80 083	50 454	21 459	13 888	1 309 176
Proportion										
All	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6
Indigenous	%	10.6	8.2	12.7	9.8	12.9	11.9	15.7	5.4	10.2
Non-Indigenous	%	13.9	12.5	15.6	17.0	19.3	12.4	15.0	11.5	14.3
2007										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	44 640	50 394	37 802	19 086	13 555	5 046	3 741	2 245	176 509
Indigenous	no.	1 667	430	1 737	1 153	383	175	83	783	6 411
Non-Indigenous	no.	41 319	48 542	33 521	17 357	12 762	4 799	3 455	1 451	163 206
AQF VET course enrolments for all students										
All	no.	403 054	405 540	302 304	154 553	85 852	49 911	23 283	26 856	1 451 353
Indigenous	no.	17 878	5 850	16 573	12 681	4 015	1 878	495	12 054	71 424
Non-Indigenous	no.	358 134	384 267	252 207	114 101	75 627	47 292	21 013	14 539	1 267 180
Proportion										
All	%	11.1	12.4	12.5	12.3	15.8	10.1	16.1	8.4	12.2
Indigenous	%	9.3	7.4	10.5	9.1	9.5	9.3	16.8	6.5	9.0
Non-Indigenous	%	11.5	12.6	13.3	15.2	16.9	10.1	16.4	10.0	12.9

(a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).

(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

TABLE 5A.53

Table 5A.53 VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.									
(d)	In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.									
(g)	South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.									

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.54

Table 5A.54 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
Indigenous	no.	2 154	896	2 433	1 097	716	184	112	789	8 381
Non-Indigenous	no.	49 400	81 661	37 280	15 895	14 939	4 580	2 769	1 599	208 123
AQF VET course enrolments for students aged 20–64 years										
All	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Indigenous	no.	16 526	5 344	16 442	12 087	4 264	1 510	487	7 937	64 597
Non-Indigenous	no.	308 911	431 304	202 321	94 153	75 365	38 626	18 620	10 783	1 180 083
Proportion										
All	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1
Indigenous	%	13.0	16.8	14.8	9.1	16.8	12.2	23.0	9.9	13.0
Non-Indigenous	%	16.0	18.9	18.4	16.9	19.8	11.9	14.9	14.8	17.6
2010										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
Indigenous	no.	1 861	466	2 111	894	402	163	108	701	6 706
Non-Indigenous	no.	45 606	52 742	31 148	16 655	8 324	4 354	2 445	1 369	162 643
AQF VET course enrolments for students aged 20–64 years										
All	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Indigenous	no.	15 293	4 541	14 180	11 744	4 105	1 425	466	7 398	59 152
Non-Indigenous	no.	290 065	341 775	185 849	92 912	64 006	41 119	18 899	10 724	1 045 349
Proportion										
All	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

TABLE 5A.54

Table 5A.54 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous	%	12.2	10.3	14.9	7.6	9.8	11.4	23.2	9.5	11.3
Non-Indigenous	%	15.7	15.4	16.8	17.9	13.0	10.6	12.9	12.8	15.6

2009

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

All	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
Indigenous	no.	1 654	411	1 505	846	422	166	97	548	5 649
Non-Indigenous	no.	41 165	41 078	26 617	13 673	12 845	4 201	3 102	1 125	143 806

AQF VET course enrolments for students aged 20–64 years

All	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Indigenous	no.	12 554	4 407	11 341	10 136	3 232	1 198	421	7 389	50 678
Non-Indigenous	no.	259 238	311 283	169 971	82 998	55 294	34 224	18 667	10 168	941 843

Proportion

All	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5
Indigenous	%	13.2	9.3	13.3	8.3	13.1	13.9	23.0	7.4	11.1
Non-Indigenous	%	15.9	13.2	15.7	16.5	23.2	12.3	16.6	11.1	15.3

2008

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

All	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
Indigenous	no.	1 466	377	1 332	716	390	176	49	399	4 905
Non-Indigenous	no.	37 044	35 028	27 324	12 218	11 583	4 744	2 575	1 048	131 564

AQF VET course enrolments for students aged 20–64 years

All	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Indigenous	no.	11 870	4 660	10 207	8 754	2 965	1 356	321	7 426	47 559

TABLE 5A.54

Table 5A.54 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous	no.	240 067	283 135	175 823	71 922	56 598	38 993	16 496	9 758	892 792
Proportion										
All	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9
Indigenous	%	12.4	8.1	13.0	8.2	13.2	13.0	15.3	5.4	10.3
Non-Indigenous	%	15.4	12.4	15.5	17.0	20.5	12.2	15.6	10.7	14.7

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.
- (d) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (f) Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.
- (g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	43 855	73 319	36 209	20 187	12 309	36	4 007	67	189 989
Inner regional	no.	17 679	27 978	15 174	2 863	2 167	4 258	372	22	70 513
Outer regional	no.	5 819	7 896	9 825	2 875	2 803	2 268	42	1 740	33 268
Remote and very remote	no.	727	312	3 051	2 237	866	289	8	1 342	8 832
Remote	no.	563	255	1 663	1 379	682	281	5	865	5 693
Very remote	no.	164	57	1 388	858	184	8	np	477	3 139
Outside Australia	no.	1 475	3 522	825	1 111	240	56	310	145	7 684
Not known	no.	1 292	1 165	306	119	1 666	7	135	44	4 734
All students	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020
AQF VET course enrolments for all students										
Major cities	no.	302 951	395 434	187 280	118 253	61 884	581	23 719	202	1 090 304
Inner regional	no.	124 360	160 409	84 808	20 391	12 714	32 012	1 980	77	436 751
Outer regional	no.	48 449	43 630	60 469	20 349	16 433	18 138	399	10 650	218 517
Remote and very remote	no.	7 362	2 328	21 354	20 852	4 927	3 045	33	13 622	73 523
Remote	no.	5 594	2 109	11 213	12 158	3 687	2 806	32	7 430	45 029
Very remote	no.	1 768	219	10 141	8 694	1 240	239	np	6 192	28 494
Outside Australia	no.	7 769	18 510	9 294	6 586	2 115	471	1 878	341	46 964
Not known	no.	12 157	2 105	4 480	1 006	15 791	106	1 501	366	37 512
All students	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Proportion										
Major cities	%	14.5	18.5	19.3	17.1	19.9	6.2	16.9	33.2	17.4
Inner regional	%	14.2	17.4	17.9	14.0	17.0	13.3	18.8	28.6	16.1

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer regional	%	12.0	18.1	16.2	14.1	17.1	12.5	10.5	16.3	15.2
Remote and very remote	%	9.9	13.4	14.3	10.7	17.6	9.5	24.2	9.9	12.0
Remote	%	10.1	12.1	14.8	11.3	18.5	10.0	15.6	11.6	12.6
Very remote	%	9.3	26.0	13.7	9.9	14.8	3.3	np	7.7	11.0
Outside Australia	%	19.0	19.0	8.9	16.9	11.3	11.9	16.5	42.5	16.4
Not known	%	10.6	55.3	6.8	11.8	10.6	6.6	9.0	12.0	12.6
All students	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5

2010

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

Major cities	no.	37 962	46 489	28 115	17 590	6 949	133	3 587	34	140 859
Inner regional	no.	16 228	19 148	14 060	6 191	1 564	3 296	660	21	61 168
Outer regional	no.	8 948	4 487	11 479	2 882	2 067	2 887	57	1 424	34 231
Remote and very remote	no.	930	269	3 258	2 580	572	290	3	1 213	9 115
Remote	no.	768	229	1 681	1 009	426	273	1	386	4 773
Very remote	no.	162	40	1 577	1 571	146	17	2	827	4 342
Outside Australia	no.	1 960	2 727	1 377	1 322	84	93	238	108	7 909
Not known	no.	609	1 457	158	145	217	18	362	13	2 979
All students	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261

AQF VET course enrolments for all students

Major cities	no.	272 281	302 733	158 919	101 394	62 638	2 520	21 909	268	922 662
Inner regional	no.	108 082	135 212	72 532	35 099	14 450	28 655	4 775	152	398 957
Outer regional	no.	72 041	34 651	74 833	19 968	14 943	23 911	580	11 095	252 022
Remote and very remote	no.	9 761	2 054	24 461	22 019	5 997	2 447	34	12 991	79 764

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	no.	8 139	1 750	12 737	6 857	4 167	2 295	26	3 755	39 726
Very remote	no.	1 622	304	11 724	15 162	1 830	152	8	9 236	40 038
Outside Australia	no.	9 648	19 359	12 480	6 041	3 067	627	1 909	395	53 526
Not known	no.	6 319	3 911	911	825	5 463	284	563	112	18 388
All students	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319
Proportion										
Major cities	%	13.9	15.4	17.7	17.3	11.1	5.3	16.4	12.7	15.3
Inner regional	%	15.0	14.2	19.4	17.6	10.8	11.5	13.8	13.8	15.3
Outer regional	%	12.4	12.9	15.3	14.4	13.8	12.1	9.8	12.8	13.6
Remote and very remote	%	9.5	13.1	13.3	11.7	9.5	11.9	8.8	9.3	11.4
Remote	%	9.4	13.1	13.2	14.7	10.2	11.9	3.8	10.3	12.0
Very remote	%	10.0	13.2	13.5	10.4	8.0	11.2	25.0	9.0	10.8
Outside Australia	%	20.3	14.1	11.0	21.9	2.7	14.8	12.5	27.3	14.8
Not known	%	9.6	37.3	17.3	17.6	4.0	6.3	64.3	11.6	16.2
All students	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9

2009

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

Major cities	no.	35 667	34 882	25 374	14 782	11 323	307	4 031	35	126 401
Inner regional	no.	15 019	16 680	12 056	5 426	2 750	3 007	864	13	55 815
Outer regional	no.	7 859	4 198	11 004	2 582	2 414	2 664	93	1 338	32 152
Remote and very remote	no.	925	194	2 863	1 938	649	226	10	1 064	7 869
Remote	no.	792	138	1 585	743	504	201	6	422	4 391
Very remote	no.	133	56	1 278	1 195	145	25	4	642	3 478

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outside Australia	no.	1 594	2 559	1 410	1 176	210	114	232	74	7 369
Not known	no.	156	469	69	132	239	22	23	4	1 114
All students	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720
AQF VET course enrolments for all students										
Major cities	no.	251 707	267 948	151 428	98 461	59 484	2 100	20 258	202	851 588
Inner regional	no.	96 464	121 044	66 324	33 857	13 543	23 939	4 447	112	359 730
Outer regional	no.	64 408	31 471	70 124	18 042	13 615	20 145	621	11 027	229 453
Remote and very remote	no.	9 646	1 824	23 473	19 478	5 309	2 284	46	13 635	75 695
Remote	no.	7 866	1 590	12 584	6 091	3 692	2 076	28	4 187	38 114
Very remote	no.	1 780	234	10 889	13 387	1 617	208	18	9 448	37 581
Outside Australia	no.	9 540	20 772	12 720	6 270	2 256	725	1 896	295	54 474
Not known	no.	5 383	3 670	710	797	1 391	325	99	81	12 456
All students	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Proportion										
Major cities	%	14.2	13.0	16.8	15.0	19.0	14.6	19.9	17.3	14.8
Inner regional	%	15.6	13.8	18.2	16.0	20.3	12.6	19.4	11.6	15.5
Outer regional	%	12.2	13.3	15.7	14.3	17.7	13.2	15.0	12.1	14.0
Remote and very remote	%	9.6	10.6	12.2	9.9	12.2	9.9	21.7	7.8	10.4
Remote	%	10.1	8.7	12.6	12.2	13.7	9.7	21.4	10.1	11.5
Very remote	%	7.5	23.9	11.7	8.9	9.0	12.0	22.2	6.8	9.3
Outside Australia	%	16.7	12.3	11.1	18.8	9.3	15.7	12.2	25.1	13.5
Not known	%	2.9	12.8	9.7	16.6	17.2	6.8	23.2	4.9	8.9
All students	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	32 106	29 897	22 980	11 880	10 775	57	2 622	49	110 366
Inner regional	no.	13 618	15 937	10 360	4 415	2 343	3 222	599	22	50 516
Outer regional	no.	7 858	3 663	9 889	2 239	2 221	2 902	77	1 111	29 960
Remote and very remote	no.	981	160	3 031	1 778	768	241	6	931	7 896
Remote	no.	809	147	1 702	809	644	208	5	392	4 716
Very remote	no.	172	13	1 329	969	124	33	1	539	3 180
Outside Australia	no.	1 200	1 461	807	686	208	120	175	43	4 700
Not known	no.	30	781	117	78	169	25	7	10	1 217
All students	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
AQF VET course enrolments for all students										
Major cities	no.	244 700	249 938	152 395	89 325	56 142	1 003	18 104	240	811 847
Inner regional	no.	91 068	118 258	64 596	30 116	12 582	26 645	3 906	112	347 283
Outer regional	no.	59 089	29 247	69 030	17 990	12 801	22 197	448	10 435	221 237
Remote and very remote	no.	9 023	1 666	23 857	18 878	5 091	2 521	35	13 446	74 517
Remote	no.	7 347	1 443	12 966	6 076	3 694	2 225	28	4 400	38 179
Very remote	no.	1 676	223	10 891	12 802	1 397	296	7	9 046	36 338
Outside Australia	no.	8 457	18 434	8 966	5 156	1 773	712	1 283	214	44 995
Not known	no.	3 584	2 079	1 213	478	1 469	201	75	65	9 164
All students	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043
Proportion										
Major cities	%	13.1	12.0	15.1	13.3	19.2	5.7	14.5	20.4	13.6
Inner regional	%	15.0	13.5	16.0	14.7	18.6	12.1	15.3	19.6	14.5

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer regional	%	13.3	12.5	14.3	12.4	17.4	13.1	17.2	10.6	13.5
Remote and very remote	%	10.9	9.6	12.7	9.4	15.1	9.6	17.1	6.9	10.6
Remote	%	11.0	10.2	13.1	13.3	17.4	9.3	17.9	8.9	12.4
Very remote	%	10.3	5.8	12.2	7.6	8.9	11.1	14.3	6.0	8.8
Outside Australia	%	14.2	7.9	9.0	13.3	11.7	16.9	13.6	20.1	10.4
Not known	%	0.8	37.6	9.6	16.3	11.5	12.4	9.3	15.4	13.3
All students	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.
- (g) Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(h) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

np Not published.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
	AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level									
Major cities	no.	33 120	54 377	24 892	11 572	10 344	33	3 218	63	137 619
Inner regional	no.	12 421	20 184	10 395	1 772	1 768	3 062	287	20	49 909
Outer regional	no.	4 086	6 080	6 809	1 712	2 148	1 501	40	1 253	23 629
Remote and very remote	no.	522	229	2 134	1 500	688	179	8	894	6 154
Remote	no.	395	181	1 124	879	534	173	5	519	3 810
Very remote	no.	127	48	1 010	621	154	6	np	375	2 344
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 016	176	48	1 140	5	92	40	3 534
All students	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
	AQF VET course enrolments for students aged 20–64 years									
Major cities	no.	205 661	287 760	128 570	79 632	48 246	549	19 140	193	769 751
Inner regional	no.	78 328	111 713	56 406	13 861	8 820	24 725	1 427	71	295 351
Outer regional	no.	30 965	29 962	41 979	14 008	11 249	13 002	277	7 521	148 963
Remote and very remote	no.	4 846	1 371	14 803	15 763	3 507	2 264	29	10 504	53 087
Remote	no.	3 596	1 182	7 797	8 851	2 614	2 086	28	5 591	31 745
Very remote	no.	1 250	189	7 006	6 912	893	178	np	4 913	21 342
Outside Australia	no.	6 902	16 708	7 892	6 046	1 870	433	1 693	325	41 869
Not known	no.	7 018	1 550	3 352	756	9 417	92	969	286	23 440
All students	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
	Proportion									
Major cities	%	16.1	18.9	19.4	14.5	21.4	6.0	16.8	32.6	17.9
Inner regional	%	15.9	18.1	18.4	12.8	20.0	12.4	20.1	28.2	16.9
Outer regional	%	13.2	20.3	16.2	12.2	19.1	11.5	14.4	16.7	15.9

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote and very remote	%	10.8	16.7	14.4	9.5	19.6	7.9	27.6	8.5	11.6
Remote	%	11.0	15.3	14.4	9.9	20.4	8.3	17.9	9.3	12.0
Very remote	%	10.2	25.4	14.4	9.0	17.2	3.4	np	7.6	11.0
Outside Australia	%	17.8	18.8	9.2	16.8	12.3	11.3	16.8	44.0	16.3
Not known	%	14.5	65.5	5.3	6.3	12.1	5.4	9.5	14.0	15.1
All students	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1

2010

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

Major cities	no.	27 811	34 048	18 637	10 387	5 770	117	2 769	32	99 571
Inner regional	no.	11 353	13 456	9 305	3 462	1 223	2 376	479	17	41 671
Outer regional	no.	6 384	3 184	7 335	1 667	1 571	1 849	48	1 073	23 111
Remote and very remote	no.	689	232	2 078	1 714	460	204	2	863	6 242
Remote	no.	557	198	1 018	671	339	192	1	237	3 213
Very remote	no.	132	34	1 060	1 043	121	12	1	626	3 029
Outside Australia	no.	1 625	2 506	1 028	1 147	73	81	217	98	6 775
Not known	no.	468	1 329	54	76	184	12	241	8	2 372
All students	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742

AQF VET course enrolments for students aged 20–64 years

Major cities	no.	182 828	218 025	110 908	68 413	46 577	2 367	17 521	245	646 884
Inner regional	no.	67 424	92 969	48 861	22 355	9 062	21 914	3 627	122	266 334
Outer regional	no.	46 022	23 209	50 581	13 600	9 796	16 869	412	7 676	168 165
Remote and very remote	no.	6 316	1 402	16 241	16 517	4 224	1 836	27	9 818	56 381
Remote	no.	5 110	1 133	8 205	4 728	2 873	1 724	21	2 704	26 498
Very remote	no.	1 206	269	8 036	11 789	1 351	112	6	7 114	29 883

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outside Australia	no.	8 478	17 446	10 140	5 515	2 742	558	1 719	375	46 973
Not known	no.	2 481	3 102	633	458	3 148	235	408	77	10 542
All students	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Proportion										
Major cities	%	15.2	15.6	16.8	15.2	12.4	4.9	15.8	13.1	15.4
Inner regional	%	16.8	14.5	19.0	15.5	13.5	10.8	13.2	13.9	15.6
Outer regional	%	13.9	13.7	14.5	12.3	16.0	11.0	11.7	14.0	13.7
Remote and very remote	%	10.9	16.5	12.8	10.4	10.9	11.1	7.4	8.8	11.1
Remote	%	10.9	17.5	12.4	14.2	11.8	11.1	4.8	8.8	12.1
Very remote	%	10.9	12.6	13.2	8.8	9.0	10.7	16.7	8.8	10.1
Outside Australia	%	19.2	14.4	10.1	20.8	2.7	14.5	12.6	26.1	14.4
Not known	%	18.9	42.8	8.5	16.6	5.8	5.1	59.1	10.4	22.5
All students	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

2009

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

Major cities	no.	25 186	24 872	15 513	8 387	8 979	264	2 966	31	86 198
Inner regional	no.	10 335	11 970	7 018	2 920	1 948	2 194	623	9	37 017
Outer regional	no.	5 574	3 121	6 543	1 394	1 741	1 752	71	898	21 094
Remote and very remote	no.	745	163	1 634	1 332	525	170	10	693	5 272
Remote	no.	633	107	897	484	406	147	6	228	2 908
Very remote	no.	112	56	737	848	119	23	4	465	2 364
Outside Australia	no.	1 334	2 274	1 191	1 013	203	102	188	68	6 373
Not known	no.	126	410	43	52	191	18	14	1	855
All students	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	163 730	196 545	104 439	65 156	43 244	1 898	15 780	184	590 976
Inner regional	no.	58 754	84 374	43 629	21 165	8 475	17 978	3 358	93	237 826
Outer regional	no.	40 634	21 656	46 043	11 693	9 002	13 865	446	7 272	150 611
Remote and very remote	no.	6 434	1 224	15 008	13 977	3 688	1 794	39	10 079	52 243
Remote	no.	5 130	1 031	7 760	3 950	2 523	1 621	21	3 008	25 044
Very remote	no.	1 304	193	7 248	10 027	1 165	173	18	7 071	27 199
Outside Australia	no.	8 338	18 134	10 119	5 524	1 983	671	1 666	273	46 708
Not known	no.	1 449	2 700	495	429	975	252	52	54	6 406
All students	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Proportion										
Major cities	%	15.4	12.7	14.9	12.9	20.8	13.9	18.8	16.8	14.6
Inner regional	%	17.6	14.2	16.1	13.8	23.0	12.2	18.6	9.7	15.6
Outer regional	%	13.7	14.4	14.2	11.9	19.3	12.6	15.9	12.3	14.0
Remote and very remote	%	11.6	13.3	10.9	9.5	14.2	9.5	25.6	6.9	10.1
Remote	%	12.3	10.4	11.6	12.3	16.1	9.1	28.6	7.6	11.6
Very remote	%	8.6	29.0	10.2	8.5	10.2	13.3	22.2	6.6	8.7
Outside Australia	%	16.0	12.5	11.8	18.3	10.2	15.2	11.3	24.9	13.6
Not known	%	8.7	15.2	8.7	12.1	19.6	7.1	26.9	1.9	13.3
All students	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5

2008

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

Major cities	no.	22 443	21 028	15 712	7 521	8 178	53	2 093	46	77 074
Inner regional	no.	9 279	10 999	6 811	2 583	1 675	2 451	476	18	34 292

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer regional	no.	5 456	2 552	6 431	1 332	1 599	2 163	62	764	20 359
Remote and very remote	no.	739	130	1 918	1 177	568	188	3	577	5 300
Remote	no.	615	119	1 098	522	477	157	2	188	3 178
Very remote	no.	124	11	820	655	91	31	1	389	2 122
Outside Australia	no.	972	1 320	719	566	202	108	135	40	4 062
Not known	no.	22	710	88	38	137	21	5	8	1 029
All students	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	156 663	180 374	107 242	55 995	40 541	942	13 990	220	555 967
Inner regional	no.	54 187	81 911	42 956	17 541	7 788	20 739	2 882	92	228 096
Outer regional	no.	35 944	20 190	45 135	11 335	8 550	16 588	300	6 939	144 981
Remote and very remote	no.	5 766	1 139	15 731	13 094	3 649	2 023	26	9 858	51 286
Remote	no.	4 603	942	8 395	3 841	2 610	1 762	19	2 932	25 104
Very remote	no.	1 163	197	7 336	9 253	1 039	261	7	6 926	26 182
Outside Australia	no.	7 115	15 556	6 955	4 406	1 568	655	1 103	203	37 561
Not known	no.	293	1 579	789	251	960	167	60	46	4 145
All students	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Proportion										
Major cities	%	14.3	11.7	14.7	13.4	20.2	5.6	15.0	20.9	13.9
Inner regional	%	17.1	13.4	15.9	14.7	21.5	11.8	16.5	19.6	15.0
Outer regional	%	15.2	12.6	14.2	11.8	18.7	13.0	20.7	11.0	14.0
Remote and very remote	%	12.8	11.4	12.2	9.0	15.6	9.3	11.5	5.9	10.3
Remote	%	13.4	12.6	13.1	13.6	18.3	8.9	10.5	6.4	12.7
Very remote	%	10.7	5.6	11.2	7.1	8.8	11.9	14.3	5.6	8.1
Outside Australia	%	13.7	8.5	10.3	12.8	12.9	16.5	12.2	19.7	10.8

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Not known	%	7.5	45.0	11.2	15.1	14.3	12.6	8.3	17.4	24.8
All students	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.
- (g) Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.
- (h) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

np Not published.

Source: NCVER (unpublished) National VET provider collection.

TABLE 5A.57

Table 5A.57 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only), 2011 (a), (b), (c)**

	<i>Unit</i>	<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</i>
AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only)	no.	60 126	92 819	50 238	20 751	16 469	5 051	4 361	2 076	251 891
AQF VET course completions for all students	no.	348 313	448 325	268 992	123 847	79 686	35 845	25 580	13 231	1 343 819
Proportion completed at a higher level	%	17.3	20.7	18.7	16.8	20.7	14.1	17.0	15.7	18.7

(a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).

(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

(c) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.58

Table 5A.58 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011, (a), (b), (c)

<i>Unit</i>	<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</i>
AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only)									
no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
AQF VET course completions for all students									
no.	273 613	351 599	199 093	94 323	65 390	29 722	20 840	11 127	1 045 707
Proportion completed at a higher level									
%	17.4	21.6	19.4	16.7	22.1	14.0	17.7	16.6	19.3

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.59

Table 5A.59 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b), (c)

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	71.4 ± 1.7	67.7 ± 2.8	75.1 ± 2.5	76.8 ± 2.2	69.9 ± 3.3	74.0 ± 4.5	71.6 ± 4.7	76.5 ± 4.5	71.7 ± 1.1
Partly helped achieve main reason	%	12.3 ± 1.2	14.2 ± 2.0	12.6 ± 1.9	11.3 ± 1.7	13.0 ± 2.2	11.8 ± 3.3	16.3 ± 3.8	11.4 ± 3.3	12.8 ± 0.8
Did not help achieve main reason	%	6.3 ± 0.9	9.7 ± 2.0	6.8 ± 1.5	4.7 ± 1.0	6.5 ± 1.6	6.8 ± 2.7	5.4 ± 2.5	5.4 ± 2.6	7.1 ± 0.7
Did not know yet	%	10.0 ± 1.2	8.4 ± 1.6	5.5 ± 1.2	7.2 ± 1.2	10.6 ± 2.5	7.4 ± 2.6	6.7 ± 2.4	6.7 ± 2.7	8.4 ± 0.7
2011										
Helped achieve main reason	%	70.0 ± 1.1	71.6 ± 1.2	73.0 ± 1.1	74.4 ± 1.1	68.2 ± 1.7	71.6 ± 2.4	70.3 ± 3.1	82.5 ± 3.3	71.5 ± 0.5
Partly helped achieve main reason	%	14.1 ± 0.8	14.4 ± 0.9	12.6 ± 0.8	12.6 ± 0.9	13.8 ± 1.3	14.3 ± 1.9	15.1 ± 2.5	10.4 ± 2.7	13.6 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.6 ± 0.6	7.6 ± 0.6	5.4 ± 0.6	8.1 ± 0.9	6.4 ± 1.3	5.1 ± 1.5	2.5 ± 1.2	6.0 ± 0.3
Did not know yet	%	10.6 ± 0.7	8.5 ± 0.7	6.8 ± 0.6	7.6 ± 0.7	9.9 ± 1.1	7.7 ± 1.4	9.4 ± 1.9	4.6 ± 1.8	8.8 ± 0.3
2010										
Helped achieve main reason	%	69.6 ± 1.7	70.3 ± 2.0	74.0 ± 1.9	76.4 ± 2.0	71.2 ± 3.5	72.6 ± 3.5	77.0 ± 4.0	83.3 ± 3.4	71.9 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.2	12.1 ± 1.4	11.6 ± 1.4	11.2 ± 1.5	12.4 ± 2.6	12.6 ± 2.7	10.5 ± 2.9	7.4 ± 2.7	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.2	4.7 ± 1.0	6.7 ± 1.8	6.2 ± 2.1	4.6 ± 1.9	4.7 ± 2.2	6.5 ± 0.5
Did not know yet	%	10.0 ± 1.0	10.7 ± 1.3	7.2 ± 1.0	7.7 ± 1.2	9.7 ± 2.3	8.6 ± 2.1	7.9 ± 2.6	4.7 ± 1.6	9.2 ± 0.6
2009										
Helped achieve main reason	%	69.7 ± 1.1	72.1 ± 1.3	78.1 ± 1.1	75.6 ± 1.3	69.2 ± 2.0	72.0 ± 3.3	73.6 ± 2.9	80.7 ± 3.2	72.4 ± 0.6
Partly helped achieve main reason	%	14.6 ± 0.9	13.0 ± 1.0	11.3 ± 0.8	11.8 ± 1.0	13.8 ± 1.5	14.2 ± 2.6	13.1 ± 2.3	11.1 ± 2.6	13.3 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.5	5.8 ± 0.7	4.4 ± 0.5	4.4 ± 0.7	7.1 ± 1.1	5.2 ± 1.7	4.0 ± 1.3	2.5 ± 1.3	5.4 ± 0.3
Did not know yet	%	10.2 ± 0.7	9.0 ± 0.8	6.2 ± 0.7	8.1 ± 0.8	9.8 ± 1.1	8.6 ± 2.1	9.2 ± 1.9	5.6 ± 1.6	8.9 ± 0.4
2008										
Helped achieve main reason	%	73.4 ± 1.8	75.3 ± 2.2	77.6 ± 2.1	76.6 ± 2.7	74.9 ± 4.4	78.2 ± 3.9	74.2 ± 4.4	83.6 ± 4.2	75.2 ± 1.0
Partly helped achieve main reason	%	12.2 ± 1.3	14.0 ± 1.8	11.0 ± 1.5	12.3 ± 2.1	11.9 ± 3.3	11.8 ± 3.1	13.3 ± 3.4	11.6 ± 3.8	12.4 ± 0.8
Did not help achieve main reason	%	5.1 ± 0.9	4.0 ± 1.0	5.4 ± 1.2	4.2 ± 1.3	3.7 ± 1.8	4.3 ± 2.0	4.0 ± 2.2	1.5 ± 1.2	4.6 ± 0.5
Did not know yet	%	9.2 ± 1.1	6.7 ± 1.2	6.0 ± 1.1	6.9 ± 1.7	9.5 ± 3.0	5.7 ± 2.1	8.5 ± 2.9	3.3 ± 1.9	7.8 ± 0.6

(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

TABLE 5A.59

Table 5A.59 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b), (c)**

	<i>Unit</i>	<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</i>
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(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.60

Table 5A.60 **Whether course helped graduates achieve their main reason for undertaking training, Indigenous graduates (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	67.6 ± 9.7	59.2 ± 28.9	74.3 ± 12.5	74.5 ± 12.6	73.1 ± 15.3	54.0 ± 20.1	80.7 ± 27.0	83.3 ± 10.3	70.1 ± 6.0
Partly helped achieve main reason	%	14.3 ± 7.1	28.1 ± 30.9	15.8 ± 10.7	5.1 ± 6.1	14.7 ± 12.6	25.6 ± 18.7	np	np	14.7 ± 5.1
Did not help achieve main reason	%	8.6 ± 5.7	11.7 ± 14.8	6.8 ± 7.9	8.1 ± 7.9	np	np	np	–	8.1 ± 3.4
Did not know yet	%	9.4 ± 6.7	np	3.1 ± 3.1	12.3 ± 9.5	np	np	–	9.6 ± 7.8	7.1 ± 3.1
2011										
Helped achieve main reason	%	79.9 ± 4.8	73.2 ± 11.2	72.7 ± 4.9	81.7 ± 6.3	73.4 ± 8.1	65.8 ± 10.9	53.0 ± 21.0	86.0 ± 7.6	76.6 ± 2.6
Partly helped achieve main reason	%	7.3 ± 2.7	8.0 ± 4.9	12.3 ± 3.5	8.7 ± 4.4	7.8 ± 4.1	11.0 ± 6.7	24.2 ± 18.2	7.7 ± 5.9	9.3 ± 1.6
Did not help achieve main reason	%	6.5 ± 2.9	10.9 ± 6.4	8.2 ± 3.0	4.3 ± 3.3	11.1 ± 5.5	11.7 ± 7.4	np	np	7.4 ± 1.6
Did not know yet	%	6.3 ± 3.3	np	6.8 ± 3.0	5.3 ± 3.9	7.7 ± 5.7	11.5 ± 7.2	np	4.4 ± 4.1	6.7 ± 1.8
2010										
Helped achieve main reason	%	79.3 ± 6.9	74.7 ± 15.3	80.8 ± 8.0	86.7 ± 7.2	70.0 ± 15.6	84.5 ± 12.7	56.3 ± 27.7	92.6 ± 6.1	79.7 ± 3.8
Partly helped achieve main reason	%	10.3 ± 4.8	19.8 ± 14.4	6.1 ± 4.1	6.6 ± 5.6	np	np	29.1 ± 26.1	np	9.1 ± 2.5
Did not help achieve main reason	%	4.9 ± 3.9	np	7.2 ± 6.1	np	25.8 ± 15.2	–	np	–	6.7 ± 2.6
Did not know yet	%	5.5 ± 3.7	np	5.9 ± 4.4	np	–	6.7 ± 6.2	np	np	4.4 ± 1.8
2009										
Helped achieve main reason	%	77.2 ± 6.3	70.5 ± 10.3	77.6 ± 5.8	78.9 ± 7.2	78.1 ± 11.9	62.6 ± 17.0	80.8 ± 15.9	77.3 ± 6.8	76.2 ± 3.2
Partly helped achieve main reason	%	11.3 ± 5.3	17.3 ± 6.9	8.8 ± 4.0	8.1 ± 5.5	8.1 ± 7.0	27.3 ± 15.6	np	10.4 ± 5.0	11.4 ± 2.5
Did not help achieve main reason	%	4.3 ± 2.5	7.9 ± 7.0	5.0 ± 2.8	4.0 ± 3.1	12.1 ± 9.8	np	np	–	5.0 ± 1.6
Did not know yet	%	7.3 ± 3.5	np	8.5 ± 3.9	8.9 ± 4.5	np	np	np	np	7.4 ± 1.8
2008										
Helped achieve main reason	%	76.9 ± 10.2	81.3 ± 17.1	80.2 ± 9.7	72.9 ± 14.8	85.1 ± 21.5	81.9 ± 15.6	95.9 ± 8.1	88.7 ± 7.0	79.1 ± 5.4
Partly helped achieve main reason	%	8.5 ± 6.1	14.3 ± 16.6	5.4 ± 4.5	10.0 ± 8.9	np	np	np	10.0 ± 6.6	9.1 ± 3.5
Did not help achieve main reason	%	np	np	2.6 ± 2.3	11.0 ± 10.5	np	np	–	np	4.0 ± 2.4
Did not know yet	%	11.3 ± 7.5	–	11.8 ± 8.3	np	–	–	–	–	7.8 ± 3.8

TABLE 5A.60

Table 5A.60 **Whether course helped graduates achieve their main reason for undertaking training, Indigenous graduates (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
(a)	Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strat Islander background. Not all students respond to the relevant question in the questionnaire.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.61

Table 5A.61 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (a), (b), (c)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	71.5 ± 1.8	68.3 ± 2.8	75.8 ± 2.6	77.2 ± 2.2	69.5 ± 3.4	75.8 ± 4.5	71.5 ± 4.8	75.2 ± 5.1	72.0 ± 1.1
Partly helped achieve main reason	%	12.1 ± 1.3	14.0 ± 2.0	12.0 ± 1.9	11.3 ± 1.7	13.0 ± 2.3	10.0 ± 3.0	16.3 ± 3.9	12.4 ± 3.8	12.6 ± 0.8
Did not help achieve main reason	%	6.3 ± 1.0	9.6 ± 2.1	6.7 ± 1.6	4.6 ± 1.0	6.6 ± 1.6	6.8 ± 2.9	5.3 ± 2.5	6.3 ± 3.0	7.1 ± 0.7
Did not know yet	%	10.1 ± 1.2	8.1 ± 1.6	5.6 ± 1.3	6.9 ± 1.2	10.9 ± 2.6	7.4 ± 2.7	7.0 ± 2.5	6.2 ± 2.9	8.3 ± 0.7
2011										
Helped achieve main reason	%	69.6 ± 1.1	71.6 ± 1.2	73.2 ± 1.1	74.5 ± 1.2	67.9 ± 1.8	72.0 ± 2.5	71.1 ± 3.2	81.1 ± 3.7	71.4 ± 0.6
Partly helped achieve main reason	%	14.3 ± 0.9	14.4 ± 0.9	12.4 ± 0.8	12.6 ± 0.9	14.0 ± 1.4	14.6 ± 2.0	14.2 ± 2.5	11.4 ± 3.1	13.7 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.5 ± 0.6	7.6 ± 0.7	5.3 ± 0.6	8.0 ± 0.9	5.8 ± 1.3	5.1 ± 1.6	2.8 ± 1.3	6.0 ± 0.3
Did not know yet	%	10.8 ± 0.7	8.5 ± 0.8	6.8 ± 0.6	7.5 ± 0.7	10.1 ± 1.2	7.6 ± 1.5	9.6 ± 2.0	4.7 ± 2.1	8.9 ± 0.3
2010										
Helped achieve main reason	%	69.4 ± 1.7	70.5 ± 2.1	73.7 ± 2.0	75.8 ± 2.1	70.9 ± 3.7	71.9 ± 3.7	78.0 ± 4.0	82.0 ± 3.8	71.6 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.3	11.8 ± 1.4	11.9 ± 1.4	11.4 ± 1.6	12.9 ± 2.7	12.5 ± 2.7	9.7 ± 2.9	7.5 ± 3.0	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.3	4.8 ± 1.0	5.7 ± 1.7	6.7 ± 2.3	4.3 ± 1.9	5.7 ± 2.7	6.5 ± 0.5
Did not know yet	%	10.2 ± 1.1	10.9 ± 1.4	7.1 ± 1.0	8.0 ± 1.3	10.5 ± 2.4	8.9 ± 2.2	7.9 ± 2.7	4.8 ± 1.6	9.4 ± 0.6
2009										
Helped achieve main reason	%	69.6 ± 1.1	72.3 ± 1.3	78.4 ± 1.1	75.6 ± 1.4	68.8 ± 2.0	72.4 ± 3.4	73.6 ± 3.0	81.3 ± 3.7	72.5 ± 0.6
Partly helped achieve main reason	%	14.5 ± 0.9	12.9 ± 1.0	11.2 ± 0.9	11.9 ± 1.0	14.1 ± 1.6	13.5 ± 2.7	13.2 ± 2.4	11.4 ± 3.0	13.2 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.6	5.8 ± 0.7	4.3 ± 0.5	4.5 ± 0.7	7.0 ± 1.2	5.1 ± 1.8	4.0 ± 1.3	3.1 ± 1.7	5.4 ± 0.3
Did not know yet	%	10.4 ± 0.7	9.0 ± 0.8	6.0 ± 0.7	8.0 ± 0.9	10.1 ± 1.2	9.0 ± 2.2	9.2 ± 2.0	4.2 ± 1.8	9.0 ± 0.4
2008										
Helped achieve main reason	%	73.7 ± 1.8	75.2 ± 2.2	77.4 ± 2.2	76.5 ± 2.8	75.1 ± 4.5	78.3 ± 4.1	74.1 ± 4.5	82.7 ± 4.8	75.2 ± 1.0
Partly helped achieve main reason	%	12.1 ± 1.3	14.1 ± 1.8	11.2 ± 1.6	12.5 ± 2.2	11.6 ± 3.3	11.2 ± 3.2	13.6 ± 3.5	11.9 ± 4.3	12.4 ± 0.8
Did not help achieve main reason	%	5.1 ± 0.9	4.0 ± 1.0	5.6 ± 1.2	4.0 ± 1.2	3.6 ± 1.8	4.4 ± 2.1	3.5 ± 2.1	1.5 ± 1.4	4.6 ± 0.5
Did not know yet	%	9.2 ± 1.2	6.7 ± 1.2	5.8 ± 1.2	7.0 ± 1.8	9.7 ± 3.1	6.1 ± 2.2	8.8 ± 3.0	3.9 ± 2.2	7.8 ± 0.6

TABLE 5A.61

Table 5A.61 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (a), (b), (c)**

	<i>Unit</i>	<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</i>
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(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.62

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	69.0 ± 2.2	65.7 ± 3.4	73.3 ± 3.4	74.4 ± 2.7	68.5 ± 4.0	np	72.7 ± 5.0	np	69.5 ± 1.4
Partly helped achieve main reason	%	13.1 ± 1.5	15.1 ± 2.5	13.8 ± 2.7	12.8 ± 2.1	13.3 ± 2.8	–	16.3 ± 4.2	–	13.8 ± 1.0
Did not help achieve main reason	%	6.9 ± 1.2	10.0 ± 2.5	7.1 ± 2.1	4.7 ± 1.2	6.5 ± 1.9	–	4.3 ± 2.4	–	7.4 ± 0.9
Did not know yet	%	11.0 ± 1.5	9.2 ± 2.1	5.8 ± 1.6	8.1 ± 1.5	11.6 ± 2.7	np	6.7 ± 2.5	np	9.3 ± 0.9
2011										
Helped achieve main reason	%	68.1 ± 1.4	69.9 ± 1.5	70.4 ± 1.6	72.5 ± 1.5	66.1 ± 2.1	38.6 ± 16.6	70.2 ± 3.6	88.4 ± 21.5	69.3 ± 0.7
Partly helped achieve main reason	%	15.1 ± 1.0	15.2 ± 1.1	13.5 ± 1.2	13.4 ± 1.2	14.3 ± 1.6	19.8 ± 12.6	14.0 ± 2.7	np	14.5 ± 0.5
Did not help achieve main reason	%	5.5 ± 0.6	6.0 ± 0.8	8.7 ± 1.0	5.8 ± 0.8	8.8 ± 1.1	23.6 ± 13.8	5.9 ± 1.9	–	6.5 ± 0.4
Did not know yet	%	11.3 ± 0.9	8.9 ± 0.9	7.4 ± 0.9	8.4 ± 0.9	10.8 ± 1.5	18.0 ± 12.3	9.9 ± 2.2	–	9.6 ± 0.4
2010										
Helped achieve main reason	%	66.4 ± 2.2	68.1 ± 2.6	71.3 ± 2.7	75.7 ± 2.7	68.7 ± 4.3	41.9 ± 17.1	76.0 ± 4.6	90.9 ± 17.8	69.0 ± 1.2
Partly helped achieve main reason	%	15.0 ± 1.7	12.2 ± 1.8	13.0 ± 1.9	11.3 ± 2.0	13.6 ± 3.3	np	10.9 ± 3.3	–	13.4 ± 0.9
Did not help achieve main reason	%	7.2 ± 1.3	7.6 ± 1.5	7.6 ± 1.8	4.9 ± 1.3	6.7 ± 2.0	28.4 ± 16.0	5.0 ± 2.2	–	7.1 ± 0.7
Did not know yet	%	11.4 ± 1.4	12.1 ± 1.8	8.2 ± 1.4	8.1 ± 1.7	11.0 ± 2.9	19.0 ± 14.8	8.1 ± 3.0	np	10.6 ± 0.8
2009										
Helped achieve main reason	%	66.6 ± 1.4	70.6 ± 1.7	76.1 ± 1.7	74.7 ± 1.8	67.3 ± 2.4	63.6 ± 26.8	73.0 ± 3.3	91.0 ± 16.8	70.0 ± 0.8
Partly helped achieve main reason	%	16.1 ± 1.1	13.0 ± 1.2	12.2 ± 1.3	11.8 ± 1.3	13.8 ± 1.8	np	13.2 ± 2.6	–	14.0 ± 0.6
Did not help achieve main reason	%	6.1 ± 0.7	6.8 ± 1.0	4.7 ± 0.8	5.2 ± 0.9	8.5 ± 1.5	np	4.5 ± 1.5	–	6.2 ± 0.4
Did not know yet	%	11.2 ± 0.9	9.6 ± 1.1	7.0 ± 1.0	8.4 ± 1.1	10.3 ± 1.4	np	9.3 ± 2.1	np	9.8 ± 0.5
2008										
Helped achieve main reason	%	72.9 ± 2.3	72.4 ± 2.9	77.4 ± 3.1	74.3 ± 3.7	72.3 ± 5.8	np	73.8 ± 5.1	100.0	73.5 ± 1.4
Partly helped achieve main reason	%	12.8 ± 1.7	14.9 ± 2.4	11.0 ± 2.3	14.1 ± 3.0	13.3 ± 4.4	–	12.9 ± 3.9	–	13.2 ± 1.1
Did not help achieve main reason	%	4.6 ± 1.0	4.8 ± 1.5	5.3 ± 1.7	3.9 ± 1.6	3.5 ± 2.2	–	4.3 ± 2.6	–	4.6 ± 0.6
Did not know yet	%	9.7 ± 1.5	7.9 ± 1.6	6.3 ± 1.6	7.8 ± 2.4	10.9 ± 4.1	np	9.0 ± 3.3	–	8.7 ± 0.9

TABLE 5A.62

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
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(a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.63

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	76.8 ± 3.3	70.7 ± 5.5	73.5 ± 5.4	79.0 ± 6.0	70.8 ± 11.2	75.2 ± 5.8	69.3 ± 18.9	np	74.0 ± 2.4
Partly helped achieve main reason	%	10.6 ± 2.3	12.2 ± 4.0	12.4 ± 3.9	8.8 ± 4.3	11.2 ± 5.9	13.5 ± 4.6	13.3 ± 12.5	–	11.6 ± 1.7
Did not help achieve main reason	%	4.7 ± 1.7	9.7 ± 4.2	8.0 ± 3.5	5.1 ± 2.8	6.3 ± 5.2	5.6 ± 3.2	np	–	7.1 ± 1.6
Did not know yet	%	7.9 ± 2.2	7.4 ± 2.7	6.1 ± 3.0	7.1 ± 3.6	11.7 ± 10.8	5.7 ± 2.9	np	–	7.4 ± 1.4
2011										
Helped achieve main reason	%	71.2 ± 2.2	75.3 ± 2.3	72.2 ± 2.2	74.4 ± 2.6	71.3 ± 4.4	73.4 ± 3.3	70.2 ± 7.5	np	72.8 ± 1.1
Partly helped achieve main reason	%	12.6 ± 1.6	12.5 ± 1.7	13.4 ± 1.7	13.2 ± 2.0	11.4 ± 3.0	14.2 ± 2.6	18.5 ± 6.5	np	12.9 ± 0.8
Did not help achieve main reason	%	5.3 ± 1.1	4.5 ± 1.1	7.4 ± 1.2	5.7 ± 1.3	7.7 ± 2.6	6.0 ± 1.8	2.6 ± 2.7	–	5.7 ± 0.6
Did not know yet	%	10.8 ± 1.5	7.7 ± 1.5	7.0 ± 1.2	6.6 ± 1.4	9.6 ± 3.0	6.5 ± 1.8	8.7 ± 4.4	–	8.6 ± 0.7
2010										
Helped achieve main reason	%	73.2 ± 3.1	74.7 ± 3.5	74.1 ± 3.9	80.5 ± 4.3	75.4 ± 9.0	75.6 ± 4.9	83.6 ± 7.0	np	74.8 ± 1.7
Partly helped achieve main reason	%	13.5 ± 2.4	12.3 ± 2.7	11.1 ± 2.9	10.8 ± 3.6	10.9 ± 6.2	13.1 ± 4.0	5.6 ± 4.2	–	12.3 ± 1.3
Did not help achieve main reason	%	5.5 ± 1.4	5.5 ± 1.8	9.1 ± 2.5	3.0 ± 1.7	6.8 ± 5.8	4.3 ± 2.6	np	–	5.9 ± 0.9
Did not know yet	%	7.7 ± 1.9	7.5 ± 2.0	5.7 ± 2.0	5.7 ± 2.3	6.9 ± 5.0	7.0 ± 2.1	8.3 ± 5.3	–	7.0 ± 1.0
2009										
Helped achieve main reason	%	72.8 ± 2.3	75.0 ± 2.3	79.3 ± 2.3	75.8 ± 3.2	72.4 ± 4.5	72.3 ± 4.9	77.7 ± 6.9	83.1 ± 20.2	74.6 ± 1.2
Partly helped achieve main reason	%	13.6 ± 1.9	13.2 ± 1.8	10.4 ± 1.7	12.0 ± 2.3	14.1 ± 3.8	14.7 ± 4.1	12.0 ± 5.5	np	12.9 ± 1.0
Did not help achieve main reason	%	4.2 ± 1.0	4.2 ± 1.1	4.5 ± 1.1	4.1 ± 1.6	3.8 ± 1.7	3.2 ± 1.7	np	–	4.1 ± 0.6
Did not know yet	%	9.4 ± 1.4	7.7 ± 1.4	5.8 ± 1.4	8.1 ± 2.0	9.7 ± 2.6	9.8 ± 3.2	8.6 ± 4.8	np	8.3 ± 0.7
2008										
Helped achieve main reason	%	72.5 ± 3.6	82.2 ± 3.1	73.4 ± 4.8	82.3 ± 5.6	81.1 ± 8.4	82.5 ± 5.0	73.7 ± 10.2	np	76.7 ± 2.0
Partly helped achieve main reason	%	12.4 ± 2.7	11.0 ± 2.6	11.8 ± 3.5	8.9 ± 3.7	8.6 ± 5.8	8.1 ± 3.6	16.8 ± 7.7	–	11.3 ± 1.5
Did not help achieve main reason	%	6.3 ± 2.0	2.3 ± 1.1	8.1 ± 2.9	4.3 ± 3.7	4.4 ± 4.7	4.5 ± 2.8	np	–	5.2 ± 1.0
Did not know yet	%	8.8 ± 2.1	4.5 ± 1.6	6.6 ± 2.9	4.4 ± 2.8	5.9 ± 4.9	4.9 ± 2.7	np	np	6.7 ± 1.1

TABLE 5A.63

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
(a)	There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data the ACT and the NT are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(e)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). – Nil or rounded to zero. np Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.64

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	77.8 ± 6.6	77.0 ± 7.9	80.6 ± 5.8	87.4 ± 4.5	73.6 ± 9.4	72.3 ± 7.5	np	75.8 ± 5.6	78.4 ± 2.8
Partly helped achieve main reason	%	8.7 ± 4.4	13.1 ± 6.7	9.6 ± 4.6	5.1 ± 2.6	13.7 ± 6.2	9.1 ± 4.4	–	11.4 ± 3.9	10.0 ± 2.1
Did not help achieve main reason	%	6.4 ± 3.5	6.6 ± 4.1	5.1 ± 3.2	4.4 ± 3.2	3.8 ± 2.7	8.3 ± 4.8	–	5.9 ± 3.4	5.7 ± 1.5
Did not know yet	%	7.1 ± 4.3	3.4 ± 2.9	4.7 ± 2.8	3.1 ± 1.9	8.9 ± 7.9	10.3 ± 5.2	np	7.0 ± 3.4	5.9 ± 1.6
2011										
Helped achieve main reason	%	76.6 ± 2.8	74.4 ± 4.3	78.0 ± 2.1	79.7 ± 3.1	70.4 ± 4.4	71.1 ± 3.7	87.9 ± 14.0	82.8 ± 3.9	76.6 ± 1.3
Partly helped achieve main reason	%	12.1 ± 2.2	13.8 ± 3.4	10.6 ± 1.6	9.7 ± 2.2	14.1 ± 3.6	14.2 ± 2.9	np	9.9 ± 3.0	11.8 ± 1.0
Did not help achieve main reason	%	4.4 ± 1.2	4.9 ± 1.9	6.2 ± 1.2	3.7 ± 1.4	8.1 ± 2.4	6.0 ± 1.9	–	2.9 ± 1.7	5.2 ± 0.6
Did not know yet	%	6.9 ± 1.7	6.9 ± 2.3	5.1 ± 1.2	6.8 ± 2.0	7.4 ± 2.2	8.7 ± 2.3	np	4.3 ± 2.2	6.4 ± 0.7
2010										
Helped achieve main reason	%	77.9 ± 4.5	72.9 ± 6.6	77.2 ± 4.4	72.4 ± 7.2	76.6 ± 8.6	76.2 ± 4.8	69.6 ± 28.9	82.8 ± 5.0	76.7 ± 2.3
Partly helped achieve main reason	%	8.0 ± 2.5	10.7 ± 4.6	9.7 ± 2.8	13.1 ± 5.0	8.8 ± 4.7	12.9 ± 4.1	np	8.4 ± 4.3	9.8 ± 1.4
Did not help achieve main reason	%	5.4 ± 2.7	6.9 ± 3.1	5.7 ± 2.7	7.1 ± 4.2	8.2 ± 5.6	2.6 ± 1.2	np	6.1 ± 3.7	5.8 ± 1.4
Did not know yet	%	8.7 ± 3.2	9.5 ± 5.1	7.3 ± 2.7	7.4 ± 5.5	6.4 ± 5.5	8.3 ± 2.7	np	2.7 ± 2.1	7.8 ± 1.5
2009										
Helped achieve main reason	%	77.1 ± 3.0	74.8 ± 5.1	79.7 ± 2.3	76.7 ± 3.8	76.8 ± 7.3	73.1 ± 4.6	69.2 ± 20.6	78.8 ± 4.9	77.1 ± 1.5
Partly helped achieve main reason	%	9.3 ± 1.9	13.1 ± 4.0	10.8 ± 1.7	12.0 ± 3.0	12.3 ± 7.0	13.5 ± 3.6	np	14.2 ± 4.2	11.1 ± 1.1
Did not help achieve main reason	%	5.7 ± 1.8	3.2 ± 1.4	4.2 ± 1.1	2.4 ± 1.3	3.9 ± 2.5	5.9 ± 2.7	np	2.7 ± 1.6	4.6 ± 0.8
Did not know yet	%	8.0 ± 1.8	9.0 ± 3.7	5.4 ± 1.3	8.9 ± 2.7	7.0 ± 3.3	7.4 ± 2.9	np	4.3 ± 2.6	7.2 ± 0.9
2008										
Helped achieve main reason	%	78.1 ± 4.8	77.2 ± 7.7	81.5 ± 3.9	79.6 ± 7.0	71.5 ± 13.7	72.1 ± 6.6	90.5 ± 13.5	80.4 ± 6.1	78.5 ± 2.4
Partly helped achieve main reason	%	8.9 ± 3.0	15.7 ± 7.0	10.0 ± 2.9	5.5 ± 3.0	13.2 ± 11.0	17.0 ± 5.7	np	13.6 ± 5.4	10.7 ± 1.7
Did not help achieve main reason	%	5.7 ± 2.7	np	4.0 ± 2.4	6.5 ± 3.2	5.7 ± 5.8	4.5 ± 3.1	–	2.1 ± 1.9	4.7 ± 1.3
Did not know yet	%	7.3 ± 3.2	5.0 ± 3.5	4.5 ± 1.7	8.4 ± 5.8	9.5 ± 8.6	6.5 ± 3.2	np	4.0 ± 2.9	6.2 ± 1.4

TABLE 5A.64

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
(a)	There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for SA and the ACT are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
	– Nil or rounded to zero. np Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	74.5 ± 20.3	np	87.9 ± 8.7	82.8 ± 7.8	76.7 ± 12.7	71.9 ± 28.1	np	77.2 ± 8.0	81.3 ± 4.8
Partly helped achieve main reason	%	21.1 ± 20.4	–	7.8 ± 7.1	8.7 ± 5.2	15.1 ± 11.1	np	–	12.1 ± 6.6	11.2 ± 4.0
Did not help achieve main reason	%	np	–	np	4.0 ± 4.6	np	np	–	4.7 ± 3.8	4.3 ± 2.4
Did not know yet	%	np	–	np	4.5 ± 4.7	np	np	–	6.0 ± 4.0	3.2 ± 1.9
2011										
Helped achieve main reason	%	72.8 ± 9.7	77.9 ± 17.7	83.6 ± 4.0	81.3 ± 3.6	79.6 ± 6.8	76.4 ± 11.3	na	81.9 ± 6.2	80.8 ± 2.3
Partly helped achieve main reason	%	10.1 ± 6.1	np	6.2 ± 2.4	9.2 ± 2.5	10.5 ± 4.8	12.4 ± 8.9	na	11.2 ± 5.4	8.8 ± 1.6
Did not help achieve main reason	%	7.1 ± 6.2	np	4.3 ± 2.1	3.4 ± 1.5	3.0 ± 2.3	np	na	1.9 ± 1.7	4.0 ± 1.2
Did not know yet	%	10.0 ± 6.0	np	5.8 ± 2.8	6.0 ± 2.5	6.8 ± 5.2	7.0 ± 6.1	na	5.0 ± 3.3	6.4 ± 1.5
2010										
Helped achieve main reason	%	87.2 ± 10.3	78.7 ± 36.5	84.6 ± 7.0	74.4 ± 8.0	82.4 ± 11.4	71.7 ± 23.7	na	88.8 ± 6.7	82.2 ± 4.1
Partly helped achieve main reason	%	np	np	7.9 ± 5.5	8.5 ± 4.2	9.4 ± 7.9	np	na	6.9 ± 5.7	7.7 ± 2.7
Did not help achieve main reason	%	np	–	3.0 ± 2.7	6.3 ± 4.7	np	np	na	3.5 ± 3.5	4.7 ± 2.3
Did not know yet	%	–	–	4.5 ± 4.0	10.9 ± 6.4	6.8 ± 8.5	np	na	np	5.4 ± 2.5
2009										
Helped achieve main reason	%	71.8 ± 8.6	71.6 ± 10.6	86.3 ± 3.5	81.7 ± 3.7	74.0 ± 8.0	65.1 ± 20.1	np	87.5 ± 7.2	79.7 ± 2.5
Partly helped achieve main reason	%	15.8 ± 6.7	13.1 ± 5.6	8.4 ± 2.8	10.1 ± 2.9	15.8 ± 6.6	22.8 ± 17.7	–	4.5 ± 3.4	11.5 ± 1.9
Did not help achieve main reason	%	7.4 ± 5.1	np	1.7 ± 1.3	2.2 ± 1.2	np	np	–	5.4 ± 5.9	3.4 ± 1.2
Did not know yet	%	5.1 ± 3.6	11.5 ± 9.1	3.7 ± 1.9	6.0 ± 2.3	8.2 ± 4.9	np	–	np	5.4 ± 1.3
2008										
Helped achieve main reason	%	81.3 ± 11.7	52.7 ± 36.8	85.5 ± 8.2	76.8 ± 9.1	84.0 ± 16.4	87.5 ± 14.1	–	88.9 ± 4.5	81.9 ± 4.8
Partly helped achieve main reason	%	np	np	11.3 ± 7.8	16.9 ± 8.7	np	np	np	8.1 ± 3.8	11.3 ± 4.0
Did not help achieve main reason	%	np	np	1.8 ± 1.7	2.3 ± 2.3	np	–	–	np	1.7 ± 1.1
Did not know yet	%	9.4 ± 8.3	–	np	4.1 ± 3.1	np	np	–	2.6 ± 2.3	5.1 ± 2.8

TABLE 5A.65

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
(a)	There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Some data are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.66

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	58.6 ± 5.9	53.5 ± 10.3	67.4 ± 9.4	66.7 ± 9.3	55.7 ± 11.9	53.3 ± 15.8	53.4 ± 17.0	70.5 ± 17.4	59.4 ± 4.1
Partly helped achieve main reason	%	15.8 ± 4.3	14.7 ± 7.3	14.8 ± 6.7	14.5 ± 7.4	21.5 ± 9.9	18.8 ± 11.5	29.1 ± 16.4	27.1 ± 17.2	16.1 ± 2.9
Did not help achieve main reason	%	13.9 ± 4.8	21.4 ± 9.2	12.4 ± 7.5	7.6 ± 4.4	8.6 ± 5.4	12.4 ± 10.0	10.7 ± 10.4	np	14.3 ± 3.3
Did not know yet	%	11.7 ± 3.4	10.4 ± 6.3	5.4 ± 3.0	11.2 ± 5.2	14.3 ± 7.3	15.5 ± 11.9	6.8 ± 6.3	–	10.2 ± 2.2
2011										
Helped achieve main reason	%	57.1 ± 3.7	56.5 ± 5.0	52.8 ± 4.0	60.5 ± 5.0	57.5 ± 4.9	57.4 ± 8.3	52.6 ± 10.2	74.1 ± 14.4	56.5 ± 2.0
Partly helped achieve main reason	%	17.9 ± 3.0	19.0 ± 3.8	18.6 ± 3.1	17.1 ± 3.9	13.0 ± 3.6	19.8 ± 6.9	22.2 ± 8.8	np	17.7 ± 1.5
Did not help achieve main reason	%	9.6 ± 2.1	12.4 ± 3.7	16.5 ± 3.1	8.9 ± 3.0	15.8 ± 3.2	10.2 ± 4.9	11.2 ± 5.9	11.8 ± 11.6	12.2 ± 1.3
Did not know yet	%	15.4 ± 2.6	12.0 ± 3.3	12.2 ± 2.7	13.4 ± 3.3	13.6 ± 3.4	12.5 ± 5.0	14.0 ± 6.6	8.2 ± 7.7	13.6 ± 1.4
2010										
Helped achieve main reason	%	60.2 ± 5.5	61.1 ± 6.8	61.3 ± 7.7	64.5 ± 9.9	66.2 ± 11.6	58.5 ± 13.5	73.9 ± 14.8	84.1 ± 16.5	61.9 ± 3.2
Partly helped achieve main reason	%	15.3 ± 3.9	11.7 ± 4.0	10.8 ± 4.3	18.1 ± 7.7	15.0 ± 8.8	15.5 ± 8.5	7.6 ± 7.6	np	13.7 ± 2.1
Did not help achieve main reason	%	10.5 ± 3.7	9.7 ± 4.1	17.7 ± 7.1	5.0 ± 4.8	11.8 ± 8.3	6.3 ± 6.5	np	np	11.1 ± 2.3
Did not know yet	%	14.1 ± 3.6	17.4 ± 5.6	10.2 ± 3.7	12.5 ± 6.8	7.0 ± 5.8	19.7 ± 12.8	11.8 ± 12.6	np	13.4 ± 2.1
2009										
Helped achieve main reason	%	58.8 ± 4.1	59.0 ± 4.8	67.9 ± 4.6	63.8 ± 6.0	59.8 ± 6.8	53.3 ± 12.8	68.7 ± 10.4	76.5 ± 14.0	60.9 ± 2.2
Partly helped achieve main reason	%	17.0 ± 3.1	19.2 ± 3.8	13.2 ± 3.1	15.6 ± 4.5	18.3 ± 6.1	24.1 ± 10.5	13.2 ± 7.9	14.1 ± 11.2	17.1 ± 1.7
Did not help achieve main reason	%	8.8 ± 2.2	10.5 ± 2.9	8.5 ± 2.8	7.2 ± 3.3	9.7 ± 3.4	10.3 ± 8.3	8.1 ± 4.1	np	9.1 ± 1.3
Did not know yet	%	15.4 ± 3.0	11.3 ± 3.3	10.4 ± 3.0	13.4 ± 4.0	12.2 ± 3.9	12.4 ± 7.0	10.1 ± 7.4	np	12.9 ± 1.5
2008										
Helped achieve main reason	%	59.7 ± 6.1	71.2 ± 7.7	68.1 ± 8.4	68.6 ± 11.8	62.1 ± 15.9	81.6 ± 10.3	65.3 ± 17.1	89.1 ± 9.8	65.4 ± 3.6
Partly helped achieve main reason	%	14.9 ± 4.1	12.7 ± 5.4	13.1 ± 6.3	12.9 ± 7.7	18.4 ± 12.5	np	17.6 ± 11.9	np	13.9 ± 2.5
Did not help achieve main reason	%	12.5 ± 4.2	5.7 ± 4.1	10.3 ± 5.6	7.9 ± 7.1	10.5 ± 8.7	np	–	–	9.7 ± 2.3
Did not know yet	%	12.9 ± 3.8	10.4 ± 5.1	8.5 ± 4.5	10.6 ± 8.7	9.0 ± 11.2	np	17.1 ± 15.4	np	11.0 ± 2.3

TABLE 5A.66

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
(a)	Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.67

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b), (c)**

	<i>Unit</i>	<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</i>
2012										
Helped achieve main reason	%	66.6 ± 3.6	59.9 ± 6.1	67.3 ± 8.2	71.7 ± 5.1	69.9 ± 7.9	78.5 ± 15.7	59.9 ± 12.4	80.2 ± 10.7	65.1 ± 2.8
Partly helped achieve main reason	%	12.4 ± 2.1	17.4 ± 4.3	17.8 ± 6.9	13.7 ± 3.9	11.2 ± 5.3	15.1 ± 12.0	25.3 ± 11.3	13.0 ± 9.5	14.9 ± 1.9
Did not help achieve main reason	%	8.3 ± 2.0	11.5 ± 4.9	9.5 ± 5.3	5.5 ± 2.4	6.8 ± 4.2	–	np	np	9.0 ± 2.0
Did not know yet	%	12.7 ± 2.6	11.2 ± 4.1	5.3 ± 3.0	9.1 ± 3.1	12.2 ± 5.4	np	12.4 ± 8.3	np	11.0 ± 1.8
2011										
Helped achieve main reason	%	61.2 ± 2.3	62.9 ± 2.6	66.1 ± 3.3	68.4 ± 2.8	61.0 ± 5.3	58.1 ± 9.5	70.7 ± 7.7	80.1 ± 9.2	63.4 ± 1.3
Partly helped achieve main reason	%	17.4 ± 1.8	17.8 ± 2.2	14.6 ± 2.4	13.9 ± 2.1	16.2 ± 4.4	20.7 ± 7.5	11.3 ± 4.9	8.8 ± 6.7	16.5 ± 1.0
Did not help achieve main reason	%	7.3 ± 1.2	7.6 ± 1.3	9.3 ± 2.1	8.4 ± 1.7	9.5 ± 2.7	10.1 ± 5.4	6.0 ± 4.0	np	7.8 ± 0.7
Did not know yet	%	14.1 ± 1.6	11.7 ± 1.7	10.0 ± 2.1	9.3 ± 1.7	13.4 ± 3.6	11.1 ± 5.9	12.0 ± 5.8	9.4 ± 7.1	12.3 ± 0.9
2010										
Helped achieve main reason	%	62.1 ± 3.5	64.8 ± 4.7	67.8 ± 5.6	69.8 ± 5.2	58.5 ± 9.8	40.8 ± 13.9	71.3 ± 10.8	86.1 ± 7.8	64.0 ± 2.2
Partly helped achieve main reason	%	16.9 ± 2.7	14.3 ± 3.4	16.3 ± 4.5	12.8 ± 3.6	18.4 ± 8.2	23.2 ± 12.1	6.5 ± 5.1	7.4 ± 6.0	15.7 ± 1.7
Did not help achieve main reason	%	7.7 ± 2.0	7.8 ± 2.5	7.2 ± 3.1	6.0 ± 2.5	6.2 ± 3.7	19.7 ± 12.8	9.5 ± 8.3	np	7.5 ± 1.2
Did not know yet	%	13.4 ± 2.3	13.1 ± 3.1	8.6 ± 3.0	11.4 ± 3.6	16.9 ± 6.8	16.3 ± 9.8	12.8 ± 8.0	np	12.7 ± 1.5
2009										
Helped achieve main reason	%	60.4 ± 2.3	64.9 ± 3.1	70.7 ± 4.1	69.1 ± 3.9	69.0 ± 5.8	61.5 ± 17.5	65.4 ± 8.0	77.0 ± 8.1	63.9 ± 1.5
Partly helped achieve main reason	%	18.4 ± 1.8	15.3 ± 2.3	14.8 ± 3.3	16.1 ± 3.1	11.0 ± 3.0	16.9 ± 12.2	17.3 ± 6.7	12.7 ± 6.6	16.5 ± 1.1
Did not help achieve main reason	%	7.6 ± 1.2	8.6 ± 2.0	6.0 ± 1.9	4.6 ± 1.8	11.5 ± 4.5	np	6.3 ± 3.8	3.5 ± 3.2	7.7 ± 0.9
Did not know yet	%	13.6 ± 1.5	11.3 ± 1.9	8.5 ± 2.6	10.3 ± 2.5	8.5 ± 2.9	16.9 ± 15.9	11.0 ± 4.9	6.8 ± 4.7	11.9 ± 1.0
2008										
Helped achieve main reason	%	67.7 ± 3.8	67.9 ± 5.0	69.7 ± 7.4	64.8 ± 7.7	61.8 ± 13.6	87.8 ± 13.3	64.1 ± 11.3	74.9 ± 12.4	67.5 ± 2.6
Partly helped achieve main reason	%	15.4 ± 2.7	18.3 ± 4.3	14.5 ± 6.1	20.0 ± 6.5	17.8 ± 11.3	np	20.5 ± 11.2	20.5 ± 12.1	16.6 ± 2.0
Did not help achieve main reason	%	5.9 ± 1.9	5.9 ± 2.6	6.0 ± 3.7	4.5 ± 3.2	np	np	np	np	5.6 ± 1.3
Did not know yet	%	11.0 ± 2.5	7.9 ± 2.6	9.9 ± 4.2	10.7 ± 5.0	17.0 ± 10.6	np	11.9 ± 5.7	np	10.4 ± 1.6

TABLE 5A.67

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b), (c)**

	<i>Unit</i>	<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</i>
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(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.68

Table 5A.68 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.2 ± 1.8	91.9 ± 1.3	90.1 ± 2.0	91.5 ± 2.7	84.5 ± 4.3	84.9 ± 3.9	89.2 ± 0.7
Seeking employment related outcomes	%	89.4 ± 1.3	87.1 ± 2.2	89.4 ± 2.0	91.4 ± 1.6	89.4 ± 2.2	91.1 ± 3.0	83.7 ± 4.8	85.6 ± 4.3	88.9 ± 0.8
Seeking further study outcomes	%	89.3 ± 6.5	87.6 ± 7.2	90.8 ± 5.3	93.9 ± 5.1	100.0	100.0	100.0	89.0 ± 20.4	90.7 ± 3.2
Seeking personal development outcomes	%	92.2 ± 2.6	87.9 ± 5.9	88.2 ± 5.5	94.7 ± 2.9	93.1 ± 4.6	89.6 ± 8.4	90.5 ± 8.3	80.6 ± 10.2	90.3 ± 2.1
2011										
Satisfied with the quality of their training	%	89.8 ± 0.7	87.5 ± 0.9	88.9 ± 0.8	88.6 ± 0.9	90.6 ± 1.0	89.1 ± 1.7	87.1 ± 2.3	88.6 ± 2.7	89.0 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.2 ± 1.0	88.5 ± 0.9	88.4 ± 1.0	90.0 ± 1.2	88.8 ± 2.0	87.2 ± 2.6	87.9 ± 3.4	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.8	89.5 ± 3.1	89.8 ± 3.8	91.8 ± 2.8	94.0 ± 4.3	97.3 ± 5.3	84.7 ± 13.4	75.0 ± 21.0	91.4 ± 1.5
Seeking personal development outcomes	%	89.3 ± 2.2	88.7 ± 2.5	89.7 ± 2.0	88.5 ± 2.5	92.1 ± 2.9	88.1 ± 4.7	87.8 ± 5.7	91.7 ± 4.6	89.3 ± 1.0
2010										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.4 ± 1.5	89.0 ± 1.3	88.9 ± 1.7	88.7 ± 2.5	87.9 ± 2.7	88.4 ± 3.1	88.9 ± 3.6	88.6 ± 0.6
Seeking employment related outcomes	%	89.7 ± 1.3	85.8 ± 1.7	88.9 ± 1.5	89.2 ± 1.9	88.1 ± 3.0	87.3 ± 3.1	86.8 ± 3.8	87.6 ± 4.5	88.4 ± 0.7
Seeking further study outcomes	%	90.7 ± 5.5	85.3 ± 7.1	86.8 ± 7.9	86.8 ± 6.4	88.7 ± 12.6	94.9 ± 9.8	96.0 ± 7.7	87.6 ± 16.8	88.5 ± 3.2
Seeking personal development outcomes	%	89.3 ± 3.1	87.5 ± 4.6	90.4 ± 3.2	88.7 ± 4.7	90.4 ± 6.0	89.6 ± 7.0	93.7 ± 6.6	94.3 ± 5.6	89.4 ± 1.7
2009										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.7 ± 1.0	87.1 ± 0.9	87.8 ± 1.1	89.2 ± 1.4	87.8 ± 2.4	85.8 ± 2.4	86.8 ± 3.9	88.7 ± 0.4
Seeking employment related outcomes	%	90.1 ± 0.9	87.3 ± 1.1	86.3 ± 1.1	86.9 ± 1.3	88.8 ± 1.6	86.9 ± 2.8	87.0 ± 2.5	86.4 ± 4.8	88.2 ± 0.5
Seeking further study outcomes	%	89.7 ± 3.0	88.1 ± 4.4	89.9 ± 3.9	90.4 ± 3.9	93.6 ± 5.2	89.9 ± 18.5	88.2 ± 11.0	85.9 ± 19.4	89.7 ± 1.8
Seeking personal development outcomes	%	91.8 ± 1.9	88.3 ± 2.7	90.7 ± 2.0	89.8 ± 2.4	90.4 ± 3.6	93.0 ± 5.6	80.7 ± 7.6	86.4 ± 7.4	90.3 ± 1.1
2008										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.2 ± 1.8	86.0 ± 1.9	86.8 ± 2.2	91.9 ± 2.4	88.6 ± 3.4	87.7 ± 3.0	84.8 ± 5.5	88.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	85.2 ± 2.1	85.5 ± 2.3	86.4 ± 2.7	92.8 ± 2.4	88.7 ± 3.9	87.9 ± 3.6	85.5 ± 7.4	87.7 ± 0.9
Seeking further study outcomes	%	92.8 ± 4.9	83.7 ± 8.3	90.7 ± 5.6	82.5 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	77.0 ± 25.0	89.4 ± 3.1
Seeking personal development outcomes	%	88.4 ± 3.6	92.5 ± 3.4	86.0 ± 4.6	91.1 ± 4.5	80.3 ± 11.7	87.3 ± 9.7	88.8 ± 6.4	82.7 ± 8.3	88.5 ± 2.0

TABLE 5A.68

Table 5A.68 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	89.1 ± 0.9	87.7 ± 1.1	88.1 ± 1.0	87.1 ± 1.3	89.3 ± 1.4	88.9 ± 2.6	83.6 ± 2.9	86.8 ± 3.4	88.3 ± 0.5
Seeking employment related outcomes	%	89.1 ± 1.1	87.2 ± 1.2	88.1 ± 1.2	86.4 ± 1.6	88.5 ± 1.6	88.5 ± 2.9	82.9 ± 3.4	87.4 ± 4.4	88.1 ± 0.6
Seeking further study outcomes	%	89.4 ± 3.5	87.5 ± 4.3	87.4 ± 6.2	90.7 ± 4.2	94.4 ± 6.7	95.0 ± 9.6	95.1 ± 7.0	78.3 ± 17.1	89.2 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.5 ± 3.3	87.0 ± 3.2	88.6 ± 3.7	91.2 ± 3.8	91.3 ± 6.9	80.8 ± 8.6	86.6 ± 6.0	88.8 ± 1.3
2006										
Satisfied with the quality of their training	%	87.1 ± 1.7	86.5 ± 1.8	88.3 ± 1.6	87.9 ± 1.8	85.3 ± 2.6	87.3 ± 3.3	85.1 ± 3.2	83.3 ± 5.2	87.0 ± 0.9
Seeking employment related outcomes	%	87.1 ± 2.0	85.8 ± 2.1	88.8 ± 1.9	88.7 ± 2.1	85.3 ± 2.9	86.4 ± 3.8	83.8 ± 3.8	79.3 ± 7.1	86.9 ± 1.0
Seeking further study outcomes	%	87.9 ± 5.7	92.6 ± 4.5	85.5 ± 8.2	86.7 ± 6.0	82.0 ± 17.1	87.5 ± 16.6	78.9 ± 18.1	92.3 ± 15.2	87.7 ± 3.3
Seeking personal development outcomes	%	85.0 ± 4.7	86.9 ± 4.1	88.4 ± 4.5	85.4 ± 5.1	93.1 ± 4.9	94.3 ± 5.6	89.3 ± 6.9	89.7 ± 6.7	86.6 ± 2.6
2005										
Satisfied with the quality of their training	%	87.1 ± 1.3	86.7 ± 1.1	86.2 ± 1.2	86.2 ± 1.2	86.6 ± 1.4	86.4 ± 2.9	84.0 ± 2.7	84.5 ± 3.3	86.7 ± 0.7
Seeking employment related outcomes	%	86.2 ± 1.6	85.9 ± 1.4	86.3 ± 1.3	85.4 ± 1.5	86.5 ± 1.5	85.7 ± 3.4	82.2 ± 3.3	83.6 ± 4.1	86.0 ± 0.8
Seeking further study outcomes	%	89.5 ± 4.3	87.1 ± 4.8	88.5 ± 4.2	87.4 ± 3.4	83.8 ± 7.9	81.3 ± 20.3	80.7 ± 13.1	90.7 ± 12.5	88.1 ± 2.2
Seeking personal development outcomes	%	88.0 ± 2.9	89.8 ± 2.4	86.8 ± 3.1	86.2 ± 3.0	86.5 ± 4.3	86.6 ± 9.0	89.7 ± 6.1	90.9 ± 6.7	87.9 ± 1.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.69

Table 5A.69 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	91.4 ± 5.4	97.0 ± 3.0	94.0 ± 4.2	98.6 ± 1.7	89.3 ± 10.9	88.0 ± 13.1	100.0	94.8 ± 6.2	93.5 ± 2.5
Seeking employment related outcomes	%	90.3 ± 6.4	96.6 ± 3.5	92.2 ± 5.6	98.3 ± 2.1	91.3 ± 10.8	77.7 ± 22.7	100.0	98.1 ± 3.7	92.7 ± 3.0
Seeking further study outcomes	%	100.0	np	100.0	np	np	np	np	np	100.0
Seeking personal development outcomes	%	95.9 ± 4.8	100.0	98.6 ± 2.9	100.0	75.9 ± 40.0	100.0	np	78.9 ± 26.9	95.0 ± 4.8
2011										
Satisfied with the quality of their training	%	93.3 ± 3.3	87.6 ± 6.8	91.4 ± 3.5	90.0 ± 5.1	90.4 ± 5.1	88.4 ± 7.5	94.2 ± 10.9	95.4 ± 4.2	91.7 ± 1.8
Seeking employment related outcomes	%	92.3 ± 4.3	85.5 ± 8.8	90.8 ± 4.4	90.1 ± 5.4	89.3 ± 6.2	87.6 ± 9.0	100.0	94.0 ± 5.9	90.9 ± 2.3
Seeking further study outcomes	%	100.0	np	91.4 ± 16.4	100.0	np	np	–	np	92.9 ± 8.3
Seeking personal development outcomes	%	95.6 ± 4.4	93.5 ± 9.2	92.9 ± 6.2	88.8 ± 14.4	94.0 ± 8.4	93.7 ± 12.2	100.0	98.1 ± 3.8	93.9 ± 3.1
2010										
Satisfied with the quality of their training	%	90.3 ± 4.6	82.5 ± 15.4	89.1 ± 7.7	89.7 ± 8.5	94.6 ± 8.3	84.1 ± 14.9	93.6 ± 9.8	99.0 ± 2.0	89.9 ± 3.2
Seeking employment related outcomes	%	88.8 ± 5.9	87.2 ± 12.6	89.9 ± 8.7	90.7 ± 9.9	98.2 ± 2.1	83.1 ± 16.6	89.9 ± 15.8	98.6 ± 2.7	90.2 ± 3.5
Seeking further study outcomes	%	93.7 ± 9.9	np	np	100.0	–	na	na	na	69.6 ± 28.6
Seeking personal development outcomes	%	93.5 ± 8.7	55.9 ± 54.9	96.4 ± 5.9	89.1 ± 19.6	100.0	100.0	100.0	100.0	92.8 ± 6.7
2009										
Satisfied with the quality of their training	%	93.1 ± 3.6	87.4 ± 10.9	90.3 ± 4.1	92.8 ± 4.4	88.8 ± 10.7	85.7 ± 12.1	86.3 ± 14.9	85.8 ± 15.0	90.6 ± 2.4
Seeking employment related outcomes	%	93.8 ± 3.9	81.3 ± 15.3	91.0 ± 4.8	92.9 ± 4.7	89.7 ± 12.5	81.6 ± 15.5	83.4 ± 17.8	84.7 ± 18.9	90.2 ± 3.0
Seeking further study outcomes	%	np	np	100.0	100.0	np	np	np	np	95.1 ± 8.0
Seeking personal development outcomes	%	90.7 ± 10.5	100.0	85.2 ± 13.8	90.9 ± 13.1	np	100.0	np	87.4 ± 16.7	91.2 ± 5.4
2008										
Satisfied with the quality of their training	%	88.3 ± 7.6	91.8 ± 7.2	91.6 ± 7.7	87.2 ± 11.2	100.0	78.1 ± 20.2	69.1 ± 30.4	96.1 ± 5.7	89.3 ± 4.0
Seeking employment related outcomes	%	87.0 ± 10.9	88.5 ± 9.9	89.4 ± 9.9	81.7 ± 18.5	100.0	76.7 ± 24.0	np	100.0	87.5 ± 5.6
Seeking further study outcomes	%	84.6 ± 10.8	np	np	–	na	na	na	np	85.3 ± 9.5
Seeking personal development outcomes	%	87.8 ± 15.7	100.0	98.4 ± 3.3	96.5 ± 5.2	np	np	np	90.3 ± 13.3	92.9 ± 6.0

TABLE 5A.69

Table 5A.69 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	87.7 ± 6.4	81.3 ± 16.5	91.0 ± 5.8	92.7 ± 5.1	93.9 ± 8.2	79.4 ± 16.1	96.4 ± 7.1	91.2 ± 6.6	89.1 ± 3.3
Seeking employment related outcomes	%	86.4 ± 8.6	76.3 ± 21.3	95.1 ± 4.7	90.7 ± 6.9	95.9 ± 7.8	74.7 ± 21.7	95.1 ± 9.6	96.1 ± 4.6	89.0 ± 4.2
Seeking further study outcomes	%	84.1 ± 13.1	np	np	np	np	np	na	np	86.9 ± 8.8
Seeking personal development outcomes	%	91.2 ± 12.2	np	87.3 ± 17.0	100.0	np	np	np	87.1 ± 16.8	90.3 ± 7.5
2006										
Satisfied with the quality of their training	%	96.4 ± 5.5	84.3 ± 20.2	93.9 ± 5.3	91.0 ± 10.1	71.9 ± 23.3	100.0	86.1 ± 25.8	92.6 ± 8.5	92.4 ± 3.8
Seeking employment related outcomes	%	95.8 ± 7.5	78.2 ± 27.3	93.4 ± 6.4	91.4 ± 12.0	67.8 ± 27.8	100.0	77.8 ± 38.3	89.7 ± 11.5	90.8 ± 5.1
Seeking further study outcomes	%	na	np	np	np	na	np	np	na	89.3 ± 19.7
Seeking personal development outcomes	%	96.6 ± 7.2	np	93.5 ± 12.3	100.0	np	np	np	100.0	95.2 ± 5.7
2005										
Satisfied with the quality of their training	%	76.5 ± 12.3	81.7 ± 14.7	89.9 ± 4.8	93.5 ± 4.3	90.5 ± 9.9	86.4 ± 12.5	90.3 ± 18.3	86.1 ± 8.4	82.8 ± 6.8
Seeking employment related outcomes	%	71.7 ± 15.3	91.2 ± 10.2	88.9 ± 6.2	93.2 ± 5.8	96.6 ± 5.1	81.9 ± 16.2	88.7 ± 21.2	87.5 ± 11.2	80.3 ± 8.8
Seeking further study outcomes	%	83.2 ± 30.8	np	np	100.0	np	na	np	na	79.2 ± 25.3
Seeking personal development outcomes	%	95.9 ± 5.7	100.0	92.2 ± 8.5	89.8 ± 10.4	55.9 ± 40.0	np	np	100.0	92.5 ± 4.8

- (a) The sample was designed to provide state/territory level reporting in 2006 and 2008 and state/territory and institute level reporting in 2005 and 2007. A larger sample is required in the institute level reporting years to provide reliable institute estimates. Therefore, sample sizes in 2005 and 2007 were larger than in 2006 and 2008.
- (b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

TABLE 5A.69

Table 5A.69 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
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na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.70

Table 5A.70 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.0 ± 1.9	91.6 ± 1.4	90.1 ± 2.0	91.5 ± 2.8	84.1 ± 4.4	83.2 ± 4.5	89.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	87.0 ± 2.2	89.4 ± 2.1	91.1 ± 1.6	89.3 ± 2.3	91.5 ± 3.0	83.4 ± 4.9	83.2 ± 5.0	88.8 ± 0.9
Seeking further study outcomes	%	91.2 ± 5.7	87.2 ± 7.3	89.7 ± 5.9	93.8 ± 5.3	100.0	100.0	100.0	87.0 ± 23.9	91.1 ± 3.1
Seeking personal development outcomes	%	92.1 ± 2.8	88.5 ± 5.9	87.3 ± 6.0	94.2 ± 3.2	93.9 ± 4.2	86.9 ± 10.4	89.9 ± 8.7	81.9 ± 11.1	90.2 ± 2.2
2011										
Satisfied with the quality of their training	%	89.7 ± 0.7	87.5 ± 0.9	88.8 ± 0.8	88.7 ± 0.9	90.5 ± 1.1	89.2 ± 1.8	87.0 ± 2.4	86.3 ± 3.3	88.9 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.3 ± 1.0	88.4 ± 0.9	88.6 ± 1.0	90.1 ± 1.2	88.9 ± 2.0	86.8 ± 2.7	86.0 ± 4.0	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.9	89.1 ± 3.3	89.8 ± 3.9	91.4 ± 2.9	93.9 ± 4.7	97.2 ± 5.5	88.2 ± 12.2	73.2 ± 22.2	91.3 ± 1.6
Seeking personal development outcomes	%	89.1 ± 2.3	88.4 ± 2.6	89.7 ± 2.1	88.6 ± 2.5	91.9 ± 3.2	88.0 ± 5.1	87.9 ± 6.1	88.8 ± 6.2	89.2 ± 1.1
2010										
Satisfied with the quality of their training	%	89.5 ± 1.2	86.5 ± 1.5	89.0 ± 1.4	88.9 ± 1.7	88.2 ± 2.7	88.3 ± 2.7	88.6 ± 3.2	87.0 ± 4.3	88.5 ± 0.7
Seeking employment related outcomes	%	89.7 ± 1.4	85.9 ± 1.7	88.9 ± 1.6	89.0 ± 2.0	87.4 ± 3.1	87.7 ± 3.1	87.2 ± 3.9	85.7 ± 5.3	88.3 ± 0.8
Seeking further study outcomes	%	90.6 ± 5.7	85.0 ± 7.3	89.7 ± 6.0	87.4 ± 6.3	93.7 ± 8.3	94.9 ± 9.8	95.8 ± 8.1	87.6 ± 16.8	89.2 ± 3.1
Seeking personal development outcomes	%	89.4 ± 3.2	88.0 ± 4.4	89.7 ± 3.4	88.7 ± 4.8	89.1 ± 6.9	89.1 ± 7.4	93.0 ± 7.3	93.0 ± 6.8	89.3 ± 1.8
2009										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.9 ± 1.0	87.1 ± 0.9	87.7 ± 1.1	89.3 ± 1.4	88.0 ± 2.5	85.8 ± 2.4	86.9 ± 3.4	88.7 ± 0.4
Seeking employment related outcomes	%	90.0 ± 0.9	87.5 ± 1.1	86.3 ± 1.1	86.8 ± 1.3	88.9 ± 1.6	87.3 ± 2.9	87.2 ± 2.6	86.8 ± 3.8	88.3 ± 0.5
Seeking further study outcomes	%	90.2 ± 3.0	88.4 ± 4.3	89.2 ± 4.2	90.2 ± 4.0	93.5 ± 5.3	89.1 ± 19.9	87.0 ± 12.0	84.3 ± 23.8	89.9 ± 1.8
Seeking personal development outcomes	%	91.8 ± 2.0	88.4 ± 2.7	91.0 ± 2.0	89.7 ± 2.5	90.8 ± 3.6	92.3 ± 6.1	80.1 ± 7.8	86.1 ± 8.1	90.4 ± 1.1
2008										
Satisfied with the quality of their training	%	89.8 ± 1.3	86.2 ± 1.8	85.7 ± 2.0	86.8 ± 2.3	92.2 ± 2.4	89.1 ± 3.4	87.9 ± 3.0	82.8 ± 6.3	88.1 ± 0.8
Seeking employment related outcomes	%	89.6 ± 1.5	85.2 ± 2.1	85.3 ± 2.3	86.6 ± 2.8	93.2 ± 2.5	89.3 ± 3.9	88.1 ± 3.6	83.4 ± 8.5	87.9 ± 0.9
Seeking further study outcomes	%	93.0 ± 5.1	83.5 ± 8.4	90.7 ± 5.6	82.6 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	72.0 ± 29.0	89.4 ± 3.2
Seeking personal development outcomes	%	88.4 ± 3.7	92.3 ± 3.5	85.4 ± 4.8	90.4 ± 4.9	80.2 ± 11.8	87.5 ± 10.4	88.1 ± 6.8	80.8 ± 9.7	88.3 ± 2.1

TABLE 5A.70

Table 5A.70 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.8 ± 1.1	88.0 ± 1.1	86.9 ± 1.3	89.2 ± 1.4	89.3 ± 2.6	83.3 ± 3.0	85.8 ± 3.8	88.3 ± 0.5
Seeking employment related outcomes	%	89.3 ± 1.1	87.5 ± 1.2	87.9 ± 1.2	86.2 ± 1.6	88.4 ± 1.6	88.9 ± 2.9	82.7 ± 3.4	86.2 ± 5.0	88.1 ± 0.6
Seeking further study outcomes	%	89.5 ± 3.6	87.4 ± 4.4	87.4 ± 6.3	91.5 ± 4.1	94.2 ± 7.0	94.2 ± 11.0	95.0 ± 7.2	74.9 ± 19.4	89.3 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.4 ± 3.3	87.1 ± 3.3	88.1 ± 3.8	91.5 ± 3.8	90.7 ± 7.3	79.9 ± 8.9	86.4 ± 6.4	88.7 ± 1.4
2006										
Satisfied with the quality of their training	%	86.9 ± 1.7	86.6 ± 1.8	88.0 ± 1.7	87.8 ± 1.9	85.6 ± 2.6	87.0 ± 3.4	85.0 ± 3.2	81.6 ± 5.9	86.9 ± 0.9
Seeking employment related outcomes	%	86.8 ± 2.1	86.0 ± 2.1	88.6 ± 1.9	88.6 ± 2.1	85.7 ± 2.8	86.2 ± 3.9	83.9 ± 3.9	77.2 ± 8.1	86.8 ± 1.1
Seeking further study outcomes	%	87.8 ± 5.7	92.5 ± 4.6	85.2 ± 8.3	87.5 ± 5.8	81.8 ± 17.3	85.8 ± 18.8	76.7 ± 19.5	91.6 ± 16.5	87.6 ± 3.3
Seeking personal development outcomes	%	84.7 ± 4.8	86.8 ± 4.2	88.0 ± 4.7	84.8 ± 5.3	93.6 ± 4.8	93.9 ± 6.0	89.1 ± 7.1	88.6 ± 7.3	86.4 ± 2.6
2005										
Satisfied with the quality of their training	%	87.5 ± 1.2	86.7 ± 1.1	86.1 ± 1.2	86.1 ± 1.2	86.6 ± 1.4	86.7 ± 3.0	84.1 ± 2.7	84.3 ± 3.5	86.8 ± 0.6
Seeking employment related outcomes	%	86.8 ± 1.5	85.9 ± 1.4	86.3 ± 1.4	85.3 ± 1.5	86.4 ± 1.5	86.3 ± 3.4	82.1 ± 3.4	82.9 ± 4.3	86.2 ± 0.8
Seeking further study outcomes	%	89.6 ± 4.4	87.7 ± 4.6	88.4 ± 4.3	87.9 ± 3.3	83.7 ± 8.0	81.3 ± 20.3	80.3 ± 13.3	90.7 ± 12.5	88.3 ± 2.2
Seeking personal development outcomes	%	87.7 ± 3.0	89.8 ± 2.4	86.6 ± 3.3	86.1 ± 3.1	87.1 ± 4.3	85.7 ± 9.5	89.6 ± 6.2	91.3 ± 6.9	87.7 ± 1.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.71

Table 5A.71 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	90.2 ± 1.4	86.7 ± 2.4	88.1 ± 2.6	91.5 ± 1.7	90.3 ± 2.5	np	83.6 ± 4.7	np	88.9 ± 0.9
Seeking employment related outcomes	%	90.0 ± 1.5	86.3 ± 2.6	88.1 ± 2.9	91.0 ± 1.9	89.4 ± 2.7	np	82.7 ± 5.3	np	88.6 ± 1.1
Seeking further study outcomes	%	90.7 ± 7.2	86.4 ± 8.5	92.1 ± 5.6	92.8 ± 6.1	100.0	na	100.0	na	90.7 ± 3.7
Seeking personal development outcomes	%	91.9 ± 3.3	87.3 ± 7.7	88.8 ± 7.4	94.8 ± 3.5	95.6 ± 4.9	na	89.6 ± 9.0	na	90.6 ± 2.8
2011										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.2 ± 1.1	88.0 ± 1.1	88.3 ± 1.1	90.3 ± 1.3	86.8 ± 11.0	86.6 ± 2.6	100.0	88.4 ± 0.5
Seeking employment related outcomes	%	89.0 ± 1.0	86.9 ± 1.3	87.4 ± 1.3	87.9 ± 1.3	89.6 ± 1.5	83.6 ± 13.3	86.7 ± 3.0	100.0	88.1 ± 0.6
Seeking further study outcomes	%	92.7 ± 2.8	88.9 ± 3.6	89.2 ± 5.1	93.5 ± 2.9	92.8 ± 5.9	na	82.7 ± 15.9	na	91.5 ± 1.7
Seeking personal development outcomes	%	87.9 ± 3.1	88.0 ± 3.1	89.9 ± 3.2	88.1 ± 3.2	93.5 ± 3.6	np	86.4 ± 6.5	np	88.7 ± 1.5
2010										
Satisfied with the quality of their training	%	89.1 ± 1.5	85.7 ± 2.0	88.3 ± 1.9	87.7 ± 2.3	87.7 ± 3.2	83.9 ± 13.9	88.5 ± 3.5	85.7 ± 26.6	87.9 ± 0.9
Seeking employment related outcomes	%	89.2 ± 1.7	84.9 ± 2.3	87.9 ± 2.2	87.8 ± 2.6	86.7 ± 3.8	80.1 ± 19.2	86.9 ± 4.2	np	87.5 ± 1.0
Seeking further study outcomes	%	91.1 ± 6.8	85.5 ± 7.0	87.0 ± 9.2	83.9 ± 8.4	85.8 ± 15.7	np	94.9 ± 9.7	np	88.1 ± 3.9
Seeking personal development outcomes	%	87.8 ± 4.3	88.4 ± 6.1	90.5 ± 4.1	89.4 ± 5.8	91.6 ± 6.4	89.8 ± 19.0	92.7 ± 8.1	np	89.1 ± 2.4
2009										
Satisfied with the quality of their training	%	90.8 ± 0.9	87.8 ± 1.2	86.4 ± 1.3	87.0 ± 1.5	88.7 ± 1.8	100.0	85.4 ± 2.7	85.8 ± 24.9	88.7 ± 0.5
Seeking employment related outcomes	%	90.7 ± 1.0	87.4 ± 1.3	84.9 ± 1.6	86.1 ± 1.8	88.0 ± 2.1	100.0	86.4 ± 2.9	75.7 ± 39.0	88.2 ± 0.6
Seeking further study outcomes	%	90.8 ± 3.1	87.8 ± 5.2	89.0 ± 5.4	89.6 ± 4.9	92.6 ± 6.0	np	94.7 ± 10.0	np	90.1 ± 2.0
Seeking personal development outcomes	%	91.3 ± 2.6	89.1 ± 3.2	91.7 ± 2.6	88.7 ± 3.2	91.1 ± 4.2	np	81.5 ± 8.0	np	90.3 ± 1.4
2008										
Satisfied with the quality of their training	%	89.8 ± 1.6	85.3 ± 2.4	86.8 ± 2.5	87.5 ± 2.8	91.0 ± 3.1	np	89.0 ± 3.2	100.0	88.2 ± 1.0
Seeking employment related outcomes	%	89.8 ± 1.8	84.0 ± 2.8	85.8 ± 3.1	87.0 ± 3.4	92.4 ± 3.0	np	88.6 ± 3.8	100.0	87.8 ± 1.2
Seeking further study outcomes	%	92.1 ± 6.2	86.3 ± 8.4	91.7 ± 5.9	83.6 ± 9.5	94.0 ± 11.7	na	84.8 ± 6.9	na	89.5 ± 3.7
Seeking personal development outcomes	%	88.3 ± 4.7	92.0 ± 4.4	86.6 ± 6.0	92.2 ± 5.7	75.8 ± 15.9	–	93.5 ± 5.9	na	88.7 ± 2.7

TABLE 5A.71

Table 5A.71 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	88.9 ± 1.2	87.2 ± 1.4	87.7 ± 1.6	86.8 ± 1.7	88.5 ± 1.8	np	84.6 ± 3.2	100.0	88.0 ± 0.7
Seeking employment related outcomes	%	89.3 ± 1.4	86.7 ± 1.6	87.2 ± 1.9	85.7 ± 2.1	87.4 ± 2.1	np	83.6 ± 3.8	100.0	87.7 ± 0.8
Seeking further study outcomes	%	88.0 ± 4.5	87.9 ± 5.0	85.7 ± 8.4	92.1 ± 4.7	93.9 ± 9.1	na	96.0 ± 7.7	na	88.6 ± 2.7
Seeking personal development outcomes	%	88.6 ± 3.1	88.9 ± 4.0	88.2 ± 5.0	88.2 ± 4.9	91.1 ± 4.7	np	81.6 ± 9.7	np	88.5 ± 1.9
2006										
Satisfied with the quality of their training	%	86.6 ± 2.1	86.6 ± 2.3	88.2 ± 2.4	88.2 ± 2.3	84.8 ± 3.2	np	84.5 ± 3.7	74.6 ± 28.3	86.7 ± 1.2
Seeking employment related outcomes	%	85.9 ± 2.6	85.6 ± 2.8	89.5 ± 2.8	89.0 ± 2.6	84.8 ± 3.7	np	83.3 ± 4.5	74.6 ± 28.3	86.4 ± 1.4
Seeking further study outcomes	%	86.8 ± 6.6	92.5 ± 5.7	83.8 ± 10.4	88.7 ± 6.8	83.6 ± 18.9	na	78.0 ± 18.7	na	87.1 ± 3.9
Seeking personal development outcomes	%	85.3 ± 5.4	88.7 ± 5.1	89.6 ± 5.6	85.3 ± 6.5	92.1 ± 6.7	na	88.9 ± 7.5	na	87.0 ± 3.1
2005										
Satisfied with the quality of their training	%	88.2 ± 1.5	86.7 ± 1.5	86.1 ± 1.6	86.4 ± 1.5	86.7 ± 1.7	np	83.3 ± 3.1	92.9 ± 13.5	87.2 ± 0.8
Seeking employment related outcomes	%	87.9 ± 1.9	86.3 ± 1.9	86.5 ± 1.9	85.2 ± 1.9	86.4 ± 1.9	np	81.5 ± 3.8	90.0 ± 18.6	86.8 ± 1.0
Seeking further study outcomes	%	89.6 ± 5.1	86.8 ± 5.7	88.3 ± 5.0	89.4 ± 3.6	86.8 ± 8.4	na	77.4 ± 16.3	np	88.5 ± 2.6
Seeking personal development outcomes	%	87.0 ± 4.0	88.6 ± 3.3	84.7 ± 5.1	86.4 ± 3.9	86.6 ± 5.4	–	89.3 ± 6.5	np	87.0 ± 2.3

(a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

TABLE 5A.71

Table 5A.71 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.72

Table 5A.72 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	88.6 ± 2.7	89.4 ± 3.8	91.5 ± 3.3	90.1 ± 4.4	88.7 ± 6.3	90.9 ± 3.6	86.9 ± 13.6	np	89.6 ± 1.7
Seeking employment related outcomes	%	88.3 ± 3.0	88.7 ± 4.4	91.8 ± 3.4	88.7 ± 5.1	87.9 ± 7.5	90.1 ± 4.1	85.4 ± 15.2	np	89.2 ± 1.9
Seeking further study outcomes	%	84.5 ± 16.4	90.8 ± 13.1	74.2 ± 32.1	100.0	100.0	100.0	na	na	88.2 ± 9.7
Seeking personal development outcomes	%	93.5 ± 5.0	90.9 ± 8.3	88.9 ± 11.5	96.3 ± 5.2	87.4 ± 14.6	92.6 ± 10.1	np	na	91.5 ± 4.1
2011										
Satisfied with the quality of their training	%	91.2 ± 1.5	88.5 ± 1.6	90.1 ± 1.4	88.6 ± 1.9	91.3 ± 2.6	89.8 ± 2.4	87.8 ± 5.6	np	89.9 ± 0.7
Seeking employment related outcomes	%	91.7 ± 1.6	88.5 ± 1.6	90.3 ± 1.6	89.0 ± 2.1	91.1 ± 3.0	89.4 ± 2.9	87.7 ± 6.2	np	90.2 ± 0.8
Seeking further study outcomes	%	90.4 ± 9.9	90.6 ± 6.9	91.2 ± 6.6	88.9 ± 7.2	97.0 ± 6.1	100.0	94.2 ± 11.9	–	91.0 ± 4.3
Seeking personal development outcomes	%	89.4 ± 4.4	90.4 ± 4.0	87.9 ± 4.1	85.0 ± 6.4	88.4 ± 8.2	91.1 ± 5.4	95.8 ± 6.0	np	88.8 ± 2.2
2010										
Satisfied with the quality of their training	%	91.4 ± 1.9	87.2 ± 2.6	89.8 ± 2.6	91.5 ± 3.5	89.9 ± 6.7	86.6 ± 3.5	89.3 ± 7.1	np	89.8 ± 1.2
Seeking employment related outcomes	%	91.8 ± 2.1	87.1 ± 2.8	90.2 ± 2.8	91.4 ± 3.7	89.1 ± 7.7	85.5 ± 4.0	87.2 ± 8.7	np	89.9 ± 1.3
Seeking further study outcomes	%	88.2 ± 9.8	83.6 ± 18.9	94.5 ± 7.7	93.4 ± 7.8	100.0	100.0	np	na	89.6 ± 6.4
Seeking personal development outcomes	%	92.7 ± 4.2	86.6 ± 7.8	86.8 ± 7.9	89.2 ± 14.4	90.5 ± 18.4	95.4 ± 5.2	97.5 ± 4.9	na	90.0 ± 3.3
2009										
Satisfied with the quality of their training	%	89.9 ± 1.6	87.0 ± 1.9	87.0 ± 2.0	90.2 ± 2.3	91.2 ± 2.9	86.7 ± 3.9	87.2 ± 5.6	76.7 ± 24.2	88.6 ± 0.9
Seeking employment related outcomes	%	89.7 ± 1.8	86.7 ± 2.2	87.0 ± 2.2	89.2 ± 2.7	90.4 ± 3.3	86.6 ± 4.3	89.3 ± 5.4	55.0 ± 33.4	88.4 ± 1.0
Seeking further study outcomes	%	87.8 ± 9.2	87.4 ± 8.6	89.0 ± 9.2	94.7 ± 7.2	100.0	77.9 ± 37.0	np	na	88.4 ± 5.3
Seeking personal development outcomes	%	91.8 ± 3.8	87.0 ± 5.9	88.7 ± 4.8	93.9 ± 4.5	94.0 ± 6.7	89.4 ± 10.1	70.6 ± 27.0	np	90.1 ± 2.3
2008										
Satisfied with the quality of their training	%	89.1 ± 2.7	87.3 ± 2.9	83.9 ± 4.3	83.2 ± 6.0	93.5 ± 5.2	88.9 ± 4.8	82.7 ± 8.2	np	87.6 ± 1.6
Seeking employment related outcomes	%	89.0 ± 3.1	87.1 ± 3.2	83.0 ± 5.3	83.6 ± 7.0	94.6 ± 5.4	88.3 ± 5.8	84.2 ± 10.0	np	87.5 ± 1.8
Seeking further study outcomes	%	95.8 ± 7.9	60.5 ± 27.2	93.2 ± 7.3	72.8 ± 31.3	np	100.0	np	np	88.5 ± 7.4
Seeking personal development outcomes	%	85.2 ± 8.8	92.5 ± 5.9	88.4 ± 8.1	86.2 ± 12.7	80.9 ± 22.8	89.0 ± 11.4	80.4 ± 13.7	na	87.3 ± 4.4

TABLE 5A.72

Table 5A.72 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	90.0 ± 1.6	88.3 ± 1.9	89.4 ± 1.9	87.2 ± 3.0	90.3 ± 3.1	88.1 ± 3.6	79.5 ± 7.3	np	89.0 ± 0.9
Seeking employment related outcomes	%	88.7 ± 2.0	88.3 ± 2.1	88.7 ± 2.2	88.6 ± 3.3	91.1 ± 3.3	86.8 ± 4.2	80.0 ± 8.4	np	88.5 ± 1.1
Seeking further study outcomes	%	96.3 ± 4.2	87.8 ± 7.7	98.0 ± 3.9	85.6 ± 11.2	90.1 ± 18.6	88.2 ± 21.9	90.1 ± 19.3	na	93.3 ± 3.1
Seeking personal development outcomes	%	93.7 ± 3.1	84.2 ± 7.6	91.0 ± 5.2	76.3 ± 13.1	88.6 ± 10.7	95.3 ± 6.3	78.7 ± 19.1	na	90.1 ± 2.5
2006										
Satisfied with the quality of their training	%	88.9 ± 3.4	85.2 ± 3.3	90.4 ± 2.8	89.8 ± 4.4	84.1 ± 6.9	86.1 ± 4.7	88.1 ± 6.3	84.7 ± 28.5	87.9 ± 1.9
Seeking employment related outcomes	%	89.3 ± 3.8	85.0 ± 3.8	89.8 ± 3.1	89.8 ± 5.3	85.4 ± 6.6	85.6 ± 5.5	85.5 ± 7.9	84.7 ± 28.5	87.9 ± 2.1
Seeking further study outcomes	%	94.9 ± 9.7	93.3 ± 8.5	94.7 ± 10.2	85.5 ± 17.1	np	80.3 ± 24.8	np	na	92.1 ± 6.4
Seeking personal development outcomes	%	83.8 ± 12.5	79.2 ± 8.9	95.6 ± 4.0	87.9 ± 11.5	94.0 ± 8.5	95.9 ± 7.9	93.2 ± 12.9	na	86.1 ± 7.2
2005										
Satisfied with the quality of their training	%	85.7 ± 2.9	86.6 ± 1.8	88.2 ± 2.3	87.3 ± 2.9	85.8 ± 3.3	84.0 ± 4.7	86.9 ± 5.9	79.5 ± 34.8	86.3 ± 1.5
Seeking employment related outcomes	%	84.4 ± 3.6	85.1 ± 2.3	88.6 ± 2.7	87.6 ± 3.4	84.8 ± 3.7	84.0 ± 5.4	84.8 ± 7.1	100.0	85.4 ± 1.8
Seeking further study outcomes	%	85.8 ± 11.7	89.9 ± 6.9	92.0 ± 8.3	76.2 ± 11.7	97.8 ± 4.5	73.9 ± 28.3	88.4 ± 20.9	na	86.4 ± 5.5
Seeking personal development outcomes	%	87.3 ± 5.8	91.5 ± 3.5	86.3 ± 7.1	88.9 ± 6.4	89.4 ± 9.0	84.5 ± 13.1	90.6 ± 17.8	np	88.2 ± 3.2

- (a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (b) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data for the ACT and the NT are not published due to 5 or fewer responses.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

TABLE 5A.72

Table 5A.72 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.73

Table 5A.73 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	88.8 ± 4.7	88.0 ± 6.4	88.4 ± 4.4	93.6 ± 3.3	92.4 ± 4.3	91.5 ± 4.3	np	85.3 ± 4.7	89.4 ± 2.0
Seeking employment related outcomes	%	88.3 ± 5.4	88.4 ± 7.0	89.4 ± 4.6	93.8 ± 3.7	92.3 ± 4.7	91.8 ± 4.8	np	85.6 ± 5.2	89.7 ± 2.2
Seeking further study outcomes	%	99.0 ± 2.1	100.0	87.9 ± 17.6	100.0	np	np	na	86.9 ± 24.1	94.9 ± 5.9
Seeking personal development outcomes	%	91.3 ± 9.5	83.3 ± 16.7	82.1 ± 14.9	93.5 ± 9.1	88.8 ± 15.7	84.8 ± 14.9	na	83.4 ± 12.2	86.3 ± 6.1
2011										
Satisfied with the quality of their training	%	90.4 ± 1.9	85.8 ± 4.0	89.4 ± 1.7	90.4 ± 2.4	91.1 ± 2.6	87.9 ± 2.7	82.7 ± 18.3	88.8 ± 3.3	89.5 ± 1.0
Seeking employment related outcomes	%	89.2 ± 2.4	84.8 ± 4.6	88.8 ± 2.0	91.4 ± 2.4	91.2 ± 2.9	87.8 ± 3.1	79.6 ± 21.3	88.5 ± 4.0	88.9 ± 1.1
Seeking further study outcomes	%	96.7 ± 6.4	91.9 ± 15.5	87.7 ± 10.6	82.5 ± 16.8	95.6 ± 8.6	93.3 ± 12.7	na	79.7 ± 25.2	91.3 ± 4.8
Seeking personal development outcomes	%	94.1 ± 3.3	89.3 ± 8.1	91.8 ± 3.5	90.9 ± 5.9	87.8 ± 7.8	83.9 ± 8.5	np	89.8 ± 6.5	91.4 ± 2.0
2010										
Satisfied with the quality of their training	%	88.5 ± 4.0	88.7 ± 4.4	88.9 ± 3.3	91.0 ± 5.4	92.0 ± 5.8	89.7 ± 4.0	83.5 ± 24.4	90.3 ± 4.1	89.2 ± 1.8
Seeking employment related outcomes	%	87.5 ± 4.8	88.5 ± 5.1	89.0 ± 3.8	91.5 ± 5.8	92.6 ± 6.0	90.3 ± 4.5	82.6 ± 25.6	89.9 ± 4.8	89.0 ± 2.1
Seeking further study outcomes	%	98.1 ± 3.7	np	90.2 ± 18.3	100.0	np	87.5 ± 23.2	na	80.8 ± 25.5	94.1 ± 7.2
Seeking personal development outcomes	%	93.9 ± 7.1	83.0 ± 11.5	92.7 ± 7.1	92.3 ± 12.2	86.7 ± 22.5	84.1 ± 11.7	np	91.9 ± 10.0	90.9 ± 3.8
2009										
Satisfied with the quality of their training	%	88.9 ± 2.5	90.2 ± 3.4	88.4 ± 1.9	88.2 ± 3.2	91.0 ± 3.9	87.5 ± 3.5	83.5 ± 15.2	85.1 ± 4.7	88.6 ± 1.2
Seeking employment related outcomes	%	88.1 ± 3.0	90.5 ± 3.7	88.2 ± 2.1	88.2 ± 3.7	92.6 ± 3.7	85.7 ± 4.2	85.7 ± 15.5	86.3 ± 5.0	88.3 ± 1.4
Seeking further study outcomes	%	89.2 ± 10.7	100.0	92.4 ± 7.4	90.8 ± 10.7	100.0	100.0	np	81.4 ± 27.2	90.8 ± 5.7
Seeking personal development outcomes	%	93.5 ± 4.3	85.7 ± 13.7	88.9 ± 4.5	86.3 ± 9.5	88.7 ± 10.1	95.7 ± 5.9	np	80.5 ± 12.3	90.2 ± 2.7
2008										
Satisfied with the quality of their training	%	91.1 ± 2.9	90.3 ± 4.7	86.3 ± 4.0	89.1 ± 5.6	93.9 ± 6.4	87.3 ± 5.3	85.0 ± 20.4	83.2 ± 5.9	88.9 ± 1.8
Seeking employment related outcomes	%	90.0 ± 3.8	88.5 ± 5.4	87.3 ± 4.4	88.7 ± 6.9	92.6 ± 7.6	87.9 ± 5.9	100.0	85.1 ± 6.7	88.7 ± 2.1
Seeking further study outcomes	%	93.1 ± 3.3	100.0	70.8 ± 40.1	50.0 ± 47.6	np	90.7 ± 17.2	np	np	87.9 ± 8.7
Seeking personal development outcomes	%	93.9 ± 5.5	99.2 ± 1.6	83.2 ± 10.9	94.9 ± 6.0	np	86.4 ± 18.5	np	79.3 ± 11.9	89.3 ± 4.3

TABLE 5A.73

Table 5A.73 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	89.3 ± 2.3	89.1 ± 3.3	87.8 ± 2.1	86.6 ± 3.6	94.7 ± 2.6	89.6 ± 3.9	86.9 ± 17.5	86.6 ± 4.9	88.8 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.5	88.0 ± 4.0	88.7 ± 2.3	85.6 ± 4.2	94.5 ± 3.0	90.1 ± 4.2	90.2 ± 18.1	85.1 ± 6.7	89.1 ± 1.3
Seeking further study outcomes	%	90.0 ± 11.2	74.7 ± 26.5	81.6 ± 14.4	89.0 ± 13.1	100.0	100.0	np	80.9 ± 17.7	88.1 ± 6.6
Seeking personal development outcomes	%	90.0 ± 5.1	95.7 ± 4.1	82.4 ± 7.1	95.0 ± 4.5	95.6 ± 8.5	87.8 ± 13.8	–	89.8 ± 7.3	88.7 ± 3.1
2006										
Satisfied with the quality of their training	%	86.5 ± 4.9	89.8 ± 5.6	86.4 ± 3.9	83.7 ± 6.6	89.8 ± 5.5	90.2 ± 4.5	84.0 ± 20.4	83.6 ± 8.2	87.0 ± 2.3
Seeking employment related outcomes	%	89.1 ± 5.3	90.3 ± 5.3	87.7 ± 4.3	85.1 ± 7.3	88.6 ± 6.2	88.9 ± 5.2	82.5 ± 22.1	78.4 ± 11.7	88.2 ± 2.5
Seeking further study outcomes	%	np	np	83.9 ± 16.8	np	np	np	na	100.0	83.1 ± 16.1
Seeking personal development outcomes	%	86.1 ± 11.3	94.2 ± 11.0	79.2 ± 12.1	75.3 ± 22.0	100.0	96.7 ± 6.4	np	91.2 ± 8.7	85.4 ± 6.3
2005										
Satisfied with the quality of their training	%	84.6 ± 3.8	87.1 ± 3.2	85.8 ± 2.5	87.2 ± 3.1	88.1 ± 3.2	88.9 ± 3.9	90.3 ± 17.8	80.2 ± 5.5	85.7 ± 1.8
Seeking employment related outcomes	%	81.8 ± 4.9	85.5 ± 4.0	84.9 ± 2.8	86.8 ± 3.8	89.8 ± 3.2	87.7 ± 4.4	88.6 ± 20.8	79.5 ± 6.8	84.2 ± 2.3
Seeking further study outcomes	%	95.1 ± 6.9	80.9 ± 23.6	78.1 ± 21.4	89.4 ± 10.6	70.3 ± 32.0	np	np	91.0 ± 16.9	89.7 ± 5.9
Seeking personal development outcomes	%	92.7 ± 3.5	94.8 ± 5.1	94.2 ± 3.9	84.2 ± 9.1	84.0 ± 12.1	89.8 ± 13.4	np	90.8 ± 13.5	91.9 ± 2.4

(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data are not published due to 5 or fewer responses.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.74

Table 5A.74 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

		<i>Unit</i>	<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</i>
2012											
Satisfied with the quality of their training	%	99.8 ± 0.4		np	94.1 ± 6.3	96.8 ± 2.7	93.7 ± 8.1	100.0	np	83.7 ± 7.5	94.5 ± 2.4
Seeking employment related outcomes	%	100.0		np	92.2 ± 8.4	96.2 ± 3.2	92.9 ± 9.1	100.0	np	85.6 ± 8.2	94.2 ± 2.8
Seeking further study outcomes	%	100.0		na	np	100.0	np	na	na	np	100.0
Seeking personal development outcomes	%	np		na	99.3 ± 1.5	100.0	100.0	np	na	74.2 ± 18.8	94.7 ± 4.6
2011											
Satisfied with the quality of their training	%	86.3 ± 8.1		100.0	90.2 ± 3.0	88.2 ± 3.0	93.3 ± 3.6	94.1 ± 5.2	na	87.9 ± 5.0	89.5 ± 1.8
Seeking employment related outcomes	%	86.7 ± 9.8		100.0	89.9 ± 3.5	86.3 ± 3.6	92.7 ± 4.1	93.9 ± 6.0	na	86.1 ± 6.4	88.6 ± 2.1
Seeking further study outcomes	%	np		np	100.0	88.0 ± 13.5	np	np	na	78.9 ± 34.7	87.6 ± 12.3
Seeking personal development outcomes	%	80.4 ± 18.6		np	90.5 ± 6.7	97.6 ± 3.3	97.0 ± 6.0	90.5 ± 18.2	na	95.0 ± 5.1	92.5 ± 3.5
2010											
Satisfied with the quality of their training	%	85.9 ± 10.6		100.0	91.4 ± 4.8	89.2 ± 4.5	92.8 ± 7.4	100.0	na	85.6 ± 11.5	90.0 ± 3.0
Seeking employment related outcomes	%	90.4 ± 10.9		100.0	91.3 ± 4.9	91.2 ± 4.6	94.3 ± 6.7	100.0	na	81.8 ± 14.1	91.1 ± 3.1
Seeking further study outcomes	%	na		na	np	89.6 ± 21.0	np	na	na	np	67.2 ± 40.7
Seeking personal development outcomes	%	71.7 ± 29.3		np	98.1 ± 3.7	72.3 ± 17.2	81.0 ± 32.2	np	na	100.0	85.0 ± 8.8
2009											
Satisfied with the quality of their training	%	89.4 ± 7.2	93.4 ± 5.1	90.6 ± 3.1	89.3 ± 3.0	85.5 ± 7.4	96.8 ± 6.2		np	86.4 ± 15.6	89.6 ± 2.2
Seeking employment related outcomes	%	90.2 ± 8.3	95.6 ± 4.2	89.7 ± 3.7	88.2 ± 3.5	87.6 ± 7.7	96.3 ± 7.2		np	85.1 ± 18.6	89.4 ± 2.5
Seeking further study outcomes	%	np	na	95.1 ± 9.4	92.5 ± 14.2		np	na	na	np	81.9 ± 15.3
Seeking personal development outcomes	%	92.7 ± 14.1	90.7 ± 17.2	94.9 ± 4.9	94.2 ± 4.4	59.4 ± 34.9		np	na	87.6 ± 16.4	91.1 ± 4.8
2008											
Satisfied with the quality of their training	%	78.3 ± 16.0	94.5 ± 10.8	83.7 ± 9.6	86.3 ± 9.0	92.0 ± 9.7		100.0	–	91.4 ± 4.9	86.2 ± 5.0
Seeking employment related outcomes	%	73.8 ± 20.6	90.5 ± 17.5	82.3 ± 11.3	85.1 ± 11.4	89.5 ± 12.9		100.0	–	93.2 ± 5.7	84.2 ± 6.5
Seeking further study outcomes	%	na	na	100.0	100.0		na	na	na	np	100.0
Seeking personal development outcomes	%	81.8 ± 24.6		np	81.9 ± 27.3	85.5 ± 17.4	100.0	np	na	87.9 ± 9.2	86.8 ± 8.5

TABLE 5A.74

Table 5A.74 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

		<i>Unit</i>	<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</i>
2007											
Satisfied with the quality of their training	%	90.4 ± 6.5	93.5 ± 4.8	87.5 ± 4.0	87.6 ± 4.3	85.2 ± 7.0	92.1 ± 14.7		np	88.9 ± 5.5	88.1 ± 2.2
Seeking employment related outcomes	%	95.2 ± 6.5	92.5 ± 5.9	88.7 ± 4.0	85.3 ± 5.3	82.0 ± 8.8	100.0		np	90.0 ± 6.1	88.4 ± 2.5
Seeking further study outcomes	%	np	np	89.7 ± 15.2	100.0	np	np		na	np	87.6 ± 13.0
Seeking personal development outcomes	%	85.0 ± 15.5	94.7 ± 11.2	86.2 ± 12.4	98.5 ± 2.1	88.3 ± 16.0		–	na	88.1 ± 12.9	88.8 ± 5.7
2006											
Satisfied with the quality of their training	%	77.1 ± 19.6	95.8 ± 1.8	88.6 ± 4.8	89.1 ± 5.8	89.5 ± 9.2	89.5 ± 13.1		na	86.4 ± 8.9	86.6 ± 5.0
Seeking employment related outcomes	%	69.6 ± 26.9		100	85.9 ± 6.2	89.8 ± 7.8	88.5 ± 11.4	88.3 ± 16.9	na	80.6 ± 13.7	83.8 ± 6.9
Seeking further study outcomes	%	np	np	100.0	79.9 ± 12.5	np	na		na	np	85.9 ± 10.6
Seeking personal development outcomes	%	85.6 ± 26.5		np	96.0 ± 4.8	89.4 ± 10.8	87.1 ± 23.8	89.3 ± 20.9	na	97.4 ± 5.0	91.5 ± 7.6
2005											
Satisfied with the quality of their training	%	85.8 ± 10.2	85.7 ± 7.8	83.8 ± 4.7	82.6 ± 4.7	85.6 ± 5.8	86.0 ± 14.5		na	89.8 ± 6.2	84.7 ± 2.8
Seeking employment related outcomes	%	85.3 ± 12.0	89.1 ± 8.0	83.2 ± 5.9	80.7 ± 5.7	87.8 ± 5.5	80.1 ± 20.0		na	87.8 ± 8.0	84.2 ± 3.5
Seeking further study outcomes	%	np	np	94.8 ± 4.5	92.0 ± 15.1	35.6 ± 35.1		na	na	np	73.6 ± 18.6
Seeking personal development outcomes	%	91.0 ± 12.7		np	85.3 ± 9.2	89.0 ± 8.0	80.8 ± 23.8	np	na	100.0	88.2 ± 5.2

- (a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (b) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Data for some jurisdictions are not published due to 5 or fewer responses.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

TABLE 5A.74

Table 5A.74 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<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</i>
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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.75

Table 5A.75 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	86.8 ± 4.2	90.2 ± 5.2	88.5 ± 6.0	90.7 ± 5.2	92.1 ± 4.9	91.7 ± 7.9	79.0 ± 15.2	83.5 ± 12.6	88.8 ± 2.4
Seeking employment related outcomes	%	85.7 ± 5.3	89.7 ± 6.0	87.9 ± 7.4	91.2 ± 5.6	89.5 ± 6.5	89.3 ± 10.2	81.7 ± 15.6	89.6 ± 11.6	88.1 ± 2.9
Seeking further study outcomes	%	90.0 ± 11.2	99.1 ± 1.9	88.7 ± 18.4	88.5 ± 21.3	100.0	np	np	na	92.1 ± 7.4
Seeking personal development outcomes	%	89.3 ± 8.1	89.6 ± 12.6	89.1 ± 10.9	95.9 ± 7.9	100.0	100.0	64.9 ± 41.6	np	90.2 ± 4.7
2011										
Satisfied with the quality of their training	%	86.7 ± 2.7	86.4 ± 2.9	86.3 ± 2.8	82.4 ± 4.1	89.7 ± 3.0	88.6 ± 5.5	82.5 ± 7.5	91.9 ± 8.0	86.4 ± 1.4
Seeking employment related outcomes	%	87.4 ± 2.9	85.9 ± 3.4	86.2 ± 3.3	82.7 ± 4.6	87.6 ± 3.7	87.0 ± 7.0	78.0 ± 9.9	94.7 ± 7.3	86.3 ± 1.5
Seeking further study outcomes	%	81.7 ± 16.8	81.5 ± 16.3	79.8 ± 21.0	85.9 ± 20.5	100.0	100.0	86.0 ± 25.6	np	83.8 ± 9.0
Seeking personal development outcomes	%	86.8 ± 6.5	89.6 ± 6.7	87.0 ± 6.3	78.4 ± 11.8	94.2 ± 5.3	90.2 ± 9.4	89.8 ± 13.8	100.0	87.4 ± 3.4
2010										
Satisfied with the quality of their training	%	88.0 ± 3.8	88.4 ± 4.1	85.2 ± 5.5	84.5 ± 7.3	90.5 ± 7.2	82.4 ± 11.1	81.3 ± 14.7	80.2 ± 19.6	87.1 ± 2.2
Seeking employment related outcomes	%	87.4 ± 4.6	87.2 ± 5.0	83.2 ± 6.5	85.2 ± 8.4	93.2 ± 8.1	81.7 ± 13.3	78.9 ± 17.8	74.8 ± 23.8	86.4 ± 2.6
Seeking further study outcomes	%	92.6 ± 10.8	98.5 ± 3.1	64.8 ± 45.3	81.6 ± 31.9	np	np	np	np	86.6 ± 11.6
Seeking personal development outcomes	%	90.3 ± 9.5	89.5 ± 8.4	98.2 ± 2.5	91.3 ± 9.3	84.2 ± 18.9	83.7 ± 24.9	94.4 ± 11.0	np	91.2 ± 4.8
2009										
Satisfied with the quality of their training	%	88.6 ± 2.7	84.7 ± 3.5	86.1 ± 3.5	84.2 ± 4.3	85.3 ± 4.5	85.2 ± 8.0	77.6 ± 8.8	87.9 ± 12.3	86.2 ± 1.5
Seeking employment related outcomes	%	88.0 ± 3.5	81.7 ± 4.5	82.8 ± 4.7	81.8 ± 5.4	87.8 ± 4.8	82.8 ± 10.2	80.3 ± 8.8	86.5 ± 17.3	84.8 ± 1.9
Seeking further study outcomes	%	87.1 ± 9.3	93.8 ± 8.9	100.0	88.9 ± 20.5	89.4 ± 19.4	np	np	np	90.2 ± 5.7
Seeking personal development outcomes	%	90.8 ± 5.7	88.9 ± 7.0	94.5 ± 4.8	90.5 ± 7.5	79.3 ± 12.9	92.4 ± 14.5	67.6 ± 21.9	100.0	89.2 ± 3.3
2008										
Satisfied with the quality of their training	%	86.9 ± 4.2	85.1 ± 6.4	87.4 ± 5.6	70.6 ± 11.5	87.4 ± 9.5	86.6 ± 9.7	78.5 ± 12.1	87.0 ± 11.8	85.0 ± 2.7
Seeking employment related outcomes	%	86.6 ± 5.3	85.5 ± 7.7	86.1 ± 7.3	70.8 ± 14.3	86.2 ± 11.4	87.6 ± 11.9	77.5 ± 18.7	84.8 ± 17.5	84.6 ± 3.4
Seeking further study outcomes	%	86.2 ± 14.5	75.7 ± 34.5	100.0	np	np	np	np	np	84.3 ± 11.3
Seeking personal development outcomes	%	87.2 ± 9.3	79.1 ± 17.4	90.8 ± 6.1	77.4 ± 20.2	91.6 ± 15.7	86.7 ± 18.3	80.0 ± 16.4	84.1 ± 22.2	85.3 ± 5.7

TABLE 5A.75

Table 5A.75 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	88.6 ± 3.0	84.3 ± 4.2	86.1 ± 4.0	84.3 ± 5.1	87.3 ± 5.5	88.6 ± 8.2	74.0 ± 12.3	75.4 ± 14.0	86.4 ± 1.8
Seeking employment related outcomes	%	89.8 ± 3.6	84.0 ± 4.9	86.7 ± 4.7	86.1 ± 5.7	87.7 ± 6.4	85.6 ± 11.1	76.4 ± 13.9	69.8 ± 18.2	87.0 ± 2.1
Seeking further study outcomes	%	78.5 ± 18.1	91.5 ± 10.9	75.5 ± 26.9	86.7 ± 17.7	100.0	np	np	np	82.7 ± 10.1
Seeking personal development outcomes	%	87.8 ± 6.0	88.3 ± 8.7	87.4 ± 8.0	77.8 ± 14.9	80.2 ± 16.1	92.4 ± 14.1	np	78.6 ± 28.7	85.9 ± 3.9
2006										
Satisfied with the quality of their training	%	87.1 ± 5.7	87.8 ± 4.3	93.3 ± 3.5	88.9 ± 5.0	84.3 ± 9.1	86.4 ± 13.7	80.3 ± 15.2	88.1 ± 11.9	87.9 ± 2.9
Seeking employment related outcomes	%	91.5 ± 6.7	90.0 ± 5.3	91.0 ± 5.2	88.0 ± 6.3	92.2 ± 7.5	84.1 ± 19.0	76.1 ± 21.3	88.0 ± 16.5	90.4 ± 3.3
Seeking further study outcomes	%	48.5 ± 35.6	100.0	88.0 ± 21.9	83.3 ± 8.9	np	np	np	np	62.7 ± 22.5
Seeking personal development outcomes	%	85.0 ± 10.5	76.0 ± 10.0	97.4 ± 3.4	97.9 ± 4.1	100.0	100.0	81.8 ± 31.3	79.9 ± 26.2	86.9 ± 5.4
2005										
Satisfied with the quality of their training	%	80.9 ± 5.2	85.4 ± 3.5	86.0 ± 3.7	82.9 ± 4.1	85.8 ± 4.9	84.6 ± 9.6	87.0 ± 6.9	95.5 ± 6.2	83.3 ± 2.6
Seeking employment related outcomes	%	77.5 ± 7.2	84.7 ± 4.3	85.5 ± 5.0	80.3 ± 5.5	87.2 ± 5.2	85.2 ± 11.1	80.6 ± 10.0	100.0	81.3 ± 3.6
Seeking further study outcomes	%	86.9 ± 18.9	85.4 ± 21.2	85.7 ± 10.9	84.7 ± 13.2	96.5 ± 7.1	np	np	–	86.6 ± 8.3
Seeking personal development outcomes	%	85.9 ± 6.5	85.5 ± 7.1	91.4 ± 5.8	89.4 ± 6.9	78.7 ± 14.4	78.3 ± 26.8	100.0	86.2 ± 25.2	86.7 ± 3.7

- (a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (b) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.76

Table 5A.76 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<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</i>
2012										
Satisfied with the quality of their training	%	91.9 ± 1.9	90.8 ± 3.9	91.7 ± 4.7	92.4 ± 3.2	94.6 ± 3.9	95.2 ± 9.2	79.6 ± 12.9	87.9 ± 7.7	91.5 ± 1.7
Seeking employment related outcomes	%	91.3 ± 2.3	89.7 ± 4.7	92.0 ± 5.3	91.2 ± 4.3	93.3 ± 5.0	100.0	79.7 ± 13.4	93.4 ± 6.7	90.8 ± 2.0
Seeking further study outcomes	%	90.5 ± 6.4	93.3 ± 9.7	98.3 ± 2.5	90.0 ± 9.7	100.0	np	np	np	92.9 ± 4.0
Seeking personal development outcomes	%	95.2 ± 3.9	92.5 ± 11.0	86.2 ± 15.1	98.8 ± 1.7	96.1 ± 7.8	73.1 ± 42.5	100.0	74.4 ± 21.1	93.3 ± 4.4
2011										
Satisfied with the quality of their training	%	90.5 ± 1.4	87.8 ± 1.7	87.7 ± 2.4	90.1 ± 1.8	92.8 ± 2.8	95.7 ± 3.8	91.1 ± 4.4	96.6 ± 2.8	89.7 ± 0.8
Seeking employment related outcomes	%	89.8 ± 1.7	87.3 ± 2.1	86.7 ± 2.9	90.0 ± 2.2	91.7 ± 3.2	95.5 ± 4.5	91.4 ± 4.6	98.9 ± 2.1	89.1 ± 1.0
Seeking further study outcomes	%	97.6 ± 2.0	84.7 ± 6.6	90.9 ± 8.5	93.8 ± 4.4	97.1 ± 5.7	100.0	92.1 ± 12.6	71.9 ± 32.3	93.5 ± 2.0
Seeking personal development outcomes	%	89.9 ± 4.1	90.8 ± 3.8	90.3 ± 5.6	87.8 ± 4.9	94.4 ± 7.9	94.0 ± 11.4	88.5 ± 14.4	96.1 ± 4.6	90.3 ± 2.2
2010										
Satisfied with the quality of their training	%	90.3 ± 2.1	85.1 ± 3.5	88.0 ± 3.9	87.3 ± 3.9	80.1 ± 7.8	87.6 ± 10.2	87.7 ± 8.9	93.7 ± 4.1	87.8 ± 1.5
Seeking employment related outcomes	%	90.0 ± 2.6	82.8 ± 4.4	86.9 ± 4.9	88.2 ± 4.8	73.7 ± 9.7	82.7 ± 14.6	84.4 ± 11.8	92.8 ± 4.9	86.4 ± 1.9
Seeking further study outcomes	%	96.8 ± 3.0	89.4 ± 7.3	93.3 ± 5.9	83.0 ± 12.4	95.1 ± 10.1	100.0	100.0	100.0	93.2 ± 2.9
Seeking personal development outcomes	%	87.6 ± 6.2	92.6 ± 5.6	91.5 ± 6.3	89.9 ± 7.4	100.0	93.9 ± 12.1	92.8 ± 10.4	93.4 ± 12.4	90.1 ± 3.5
2009										
Satisfied with the quality of their training	%	90.4 ± 1.4	89.5 ± 1.9	87.8 ± 3.0	91.4 ± 2.3	89.7 ± 4.5	90.4 ± 9.1	87.5 ± 5.3	87.9 ± 6.8	89.9 ± 0.9
Seeking employment related outcomes	%	89.8 ± 1.7	88.7 ± 2.3	86.4 ± 3.8	90.5 ± 3.0	87.6 ± 6.0	93.6 ± 8.8	87.3 ± 6.1	90.1 ± 4.5	89.1 ± 1.2
Seeking further study outcomes	%	92.1 ± 3.7	90.9 ± 6.3	88.0 ± 10.0	94.9 ± 5.2	97.9 ± 4.3	np	100.0	70.4 ± 44.0	92.1 ± 2.7
Seeking personal development outcomes	%	92.0 ± 3.3	89.8 ± 4.6	91.7 ± 5.5	90.0 ± 5.3	92.3 ± 6.3	np	94.5 ± 8.4	85.3 ± 16.6	91.2 ± 2.1
2008										
Satisfied with the quality of their training	%	89.4 ± 2.5	84.5 ± 4.1	84.5 ± 6.2	84.2 ± 6.0	91.4 ± 6.7	96.1 ± 7.5	78.3 ± 10.2	89.7 ± 8.1	87.4 ± 1.8
Seeking employment related outcomes	%	90.0 ± 2.6	81.3 ± 5.5	84.1 ± 8.6	85.0 ± 7.4	92.6 ± 7.4	100.0	78.6 ± 13.0	98.6 ± 2.8	87.2 ± 2.2
Seeking further study outcomes	%	93.8 ± 8.6	94.3 ± 6.7	87.1 ± 15.3	77.9 ± 19.5	84.9 ± 28.9	np	np	np	90.8 ± 5.7
Seeking personal development outcomes	%	82.9 ± 8.8	88.2 ± 8.9	85.7 ± 11.2	88.2 ± 12.2	80.0 ± 31.4	np	96.3 ± 7.3	80.4 ± 15.9	84.9 ± 5.2

TABLE 5A.76

Table 5A.76 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<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</i>
2007										
Satisfied with the quality of their training	%	88.2 ± 1.9	91.6 ± 1.9	88.0 ± 3.5	89.3 ± 2.7	90.6 ± 3.9	90.6 ± 12.6	87.2 ± 6.9	88.4 ± 7.2	89.2 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.3	91.2 ± 2.3	87.1 ± 4.2	86.6 ± 4.1	88.1 ± 5.2	92.6 ± 13.9	82.7 ± 9.9	94.8 ± 6.0	89.4 ± 1.4
Seeking further study outcomes	%	85.2 ± 6.4	90.6 ± 7.0	85.0 ± 18.0	93.4 ± 6.5	100.0	np	np	np	87.6 ± 4.3
Seeking personal development outcomes	%	87.1 ± 4.7	89.7 ± 7.2	90.0 ± 8.4	93.3 ± 4.5	94.7 ± 7.9	81.4 ± 31.3	96.0 ± 7.8	77.6 ± 17.9	88.8 ± 3.0
2006										
Satisfied with the quality of their training	%	87.8 ± 3.2	87.0 ± 3.2	90.8 ± 4.1	89.2 ± 4.0	85.1 ± 8.5	95.7 ± 6.2	85.8 ± 4.8	84.3 ± 10.0	87.8 ± 2.0
Seeking employment related outcomes	%	87.2 ± 4.3	87.5 ± 4.4	90.2 ± 4.6	90.7 ± 5.1	84.3 ± 10.7	97.2 ± 5.5	84.2 ± 5.6	78.5 ± 16.2	87.5 ± 2.7
Seeking further study outcomes	%	88.9 ± 8.7	93.2 ± 7.5	94.8 ± 7.3	91.9 ± 7.0	84.9 ± 27.0	np	95.2 ± 9.6	np	90.8 ± 4.8
Seeking personal development outcomes	%	83.1 ± 8.4	80.8 ± 7.8	95.1 ± 7.0	79.5 ± 12.9	81.1 ± 20.7	np	85.0 ± 19.0	88.3 ± 12.9	82.9 ± 5.7
2005										
Satisfied with the quality of their training	%	88.0 ± 2.5	87.7 ± 2.6	86.2 ± 3.9	88.4 ± 2.6	87.1 ± 4.3	88.1 ± 13.2	86.0 ± 6.6	88.8 ± 7.7	87.8 ± 1.6
Seeking employment related outcomes	%	88.5 ± 3.1	87.8 ± 3.4	86.8 ± 4.6	88.2 ± 3.8	89.6 ± 4.6	83.8 ± 17.4	82.7 ± 9.1	86.5 ± 11.2	88.2 ± 2.0
Seeking further study outcomes	%	92.3 ± 5.7	89.0 ± 7.7	88.4 ± 12.9	89.5 ± 5.9	88.4 ± 15.9	np	90.9 ± 17.5	np	90.9 ± 3.8
Seeking personal development outcomes	%	82.6 ± 7.3	88.2 ± 5.4	83.2 ± 9.7	87.0 ± 5.8	78.0 ± 13.3	np	86.8 ± 14.6	96.5 ± 6.8	84.0 ± 4.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.77

Table 5A.77 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Reported as Indigenous	no.	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950
Reported as non-Indigenous	no.	125 542	152 869	84 067	40 491	32 896	10 224	7 266	4 103	457 458
Not reported	no.	7 934	5 240	18 831	8 941	1 375	199	2 566	61	45 147
All students	no.	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555
Change for all students between 2010 and 2011	%	6.1	35.6	15.9	0.7	40.6	6.5	9.0	20.6	17.6
2010										
Reported as Indigenous	no.	4 592	963	4 706	2 122	1 137	377	235	1 481	15 613
Reported as non-Indigenous	no.	119 112	113 707	71 003	40 343	21 797	9 523	6 222	3 323	385 030
Not reported	no.	7 124	3 159	17 861	9 195	2 487	293	2 791	50	42 960
All students	no.	130 828	117 829	93 570	51 660	25 421	10 193	9 248	4 854	443 603
Change for all students between 2009 and 2010	%	8.0	22.5	18.2	19.5	- 18.5	5.5	- 1.5	21.1	12.6
2009										
Reported as Indigenous	no.	3 991	887	3 501	1 909	835	349	225	1 089	12 786
Reported as non-Indigenous	no.	110 010	90 197	61 828	33 097	27 003	8 989	7 554	2 860	341 538
Not reported	no.	7 141	5 079	13 815	8 209	3 344	324	1 607	58	39 577
All students	no.	121 142	96 163	79 144	43 215	31 182	9 662	9 386	4 007	393 901
Change for all students between 2008 and 2009	%	9.8	11.3	16.2	14.3	10.8	- 6.3	32.6	18.7	12.0
2008										
Reported as Indigenous	no.	3 593	821	2 725	1 617	777	335	124	811	10 803
Reported as non-Indigenous	no.	100 542	78 758	54 447	28 983	25 663	9 798	6 076	2 532	306 799
Not reported	no.	6 183	6 795	10 958	7 224	1 701	183	881	32	33 957
All students	no.	110 318	86 374	68 130	37 824	28 141	10 316	7 081	3 375	351 559
Change for all students between 2007 and 2008	%	5.5	- 0.6	27.8	15.9	18.4	23.5	- 11.0	10.4	9.7
2007										
Reported as Indigenous	no.	2 911	700	2 288	1 423	637	265	169	975	9 368

TABLE 5A.77

Table 5A.77 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e), (f)** .

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Reported as non-Indigenous	no.	89 835	78 793	46 061	26 394	21 709	7 933	7 024	2 058	279 807
Not reported	no.	11 772	7 443	4 963	4 817	1 424	157	767	23	31 366
All students	no.	104 518	86 936	53 312	32 634	23 770	8 355	7 960	3 056	320 541

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
- (c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.
- (d) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (e) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (f) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.78

Table 5A.78 Number of VET qualifications completed by students, by region (000) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Major cities	87.5	103.8	59.2	35.2	22.4	0.1	8.1	0.1	316.3
Inner regional	31.9	37.6	24.3	5.0	4.0	6.8	0.7	–	110.3
Outer regional	10.2	10.0	15.9	4.8	4.6	3.3	0.1	3.1	52.2
Remote and very remote	1.2	0.4	5.0	3.8	1.4	0.4	–	2.4	14.7
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Major cities	77.1	74.1	45.5	29.7	15.3	0.3	7.1	0.1	249.0
Inner regional	28.9	28.4	21.0	9.5	3.2	5.1	1.1	–	97.4
Outer regional	15.9	6.5	17.2	4.6	4.1	4.1	0.1	2.6	55.1
Remote and very remote	1.6	0.4	4.9	4.1	1.4	0.4	–	2.0	14.8
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Major cities	71.8	57.8	38.0	24.4	20.0	0.6	7.1	0.1	219.8
Inner regional	27.3	24.7	16.8	8.3	4.4	4.7	1.4	–	87.6
Outer regional	14.7	6.2	15.3	4.0	4.1	3.7	0.2	2.2	50.2
Remote and very remote	1.7	0.3	4.1	3.1	1.2	0.3	–	1.6	12.5
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Major cities	66.1	50.2	33.4	21.3	17.7	0.2	5.3	0.1	194.2
Inner regional	24.0	23.6	14.4	7.2	3.8	5.2	1.1	–	79.3
Outer regional	14.3	5.5	13.3	3.7	3.5	4.3	0.1	1.8	46.5
Remote and very remote	1.7	0.2	4.5	3.0	1.3	0.4	–	1.4	12.6
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
2007									
Major cities	62.7	51.4	25.4	19.3	14.1	0.1	6.1	–	179.1

TABLE 5A.78

Table 5A.78 **Number of VET qualifications completed by students, by region (000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Inner regional	22.5	22.4	11.4	6.1	3.3	4.2	1.2	–	71.2
Outer regional	12.8	5.6	11.0	3.3	3.2	3.4	0.1	1.4	40.9
Remote and very remote	1.5	0.3	3.3	2.4	1.1	0.3	–	1.5	10.4
All students	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.
- (e) Additional information is provided in footnotes for table 5A.77.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed by students, by disability status (000) (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</i>
2011									
Reported as having disability	8.8	8.9	5.6	2.2	1.9	1.0	0.6	0.3	29.2
Reported as not having disability	122.0	144.4	64.3	40.8	33.9	9.4	9.1	5.4	429.3
Not reported (disability)	8.0	6.5	38.6	9.1	–	0.4	0.3	0.2	63.1
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Reported as having disability	7.9	5.9	4.5	2.0	1.1	0.9	0.7	0.2	23.3
Reported as not having disability	115.9	104.8	55.8	40.4	23.9	8.5	8.3	4.3	361.8
Not reported (disability)	7.0	7.1	33.3	9.2	0.3	0.9	0.3	0.4	58.6
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Reported as having disability	6.7	4.7	3.6	1.8	1.6	0.7	0.7	0.2	19.9
Reported as not having disability	107.7	85.3	54.5	33.5	28.2	8.0	8.1	3.7	328.9
Not reported (disability)	6.8	6.2	21.1	7.9	1.4	1.0	0.6	0.1	45.1
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Reported as having disability	6.2	4.2	2.4	1.5	1.7	0.7	0.5	0.2	17.4
Reported as not having disability	97.9	78.0	48.1	28.9	24.5	9.1	6.2	3.1	295.7
Not reported (disability)	6.2	4.2	17.6	7.4	1.9	0.5	0.4	0.1	38.5
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
2007									
Reported as having disability	5.8	4.2	1.9	1.5	1.9	0.6	0.4	0.2	16.3
Reported as not having disability	86.1	78.8	40.5	25.6	19.8	7.3	7.2	2.8	268.2
Not reported (disability)	12.6	4.0	10.9	5.6	2.1	0.5	0.3	0.1	36.1
All students	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed by students, by disability status (000) (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</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.									
(c) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.									
(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(e) Additional information is provided in footnotes for table 5A.77. – Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.80

Table 5A.80 Number of VET qualifications completed by students, by language spoken at home ('000) (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</i>
2011									
Language other than English	31.0	30.6	7.9	8.2	4.9	0.7	1.2	1.3	85.8
English	97.0	124.0	89.9	34.8	28.3	10.0	7.3	4.3	395.5
Not reported (language)	10.8	5.2	10.7	9.0	2.6	0.2	1.6	0.2	40.3
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Language other than English	30.3	25.7	8.5	7.8	3.3	0.6	0.8	1.2	78.3
English	88.9	87.8	77.7	34.7	20.7	9.3	7.5	3.5	330.0
Not reported (language)	11.7	4.3	7.4	9.1	1.5	0.3	1.0	0.2	35.4
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Language other than English	27.7	19.6	7.9	6.4	3.8	0.6	0.9	0.8	67.8
English	79.1	71.7	68.0	29.3	23.7	8.9	8.0	3.0	291.8
Not reported (language)	14.3	4.8	3.2	7.5	3.7	0.2	0.5	0.1	34.3
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Language other than English	24.4	17.5	5.4	6.7	3.4	0.5	0.6	0.7	59.3
English	71.9	65.1	60.6	24.3	22.2	9.6	6.0	2.6	262.3
Not reported (language)	14.0	3.8	2.1	6.8	2.6	0.2	0.5	0.1	30.0
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
2007									
Language other than English	21.8	17.7	4.1	5.4	2.7	0.5	0.7	0.7	53.6
English	64.7	65.0	47.6	23.0	18.9	7.6	6.9	2.2	236.0
Not reported (language)	18.1	4.2	1.6	4.2	2.1	0.2	0.4	0.1	30.9
All students	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5

TABLE 5A.80

Table 5A.80 **Number of VET qualifications completed by students, by language spoken at home ('000) (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</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.									
(c) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 - 6.7%.									
(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(e) Additional information is provided in footnotes for table 5A.77.									
<i>Source:</i> NCVET unpublished, National VET provider collection.									

TABLE 5A.81

Table 5A.81 **VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
2011										
Number of VET qualifications completed										
Diploma and above	'000	25.7	28.4	14.5	7.1	6.1	1.1	2.3	0.3	85.6
Certificate III or IV	'000	86.2	95.8	63.6	29.7	21.5	6.6	6.0	3.1	312.5
Certificate I or II or lower	'000	26.9	35.5	30.4	15.1	8.1	3.2	1.8	2.5	123.4
All qualifications	'000	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
Proportion of qualifications completed										
Diploma and above	%	18.5	17.8	13.4	13.7	17.1	10.2	22.8	4.8	16.4
Certificate III or IV	%	62.1	59.9	58.6	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower	%	19.4	22.2	28.0	29.1	22.6	29.2	18.1	41.9	23.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Number of VET qualifications completed										
Diploma and above	'000	20.7	23.3	11.3	6.3	2.7	1.0	1.9	0.2	67.5
Certificate III or IV	'000	82.5	67.6	54.1	29.9	15.0	6.2	5.7	2.5	263.4
Certificate I or II or lower	'000	27.7	26.9	28.2	15.5	7.7	3.0	1.6	2.1	112.7
All qualifications	'000	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
Proportion of qualifications completed										
Diploma and above	%	15.8	19.8	12.1	12.2	10.6	9.9	20.8	4.8	15.2
Certificate III or IV	%	63.0	57.4	57.8	57.8	58.9	60.5	61.7	51.7	59.4
Certificate I or II or lower	%	21.1	22.8	30.1	30.0	30.5	29.6	17.5	43.5	25.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Number of VET qualifications completed										
Diploma and above	'000	16.0	17.2	9.6	4.9	4.4	1.1	1.7	0.2	55.1
Certificate III or IV	'000	77.4	56.4	45.5	25.1	17.6	5.8	5.9	2.0	235.6

TABLE 5A.81

Table 5A.81 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<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</i>
Certificate I or II or lower	'000	27.8	22.6	24.0	13.2	9.2	2.8	1.8	1.8	103.2
All qualifications	'000	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
Proportion of qualifications completed										
Diploma and above	%	13.2	17.9	12.2	11.2	14.3	11.5	17.9	4.7	14.0
Certificate III or IV	%	63.9	58.6	57.5	58.1	56.4	59.7	62.8	50.9	59.8
Certificate I or II or lower	%	22.9	23.5	30.4	30.6	29.4	28.8	19.3	44.3	26.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Number of VET qualifications completed										
Diploma and above	'000	13.7	14.8	8.8	4.0	4.8	1.3	1.4	0.2	49.0
Certificate III or IV	'000	68.8	48.8	41.0	21.0	14.2	6.3	4.1	1.6	205.8
Certificate I or II or lower	'000	27.8	22.8	18.3	12.8	9.2	2.7	1.6	1.6	96.8
All qualifications	'000	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
Proportion of qualifications completed										
Diploma and above	%	12.4	17.1	13.0	10.6	17.0	12.8	19.4	4.7	13.9
Certificate III or IV	%	62.4	56.6	60.2	55.5	50.4	60.8	58.0	48.3	58.6
Certificate I or II or lower	%	25.2	26.3	26.8	33.9	32.6	26.4	22.6	47.0	27.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Number of VET qualifications completed										
Diploma and above	'000	13.8	14.6	7.9	3.8	4.4	1.0	1.5	0.1	47.0
Certificate III or IV	'000	60.8	50.4	31.0	17.5	12.1	4.7	4.3	1.2	182.1
Certificate I or II or lower	'000	29.9	21.9	14.4	11.3	7.3	2.7	2.2	1.7	91.4
All qualifications	'000	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5
Proportion of qualifications completed										
Diploma and above	%	13.2	16.8	14.7	11.7	18.5	11.4	18.4	4.0	14.7

TABLE 5A.81

Table 5A.81 **VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<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</i>
Certificate III or IV	%	58.2	58.0	58.2	53.7	50.9	56.8	54.3	39.7	56.8
Certificate I or II or lower	%	28.7	25.2	27.1	34.6	30.5	31.8	27.3	56.3	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.
- (c) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (f) Additional information is provided in footnotes for table 5A.77.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.7	10.2	3.8	2.3	1.5	0.2	0.7	–	26.5
Certificate III or IV	'000	30.6	33.8	19.5	10.4	6.8	2.6	2.2	0.8	106.6
Certificate I or II or lower	'000	7.4	12.5	9.2	3.1	3.0	1.0	0.5	0.5	37.1
All qualifications	'000	45.7	56.4	32.5	15.8	11.3	3.8	3.4	1.3	170.2
All graduates aged 20 - 64										
Diploma and above	'000	23.7	26.6	12.7	6.4	5.9	1.1	2.2	0.3	78.8
Certificate III or IV	'000	72.0	78.2	51.1	23.7	19.0	5.6	5.2	2.8	257.6
Certificate I or II or lower	'000	17.8	18.0	17.2	5.9	4.7	1.7	1.3	1.2	67.8
All qualifications	'000	113.4	122.8	81.0	36.0	29.7	8.3	8.7	4.3	404.2
All graduates aged 15 - 64										
Diploma and above	'000	25.5	28.3	14.1	7.1	6.1	1.1	2.3	0.3	84.8
Certificate III or IV	'000	85.6	95.1	62.6	29.6	21.4	6.5	5.9	3.1	309.9
Certificate I or II or lower	'000	26.4	35.1	29.8	14.0	8.0	3.2	1.8	2.3	120.6
All qualifications	'000	137.6	158.6	106.4	50.8	35.4	10.8	10.0	5.7	515.3
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	16.8	18.0	11.8	14.6	13.6	5.8	20.8	2.0	15.6
Certificate III and above	%	83.9	77.9	71.8	80.2	73.4	73.7	84.9	61.7	78.2
All graduates aged 20 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	20.9	21.6	15.7	17.7	20.0	12.8	25.3	6.4	19.5
Certificate III and above	%	84.3	85.3	78.8	83.7	84.1	79.9	84.6	71.5	83.2
All graduates aged 15 - 64										
Diploma and above	%	18.6	17.8	13.3	14.0	17.2	10.2	22.9	4.9	16.5
Certificate III and above	%	80.8	77.9	72.0	72.3	77.5	70.7	82.2	59.0	76.6
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.2
Certificate III or IV	'000	1.1	0.3	0.8	0.3	0.2	0.1	0.1	0.1	2.9
Certificate I or II or lower	'000	0.7	0.3	0.9	0.4	0.3	0.1	–	0.3	2.8
All qualifications	'000	1.8	0.6	1.8	0.7	0.4	0.2	0.1	0.4	6.0
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.3	0.6	2.2	0.7	0.6	0.2	0.1	0.4	7.0
Certificate I or II or lower	'000	1.1	0.4	1.5	0.8	0.4	0.1	–	0.8	5.2
All qualifications	'000	3.8	1.2	4.0	1.5	1.2	0.3	0.2	1.2	13.4
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.4	0.2	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.8	0.7	2.7	0.8	0.7	0.2	0.1	0.5	8.5
Certificate I or II or lower	'000	2.0	0.7	2.5	1.5	0.6	0.2	0.1	1.1	8.8
All qualifications	'000	5.3	1.6	5.5	2.4	1.4	0.4	0.2	1.6	18.6
Proportion of qualifications completed										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates aged 18 - 24										
Diploma and above	%	4.4	6.3	2.9	2.0	2.5	1.1	19.8	0.6	3.7
Certificate III and above	%	62.7	58.9	50.8	42.9	42.4	60.9	74.5	27.1	53.1
Indigenous graduates aged 20 - 64										
Diploma and above	%	11.0	12.4	8.2	4.3	6.7	8.5	29.0	3.6	8.7
Certificate III and above	%	70.1	62.5	63.1	48.3	61.8	69.4	73.1	38.2	61.2
Indigenous graduates aged 15 - 64										
Diploma and above	%	8.4	9.7	6.2	3.0	5.5	6.1	23.6	2.8	6.6
Certificate III and above	%	61.3	55.4	54.6	36.4	56.5	57.3	67.9	31.2	52.5
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.3	10.0	2.5	2.1	1.5	0.2	0.6	–	23.2
Certificate III or IV	'000	28.3	32.7	16.3	9.2	6.4	2.4	1.5	0.7	97.4
Certificate I or II or lower	'000	6.5	11.7	6.5	2.3	2.7	0.9	0.3	0.2	31.2
All qualifications	'000	41.0	54.4	25.3	13.6	10.5	3.6	2.4	0.9	151.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	20.3	25.7	9.8	5.2	5.7	1.0	1.8	0.2	69.6
Certificate III or IV	'000	66.0	75.0	42.9	18.9	17.6	5.3	3.8	2.4	231.8
Certificate I or II or lower	'000	16.2	16.6	12.0	4.2	4.0	1.6	0.9	0.5	56.1
All qualifications	'000	102.5	117.3	64.8	28.2	27.3	7.9	6.6	3.0	357.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	22.0	27.4	10.7	5.8	5.8	1.1	1.8	0.2	74.9

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	78.8	91.3	51.5	24.2	19.8	6.2	4.2	2.6	278.5
Certificate I or II or lower	'000	23.8	33.0	20.7	10.1	7.1	2.9	1.2	1.2	99.9
All qualifications	'000	124.6	151.7	82.8	40.1	32.6	10.2	7.2	4.0	453.2
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.3	18.4	9.9	15.4	14.3	6.1	23.7	2.6	15.3
Certificate III and above	%	84.2	78.4	74.2	83.1	74.7	74.5	85.6	75.6	79.5
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	19.8	21.9	15.2	18.3	20.7	13.1	27.0	7.5	19.5
Certificate III and above	%	84.2	85.8	81.4	85.2	85.2	80.2	85.7	84.9	84.3
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	17.7	18.1	12.9	14.6	17.8	10.5	25.4	5.7	16.5
Certificate III and above	%	80.9	78.3	75.0	74.9	78.4	71.3	83.8	70.2	78.0
2010										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.3	8.8	3.7	2.2	0.5	0.2	0.5	–	23.2
Certificate III or IV	'000	30.4	25.8	18.5	11.4	4.3	2.4	1.8	0.7	95.4
Certificate I or II or lower	'000	7.5	10.0	8.2	3.1	2.9	1.0	0.4	0.4	33.5
All qualifications	'000	45.2	44.7	30.4	16.7	7.6	3.6	2.8	1.1	152.0
All graduates aged 20 - 64										
Diploma and above	'000	18.7	21.7	9.5	5.5	2.6	1.0	1.8	0.2	61.1
Certificate III or IV	'000	68.3	56.4	42.8	23.7	13.3	5.1	4.8	2.3	216.6
Certificate I or II or lower	'000	18.3	13.6	15.2	6.2	5.1	1.6	1.0	1.1	62.1

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	105.3	91.7	67.5	35.3	21.0	7.6	7.6	3.6	339.8
All graduates aged 15 - 64										
Diploma and above	'000	20.6	23.2	11.0	6.3	2.7	1.0	1.9	0.2	67.0
Certificate III or IV	'000	81.9	67.3	53.3	29.8	14.9	6.1	5.6	2.5	261.4
Certificate I or II or lower	'000	27.1	26.6	27.7	14.1	7.7	3.0	1.6	2.0	109.7
All qualifications	'000	129.6	117.1	92.0	50.2	25.2	10.1	9.0	4.7	438.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	16.1	19.7	12.1	13.1	6.0	5.0	19.6	2.0	15.2
Certificate III and above	%	83.5	77.5	72.9	81.7	62.0	73.0	85.5	63.4	78.0
All graduates aged 20 - 64										
Diploma and above	%	17.8	23.6	14.1	15.5	12.4	12.7	24.1	6.4	18.0
Certificate III and above	%	82.6	85.1	77.5	82.5	75.5	79.7	86.7	68.7	81.7
All graduates aged 15 - 64										
Diploma and above	%	15.9	19.8	12.0	12.5	10.6	9.9	21.0	5.0	15.3
Certificate III and above	%	79.1	77.3	69.9	71.8	69.6	70.5	82.7	57.8	75.0
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	0.9	0.2	0.6	0.2	0.1	0.1	–	0.1	2.3
Certificate I or II or lower	'000	0.6	0.2	0.7	0.3	0.2	0.1	–	0.2	2.3
All qualifications	'000	1.5	0.4	1.4	0.6	0.3	0.2	0.1	0.3	4.7
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.3	0.1	0.2	–	–	–	–	–	0.8

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	1.9	0.4	1.8	0.5	0.4	0.1	0.1	0.3	5.6
Certificate I or II or lower	'000	1.1	0.2	1.2	0.7	0.5	0.1	–	0.8	4.5
All qualifications	'000	3.3	0.7	3.3	1.2	0.9	0.2	0.2	1.1	10.9
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.4	0.1	0.3	–	–	–	–	–	0.8
Certificate III or IV	'000	2.3	0.5	2.2	0.6	0.5	0.2	0.1	0.4	6.7
Certificate I or II or lower	'000	1.8	0.4	2.2	1.4	0.6	0.2	0.1	1.0	7.7
All qualifications	'000	4.5	1.0	4.6	2.0	1.1	0.4	0.2	1.4	15.3
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	5.1	4.1	3.6	2.6	0.3	1.3	6.9	–	3.5
Certificate III and above	%	62.0	60.7	49.7	42.7	31.1	63.5	72.2	26.9	51.7
Indigenous graduates aged 20 - 64										
Diploma and above	%	10.0	10.7	7.4	3.3	2.4	8.8	13.9	1.5	7.0
Certificate III and above	%	67.4	69.1	63.8	41.5	46.7	71.4	77.5	30.6	58.2
Indigenous graduates aged 15 - 64										
Diploma and above	%	7.8	8.1	5.6	2.2	2.1	5.3	10.4	1.2	5.3
Certificate III and above	%	59.4	60.3	53.3	30.8	42.6	55.2	62.8	26.8	49.6
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.1	8.7	2.3	1.9	0.4	0.2	0.5	–	20.2
Certificate III or IV	'000	28.3	24.8	14.9	10.1	3.5	2.3	1.2	0.6	85.8
Certificate I or II or lower	'000	6.7	9.6	5.8	2.3	2.4	0.9	0.3	0.2	28.1
All qualifications	'000	41.1	43.1	23.0	14.3	6.4	3.3	1.9	0.8	134.0

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	16.1	21.2	7.1	4.3	2.5	0.9	1.5	0.2	53.9
Certificate III or IV	'000	62.8	54.2	34.1	19.4	11.5	4.8	3.2	1.9	192.0
Certificate I or II or lower	'000	16.8	13.0	10.7	4.5	4.3	1.4	0.6	0.4	51.7
All qualifications	'000	95.8	88.4	52.0	28.3	18.2	7.2	5.2	2.5	297.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	17.9	22.8	8.1	5.1	2.6	1.0	1.5	0.2	59.1
Certificate III or IV	'000	75.7	64.7	42.2	24.9	12.7	5.8	3.7	2.1	231.7
Certificate I or II or lower	'000	24.6	25.5	19.8	10.0	6.4	2.7	1.0	0.9	91.0
All qualifications	'000	118.2	113.0	70.1	39.9	21.6	9.5	6.2	3.3	381.8
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	14.8	20.2	10.2	13.4	6.9	5.3	24.1	2.7	15.0
Certificate III and above	%	83.7	77.8	74.7	84.1	62.0	74.1	86.6	77.8	79.0
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	16.9	24.0	13.7	15.3	13.6	13.0	27.9	8.5	18.1
Certificate III and above	%	82.4	85.3	79.3	84.0	76.6	80.3	88.8	85.5	82.6
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	15.2	20.1	11.6	12.7	11.8	10.2	24.2	6.5	15.5
Certificate III and above	%	79.2	77.4	71.7	75.0	70.6	71.6	83.7	71.0	76.2
2009										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.0	7.5	3.5	2.0	1.6	0.3	0.5	–	22.4

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	30.1	19.8	16.9	10.2	6.1	2.2	2.4	0.6	88.4
Certificate I or II or lower	'000	7.6	6.8	6.3	2.7	3.1	0.9	0.5	0.4	28.3
All qualifications	'000	44.6	34.1	26.7	14.9	10.8	3.4	3.5	1.0	139.0
All graduates aged 20 - 64										
Diploma and above	'000	13.9	15.6	8.1	4.1	4.2	1.1	1.5	0.2	48.8
Certificate III or IV	'000	63.1	46.9	35.5	19.4	15.5	5.0	4.8	1.8	191.9
Certificate I or II or lower	'000	18.5	12.8	9.2	5.5	5.2	1.4	1.3	0.8	54.6
All qualifications	'000	95.5	75.3	52.8	29.0	24.9	7.4	7.5	2.8	295.3
All graduates aged 15 - 64										
Diploma and above	'000	16.0	17.1	9.5	4.8	4.4	1.1	1.7	0.2	54.8
Certificate III or IV	'000	76.9	55.9	45.1	25.0	17.5	5.8	5.9	2.0	234.0
Certificate I or II or lower	'000	27.1	22.3	23.6	12.6	9.0	2.8	1.8	1.7	100.9
All qualifications	'000	120.0	95.3	78.2	42.5	30.9	9.6	9.3	3.9	389.7
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	15.6	21.9	13.1	13.3	15.1	7.5	15.6	2.7	16.1
Certificate III and above	%	83.0	80.1	76.4	81.7	71.5	72.3	85.8	62.8	79.7
All graduates aged 20 - 64										
Diploma and above	%	14.6	20.7	15.4	14.1	17.0	14.5	20.4	6.5	16.5
Certificate III and above	%	80.7	83.0	82.6	80.9	79.2	81.7	83.4	70.3	81.5
All graduates aged 15 - 64										
Diploma and above	%	13.3	17.9	12.1	11.4	14.3	11.5	18.0	4.8	14.1
Certificate III and above	%	77.4	76.6	69.8	70.3	70.8	71.2	81.0	56.6	74.1
Indigenous graduates										
Number of VET qualifications completed										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.2	0.5	0.2	0.1	0.1	–	0.1	1.9
Certificate I or II or lower	'000	0.5	0.1	0.4	0.3	0.2	–	–	0.2	1.8
All qualifications	'000	1.2	0.3	1.0	0.6	0.3	0.1	0.1	0.2	3.8
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.2	–	0.3	–	0.1	–	–	–	0.6
Certificate III or IV	'000	1.7	0.4	1.2	0.5	0.3	0.2	0.1	0.3	4.6
Certificate I or II or lower	'000	1.1	0.3	0.7	0.6	0.3	0.1	0.1	0.5	3.6
All qualifications	'000	2.9	0.7	2.2	1.1	0.7	0.3	0.2	0.7	8.8
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.3	–	0.1	–	–	–	0.7
Certificate III or IV	'000	2.1	0.4	1.6	0.6	0.4	0.2	0.1	0.3	5.6
Certificate I or II or lower	'000	1.6	0.4	1.6	1.2	0.4	0.2	0.1	0.7	6.2
All qualifications	'000	3.9	0.9	3.5	1.8	0.8	0.3	0.2	1.0	12.5
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	3.5	3.2	4.0	2.7	2.4	4.9	1.5	–	3.2
Certificate III and above	%	62.8	53.4	55.7	41.1	42.3	62.3	54.4	30.3	53.2
Indigenous graduates aged 20 - 64										
Diploma and above	%	6.2	6.9	11.8	3.2	10.3	7.2	5.9	1.7	7.3
Certificate III and above	%	63.2	59.8	67.3	45.6	61.8	68.1	63.9	36.0	59.5
Indigenous graduates aged 15 - 64										
Diploma and above	%	5.0	5.8	8.1	2.5	8.5	5.8	5.0	1.3	5.5
Certificate III and above	%	58.4	52.9	53.2	34.1	54.5	55.0	56.6	28.9	50.2

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.2	6.9	2.7	1.8	1.5	0.3	0.5	–	19.8
Certificate III or IV	'000	27.9	18.9	14.1	9.1	5.5	2.1	2.1	0.5	80.2
Certificate I or II or lower	'000	6.8	6.5	4.8	1.9	2.4	0.9	0.4	0.2	23.8
All qualifications	'000	40.8	32.3	21.5	12.8	9.5	3.2	3.0	0.7	123.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	12.2	14.1	6.6	3.2	4.0	1.1	1.3	0.2	42.6
Certificate III or IV	'000	57.6	44.0	28.5	15.6	13.8	4.7	3.8	1.5	169.6
Certificate I or II or lower	'000	16.7	12.1	6.6	3.6	3.9	1.2	0.9	0.4	45.5
All qualifications	'000	86.6	70.2	41.7	22.4	21.7	6.9	6.1	2.0	257.7
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	14.2	15.5	7.5	3.9	4.1	1.1	1.5	0.2	47.9
Certificate III or IV	'000	70.6	52.7	35.9	20.6	15.5	5.4	4.7	1.7	207.2
Certificate I or II or lower	'000	24.4	21.3	17.9	8.3	7.2	2.5	1.3	0.9	83.8
All qualifications	'000	109.2	89.5	61.3	32.8	26.8	9.0	7.5	2.8	338.9
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.1	21.5	12.3	14.1	16.0	7.8	16.9	3.7	16.0
Certificate III and above	%	83.3	80.0	77.5	85.3	74.5	73.1	87.1	73.8	80.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	14.1	20.0	15.7	14.3	18.5	15.3	22.0	8.3	16.5
Certificate III and above	%	80.7	82.7	84.1	83.8	82.1	82.8	85.0	82.6	82.3
Non-Indigenous graduates aged 15 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	13.0	17.3	12.2	11.8	15.4	12.1	19.4	6.1	14.1
Certificate III and above	%	77.6	76.2	70.8	74.8	73.3	72.1	82.5	66.6	75.3
2008										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	6.2	6.6	2.8	1.7	2.1	0.3	0.6	–	20.2
Certificate III or IV	'000	27.5	18.2	14.5	9.0	5.4	2.5	1.5	0.5	79.3
Certificate I or II or lower	'000	6.9	6.1	3.9	3.0	2.8	0.8	0.4	0.3	24.3
All qualifications	'000	40.6	30.9	21.3	13.7	10.3	3.6	2.5	0.9	123.8
All graduates aged 20 - 64										
Diploma and above	'000	11.8	13.3	7.7	3.4	4.7	1.3	1.2	0.2	43.4
Certificate III or IV	'000	55.9	40.5	33.2	16.1	12.4	5.4	3.5	1.5	168.5
Certificate I or II or lower	'000	19.0	13.0	7.5	6.2	5.5	1.8	1.1	0.7	54.7
All qualifications	'000	86.6	66.8	48.4	25.7	22.5	8.4	5.9	2.3	266.6
All graduates aged 15 - 64										
Diploma and above	'000	13.7	14.7	8.7	4.0	4.8	1.3	1.4	0.2	48.7
Certificate III or IV	'000	68.3	48.4	40.3	20.9	14.1	6.3	4.1	1.6	204.0
Certificate I or II or lower	'000	27.2	22.3	17.7	12.3	9.1	2.7	1.6	1.5	94.3
All qualifications	'000	109.2	85.4	66.7	37.2	27.9	10.3	7.0	3.3	347.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	15.3	21.2	13.2	12.1	20.0	7.7	22.6	3.5	16.3
Certificate III and above	%	83.0	80.2	81.7	78.3	72.5	76.7	82.8	60.7	80.3
All graduates aged 20 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	13.6	19.9	15.8	13.1	20.8	15.0	21.0	6.6	16.3
Certificate III and above	%	78.0	80.5	84.6	75.9	75.7	79.0	81.2	69.2	79.5
All graduates aged 15 - 64										
Diploma and above	%	12.5	17.2	13.1	10.7	17.1	12.8	19.6	4.8	14.0
Certificate III and above	%	75.1	73.9	73.5	67.0	67.5	73.7	77.6	54.1	72.8
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.1	0.5	0.2	0.1	0.1	–	0.1	1.7
Certificate I or II or lower	'000	0.4	0.1	0.3	0.2	0.2	–	–	0.1	1.4
All qualifications	'000	1.1	0.2	0.8	0.5	0.3	0.1	–	0.2	3.2
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.1	0.1	0.2	0.1	0.1	–	–	–	0.6
Certificate III or IV	'000	1.5	0.3	1.2	0.4	0.2	0.1	0.1	0.2	4.1
Certificate I or II or lower	'000	1.0	0.2	0.4	0.5	0.3	0.1	–	0.3	2.8
All qualifications	'000	2.6	0.6	1.8	1.0	0.6	0.3	0.1	0.6	7.5
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.2	0.1	0.1	–	–	–	0.7
Certificate III or IV	'000	1.8	0.4	1.4	0.5	0.3	0.2	0.1	0.2	4.9
Certificate I or II or lower	'000	1.5	0.3	1.0	1.0	0.4	0.1	–	0.5	5.0
All qualifications	'000	3.5	0.8	2.7	1.6	0.8	0.3	0.1	0.8	10.6
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	4.0	4.6	3.8	3.0	2.7	4.4	6.3	1.0	3.6

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III and above	%	63.8	60.1	64.5	48.1	39.6	66.2	54.2	29.8	57.4
Indigenous graduates aged 20 - 64										
Diploma and above	%	5.4	13.0	12.7	6.0	14.5	8.6	12.5	3.1	8.6
Certificate III and above	%	61.2	69.0	77.0	50.5	52.6	63.7	79.2	43.4	62.6
Indigenous graduates aged 15 - 64										
Diploma and above	%	4.5	10.0	9.1	3.9	11.3	7.2	10.5	2.2	6.5
Certificate III and above	%	56.7	60.4	61.8	37.7	44.5	60.4	66.1	33.9	53.1
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	5.6	5.8	2.3	1.5	2.1	0.3	0.6	–	18.1
Certificate III or IV	'000	25.6	17.2	12.8	8.0	5.1	2.4	1.4	0.4	72.9
Certificate I or II or lower	'000	6.2	5.8	3.1	1.9	2.5	0.8	0.4	0.2	20.7
All qualifications	'000	37.3	28.8	18.2	11.4	9.6	3.4	2.4	0.7	111.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	10.4	11.5	6.4	2.8	4.5	1.2	1.2	0.1	38.1
Certificate III or IV	'000	51.3	37.2	27.6	12.9	11.5	5.1	3.1	1.2	150.0
Certificate I or II or lower	'000	17.3	11.4	5.8	4.1	4.6	1.6	0.9	0.4	46.0
All qualifications	'000	79.0	60.2	39.7	19.8	20.6	8.0	5.1	1.7	234.0
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	12.2	12.8	7.2	3.3	4.6	1.3	1.3	0.1	42.8
Certificate III or IV	'000	62.9	44.7	33.4	17.2	13.1	6.0	3.6	1.4	182.3
Certificate I or II or lower	'000	24.6	20.4	13.3	8.1	7.8	2.5	1.2	1.0	78.9
All qualifications	'000	99.8	77.9	53.8	28.7	25.5	9.8	6.0	2.5	304.0
Proportion of qualifications completed										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.0	20.1	12.6	13.3	21.3	7.9	23.9	4.2	16.2
Certificate III and above	%	83.5	79.9	83.1	83.4	74.2	77.2	85.1	69.5	81.4
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	13.2	19.1	16.0	13.9	21.8	15.4	22.7	7.9	16.3
Certificate III and above	%	78.1	81.0	85.5	79.4	77.7	80.0	83.1	77.3	80.3
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	12.2	16.4	13.3	11.6	18.0	13.1	21.4	5.7	14.1
Certificate III and above	%	75.3	73.8	75.4	71.6	69.5	74.5	80.3	60.2	74.1
2007										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	6.8	7.7	2.7	1.7	1.8	0.3	0.7	–	21.7
Certificate III or IV	'000	25.1	19.6	11.5	7.8	4.7	1.8	1.7	0.4	72.7
Certificate I or II or lower	'000	8.0	6.3	3.0	2.4	2.1	0.8	0.7	0.3	23.7
All qualifications	'000	39.9	33.6	17.2	12.0	8.7	2.9	3.1	0.7	118.1
All graduates aged 20 - 64										
Diploma and above	'000	11.6	13.0	6.6	3.1	4.3	0.9	1.3	0.1	41.0
Certificate III or IV	'000	49.2	41.9	25.4	13.5	10.8	4.1	3.7	1.1	149.7
Certificate I or II or lower	'000	19.3	12.0	7.2	6.1	4.2	1.8	1.5	0.8	52.9
All qualifications	'000	80.1	67.0	39.2	22.6	19.3	6.9	6.5	2.0	243.6
All graduates aged 15 - 64										
Diploma and above	'000	13.7	14.6	7.8	3.8	4.4	0.9	1.4	0.1	46.8
Certificate III or IV	'000	60.4	49.9	30.9	17.5	12.1	4.7	4.3	1.2	181.0

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II or lower	'000	29.4	21.5	14.1	10.9	7.2	2.6	2.1	1.7	89.6
All qualifications	'000	103.6	86.0	52.8	32.1	23.6	8.3	7.9	3.0	317.4
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	17.0	22.8	15.6	14.5	21.1	8.8	22.3	2.1	18.4
Certificate III and above	%	80.0	81.2	82.6	79.6	75.5	72.0	76.9	53.9	79.9
All graduates aged 20 - 64										
Diploma and above	%	14.5	19.5	16.9	13.5	22.3	13.5	19.8	6.0	16.8
Certificate III and above	%	76.0	82.0	81.6	73.1	78.3	73.7	76.5	60.3	78.3
All graduates aged 15 - 64										
Diploma and above	%	13.3	16.9	14.8	11.8	18.6	11.4	18.4	4.0	14.8
Certificate III and above	%	71.6	75.0	73.3	66.2	69.6	68.3	72.8	44.0	71.8
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.5	0.1	0.4	0.1	0.1	0.1	–	0.1	1.4
Certificate I or II or lower	'000	0.4	0.1	0.2	0.2	0.1	–	–	0.2	1.1
All qualifications	'000	0.9	0.2	0.6	0.3	0.2	0.1	–	0.2	2.7
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.1	–	0.2	–	0.1	–	–	–	0.5
Certificate III or IV	'000	1.2	0.3	1.0	0.4	0.2	0.1	–	0.2	3.5
Certificate I or II or lower	'000	0.8	0.2	0.5	0.4	0.2	0.1	0.1	0.5	2.7
All qualifications	'000	2.1	0.5	1.7	0.8	0.5	0.2	0.1	0.7	6.6
Indigenous graduates aged 15 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	'000	0.2	–	0.2	–	0.1	–	–	–	0.5
Certificate III or IV	'000	1.4	0.3	1.2	0.5	0.3	0.1	–	0.3	4.1
Certificate I or II or lower	'000	1.3	0.3	0.9	0.8	0.3	0.1	0.1	0.7	4.5
All qualifications	'000	2.9	0.7	2.2	1.3	0.6	0.3	0.2	1.0	9.1
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	5.7	4.7	3.9	3.8	1.6	4.9	6.8	0.4	4.2
Certificate III and above	%	59.3	60.2	69.5	46.8	54.2	59.2	50.0	30.5	57.1
Indigenous graduates aged 20 - 64										
Diploma and above	%	7.0	8.7	10.1	4.3	16.2	6.1	4.7	2.5	7.7
Certificate III and above	%	61.8	60.4	70.9	53.2	63.6	57.6	40.2	35.8	59.8
Indigenous graduates aged 15 - 64										
Diploma and above	%	5.7	7.1	7.9	3.0	13.4	4.5	3.7	1.9	6.0
Certificate III and above	%	54.6	53.1	61.5	38.3	57.1	51.9	33.5	29.4	50.9
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	5.5	6.8	2.3	1.6	1.8	0.2	0.7	–	19.0
Certificate III or IV	'000	22.4	18.3	10.6	7.1	4.5	1.7	1.7	0.3	66.6
Certificate I or II or lower	'000	6.9	5.9	2.6	2.0	1.9	0.7	0.7	0.2	20.9
All qualifications	'000	34.8	31.0	15.5	10.8	8.2	2.7	3.0	0.5	106.5
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	9.4	11.2	5.8	2.5	4.1	0.9	1.2	0.1	35.2
Certificate III or IV	'000	42.3	38.0	22.2	11.3	10.1	4.0	3.3	0.8	132.0
Certificate I or II or lower	'000	16.9	10.7	6.0	4.5	3.5	1.7	1.3	0.3	44.9

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	68.5	60.0	34.0	18.3	17.8	6.5	5.8	1.2	212.1
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	11.4	12.7	6.8	3.2	4.2	0.9	1.3	0.1	40.6
Certificate III or IV	'000	52.4	45.6	27.1	14.9	11.2	4.5	3.9	0.9	160.6
Certificate I or II or lower	'000	25.4	19.7	11.8	8.1	6.1	2.4	1.8	1.0	76.4
All qualifications	'000	89.1	78.0	45.8	26.2	21.6	7.9	7.0	2.0	277.6
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.9	21.9	14.8	15.0	22.2	9.0	22.7	2.7	17.8
Certificate III and above	%	80.2	80.9	83.2	81.3	76.5	72.5	78.1	64.9	80.3
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	13.7	18.7	17.0	13.8	23.3	13.9	20.4	8.0	16.6
Certificate III and above	%	75.4	82.1	82.4	75.3	80.2	74.4	77.8	74.1	78.8
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	12.8	16.2	14.8	12.3	19.5	11.8	19.1	5.0	14.6
Certificate III and above	%	71.5	74.7	74.1	69.1	71.5	69.1	74.7	50.8	72.5

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.

(b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.

(c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.

(d) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

(e) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(f)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(g)	Additional information is provided in footnotes for table 5A.77.									
	– Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2012										
All graduates										
Diploma and above	'000	20.3	31.6	10.1	5.1	4.6	1.2	1.2	0.2	74.4
Change in diploma and above between 2011 and 2012	%	- 9.2	14.0	- 9.2	- 9.3	24.7	30.0	- 10.9	30.2	1.9
Certificate III or IV	'000	100.2	156.5	58.9	33.3	27.6	6.9	5.1	3.2	391.7
Change in certificate III or IV between 2011 and 2012	%	4.8	39.1	- 3.6	1.2	35.0	2.8	9.0	16.4	16.4
Certificate I or II	'000	45.7	59.2	24.7	21.8	19.0	4.2	1.0	3.4	179.2
Change in certificate I or II between 2011 and 2012	%	10.8	23.2	- 20.7	- 3.8	35.8	- 0.8	- 6.4	- 6.5	7.8
All qualifications	'000	166.3	247.3	93.7	60.2	51.3	12.4	7.4	6.8	645.3
Indigenous graduates										
Diploma and above	no.	525	184	430	71	55	33	15	31	1 343
Certificate III or IV	no.	3 924	1 297	3 137	1 310	845	279	94	623	11 508
Certificate I or II	no.	3 688	1 052	2 447	3 120	1 580	317	60	1 697	13 961
All qualifications	no.	8 136	2 533	6 013	4 501	2 480	629	168	2 351	26 812
Non-Indigenous graduates										
Diploma and above	'000	19.3	31.0	7.7	4.2	4.4	1.2	1.1	0.2	69.1
Certificate III or IV	'000	94.5	152.9	50.4	28.2	25.9	6.6	4.6	2.5	365.7
Certificate I or II	'000	41.5	57.4	18.8	14.9	17.2	3.9	0.8	1.6	156.2
All qualifications	'000	155.3	241.3	76.9	47.4	47.5	11.6	6.6	4.4	591.0
2011										
All graduates										
Diploma and above	'000	22.4	27.7	11.1	5.6	3.7	0.9	1.4	0.2	73.0

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Change in diploma and above between 2010 and 2011	%	13.3	21.1	15.4	10.4	13.1	21.4	2.0	5.7	16.0
Certificate III or IV	'000	95.6	112.5	61.0	32.9	20.5	6.7	4.7	2.7	336.6
Change in certificate III or IV between 2010 and 2011	%	4.0	47.6	20.0	1.8	16.0	8.1	7.1	- 3.8	19.2
Certificate I or II	'000	41.3	48.1	31.2	22.7	14.0	4.3	1.1	3.6	166.2
Change in certificate I or II between 2010 and 2011	%	- 4.2	39.4	19.6	- 6.4	- 2.0	4.0	0.1	4.2	10.2
All qualifications	'000	159.3	188.3	103.3	61.2	38.2	11.9	7.2	6.5	575.9
Indigenous graduates										
Diploma and above	no.	480	140	363	85	54	26	18	22	1 189
Certificate III or IV	no.	3 797	998	2 918	1 184	692	272	82	573	10 516
Certificate I or II	no.	3 637	915	3 086	2 917	1 126	295	74	1 990	14 040
All qualifications	no.	7 914	2 053	6 367	4 187	1 872	593	174	2 585	25 744
Non-Indigenous graduates										
Diploma and above	'000	20.9	27.0	8.3	4.6	3.5	0.9	1.1	0.1	66.5
Certificate III or IV	'000	89.9	107.8	50.8	26.9	18.8	6.3	3.5	2.1	306.1
Certificate I or II	'000	37.2	45.6	20.9	15.9	12.6	3.9	0.7	1.6	138.3
All qualifications	'000	148.0	180.4	80.0	47.4	34.9	11.1	5.3	3.9	510.9
2010										
All graduates										
Diploma and above	'000	19.8	22.9	9.6	5.1	3.3	0.8	1.3	0.2	62.9
Change in diploma and above between 2009 and 2010	%	30.7	21.0	22.5	16.5	27.0	4.5	—	86.3	23.3
Certificate III or IV	'000	91.9	76.2	50.9	32.3	17.6	6.2	4.4	2.9	282.4

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Change in certificate III or IV between 2009 and 2010	%	6.5	18.4	12.3	10.3	4.9	0.8	14.2	10.4	10.9
Certificate I or II	'000	43.1	34.5	26.1	24.3	14.3	4.1	1.1	3.5	150.9
Change in certificate I or II between 2009 and 2010	%	1.6	16.8	23.3	- 1.9	4.2	- 0.1	- 6.0	6.2	7.7
All qualifications	'000	154.7	133.6	86.5	61.7	35.2	11.1	6.9	6.5	496.2
Indigenous graduates										
Diploma and above	no.	401	143	284	62	43	17	18	21	989
Certificate III or IV	no.	3 388	751	2 475	1 009	485	207	88	635	9 036
Certificate I or II	no.	3 524	682	2 344	2 954	1 098	273	81	1 870	12 826
All qualifications	no.	7 312	1 576	5 103	4 026	1 626	497	186	2 526	22 852
Non-Indigenous graduates										
Diploma and above	'000	18.6	22.0	7.3	4.2	3.0	0.7	1.0	0.1	57.1
Certificate III or IV	'000	86.8	73.2	41.9	26.9	14.3	5.8	3.2	2.2	254.3
Certificate I or II	'000	39.0	32.9	18.7	16.7	12.1	3.7	0.7	1.6	125.4
All qualifications	'000	144.4	128.0	67.9	47.8	29.5	10.2	4.9	3.9	436.7
2009										
All graduates										
Diploma and above	'000	15.1	18.9	7.8	4.4	2.6	0.7	1.3	0.1	51.0
Change in diploma and above between 2008 and 2009	%	8.7	10.7	10.0	20.8	26.7	3.0	3.0	- 6.7	11.1
Certificate III or IV	'000	86.2	64.3	45.3	29.3	16.8	6.2	3.9	2.6	254.6
Change in certificate III or IV between 2008 and 2009	%	7.4	4.9	8.7	19.4	18.9	0.3	12.4	7.9	8.8
Certificate I or II	'000	42.4	29.5	21.1	24.8	13.7	4.1	1.2	3.3	140.1

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Change in certificate I or II between 2008 and 2009	%	2.9	1.1	4.4	17.5	1.2	- 4.2	- 3.4	- 3.0	4.4
All qualifications	'000	143.8	112.8	74.3	58.4	33.1	11.0	6.4	5.9	445.7
Indigenous graduates										
Diploma and above	no.	233	104	292	57	75	13	9	11	794
Certificate III or IV	no.	2 917	702	1 986	879	376	181	123	547	7 712
Certificate I or II	no.	3 041	649	1 928	2 570	903	253	91	1 732	11 169
All qualifications	no.	6 191	1 455	4 206	3 506	1 355	447	224	2 290	19 675
Non-Indigenous graduates										
Diploma and above	'000	14.7	18.3	5.8	3.7	2.4	0.7	1.2	0.1	46.8
Certificate III or IV	'000	81.9	62.0	36.4	24.0	13.9	5.7	3.2	2.0	229.0
Certificate I or II	'000	38.3	28.0	14.8	15.4	10.9	3.7	0.8	1.5	113.4
All qualifications	'000	134.8	108.3	57.0	43.1	27.1	10.2	5.2	3.5	389.2
2008										
All graduates										
Diploma and above	'000	13.9	17.1	7.1	3.6	2.0	0.7	1.3	0.1	45.9
Certificate III or IV	'000	80.3	61.3	41.6	24.5	14.2	6.2	3.4	2.4	233.9
Certificate I or II	'000	41.2	29.2	20.2	21.1	13.6	4.3	1.2	3.4	134.1
All qualifications	'000	135.4	107.6	69.0	49.2	29.7	11.2	5.9	5.8	414.0
Indigenous graduates										
Diploma and above	no.	199	106	289	61	22	16	11	16	720
Certificate III or IV	no.	2 765	611	1 970	815	314	185	80	541	7 280
Certificate I or II	no.	2 928	717	1 527	2 066	821	236	46	1 739	10 080
All qualifications	no.	5 891	1 434	3 786	2 943	1 157	437	136	2 295	18 079
Non-Indigenous graduates										
Diploma and above	'000	13.5	16.5	5.4	3.1	1.9	0.7	1.2	0.1	42.5

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	76.0	58.6	35.1	20.3	13.0	5.9	2.9	1.8	213.6
Certificate I or II	'000	36.7	27.2	14.5	13.1	11.5	3.9	0.8	1.6	109.2
All qualifications	'000	126.2	102.3	55.0	36.5	26.4	10.4	4.9	3.5	365.2

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Qualification Equivalents expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.
- (c) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
 - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (d) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (f) From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
(g)	Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.									
(h)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.									
(i)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
	– Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.84

Table 5A.84 **Number of units of competency and modules completed (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2012										
Units of competency	'000	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules	'000	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined	'000	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
Change between 2011 and 2012	%	- 2.9	27.5	- 9.1	- 1.2	24.6	1.7	5.4	2.1	8.2
2011										
Units of competency	'000	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules	'000	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined	'000	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
Change between 2010 and 2011	%	0.3	37.1	13.9	0.1	2.9	4.8	- 4.1	- 4.3	12.8
2010										
Units of competency	'000	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules	'000	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined	'000	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
Change between 2010 and 2009	%	4.5	18.7	11.3	6.4	1.6	0.8	2.3	9.1	9.1
2009										
Units of competency	'000	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules	'000	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined	'000	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9
Change between 2009 and 2008	%	- 0.3	7.5	4.0	14.7	5.6	- 6.6	34.5	1.6	4.6
2008										
Units of competency	'000	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules	'000	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4

TABLE 5A.84

Table 5A.84 **Number of units of competency and modules completed (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
Units of competency and modules combined	'000	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (c) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
 - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (d) Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.
- (e) For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.
- (f) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.
- (g) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
2012									
Units of competency completed									
Major cities	1 502.6	2 614.6	864.1	588.9	484.2	0.6	108.6	0.8	6 164.6
Inner regional	616.1	938.1	364.7	94.8	89.0	118.4	11.7	0.9	2 233.6
Outer regional	220.8	254.7	244.7	91.7	106.2	60.7	2.6	53.4	1 034.7
Remote and very remote	31.0	5.0	75.6	83.4	29.3	8.0	0.3	37.5	270.0
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules completed									
Major cities	305.7	310.0	44.6	75.5	57.1	–	23.5	–	816.5
Inner regional	87.7	87.9	11.1	6.8	5.9	10.4	2.2	–	212.1
Outer regional	34.9	15.5	7.3	7.0	9.7	4.1	0.5	2.0	81.0
Remote and very remote	5.5	0.3	1.9	4.2	2.3	0.4	–	3.2	17.7
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Major cities	1 808.3	2 924.7	908.7	664.4	541.3	0.6	132.1	0.9	6 981.0
Inner regional	703.7	1 026.1	375.8	101.6	94.9	128.8	13.9	0.9	2 445.6
Outer regional	255.7	270.2	252.0	98.7	115.8	64.8	3.1	55.4	1 115.7
Remote and very remote	36.5	5.3	77.5	87.6	31.6	8.4	0.3	40.6	287.7
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Major cities	1 588.1	2 052.3	950.7	587.0	324.1	0.6	81.0	0.6	5 584.4
Inner regional	608.6	748.6	393.4	98.4	66.3	115.2	7.3	0.3	2 038.2
Outer regional	205.6	214.5	264.1	89.7	78.3	60.9	1.5	49.5	964.1
Remote and very remote	24.9	4.2	83.0	79.1	22.8	8.5	0.1	41.8	264.4
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	NSW (e)	Vic (e)	Qld	WA	SA (e), (f)	Tas (e)	ACT (e)	NT (e)	Aust
Modules completed									
Major cities	323.0	217.9	53.3	88.9	47.0	–	44.0	–	774.1
Inner regional	93.4	66.3	16.2	7.8	5.7	9.2	4.4	–	203.1
Outer regional	37.6	12.5	9.6	8.2	11.0	4.4	0.9	2.0	86.3
Remote and very remote	5.9	0.2	2.8	4.8	1.8	0.4	0.1	4.4	20.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined									
Major cities	1 911.1	2 270.2	1 004.0	675.9	371.1	0.6	125.0	0.6	6 358.5
Inner regional	702.0	814.9	409.6	106.3	72.0	124.5	11.8	0.3	2 241.3
Outer regional	243.2	227.0	273.7	97.9	89.4	65.3	2.4	51.5	1 050.4
Remote and very remote	30.8	4.4	85.7	83.9	24.6	8.9	0.2	46.2	284.8
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Major cities	1 445.8	1 415.5	722.2	481.0	313.1	4.3	78.8	1.0	4 461.7
Inner regional	566.0	594.0	337.0	183.6	76.1	88.0	20.7	0.8	1 866.3
Outer regional	328.9	138.6	306.4	87.0	76.0	74.8	2.5	50.0	1 064.2
Remote and very remote	38.1	6.5	90.2	85.9	29.0	7.6	0.1	42.2	299.4
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Major cities	354.3	183.1	57.7	88.7	60.3	–	35.9	0.1	780.1
Inner regional	103.0	59.4	22.6	19.0	7.9	9.3	9.1	–	230.3
Outer regional	62.5	10.2	18.0	8.5	12.7	5.5	1.7	4.7	123.8
Remote and very remote	9.9	0.1	4.7	7.2	5.2	0.3	0.1	5.5	33.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									

TABLE 5A.85

Table 5A.85 Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)

	NSW (e)	Vic (e)	Qld	WA	SA (e), (f)	Tas (e)	ACT (e)	NT (e)	Aust
Major cities	1 800.1	1 598.6	780.0	569.7	373.3	4.3	114.7	1.1	5 241.8
Inner regional	669.1	653.4	359.6	202.5	83.9	97.3	29.9	0.9	2 096.6
Outer regional	391.4	148.8	324.3	95.5	88.8	80.3	4.2	54.7	1 188.0
Remote and very remote	48.0	6.6	94.9	93.1	34.2	7.9	0.2	47.7	332.6
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Major cities	1 287.0	1 145.3	627.6	447.4	320.3	8.2	76.9	0.6	3 913.3
Inner regional	494.0	506.1	281.6	164.3	78.9	83.7	19.1	0.4	1 628.1
Outer regional	288.0	121.6	264.2	75.4	73.4	70.8	2.8	43.8	940.0
Remote and very remote	37.6	3.3	80.4	70.9	26.7	6.5	0.3	39.0	264.7
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Major cities	445.4	180.3	77.7	102.6	69.2	–	38.1	0.1	913.3
Inner regional	138.2	63.1	29.4	24.4	10.0	10.7	10.3	–	286.1
Outer regional	76.3	11.8	25.4	10.4	13.0	7.8	1.7	5.5	151.8
Remote and very remote	11.4	0.2	7.8	9.0	5.6	0.4	0.1	6.3	40.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Major cities	1 732.4	1 325.5	705.3	550.0	389.6	8.2	115.0	0.7	4 826.6
Inner regional	632.2	569.3	311.0	188.8	88.8	94.3	29.4	0.4	1 914.3
Outer regional	364.3	133.4	289.6	85.8	86.4	78.6	4.4	49.3	1 091.9
Remote and very remote	49.0	3.5	88.2	79.9	32.4	6.9	0.4	45.3	305.5
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

2008

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
Units of competency completed									
Major cities	1 089.4	1 049.5	584.4	369.0	294.5	3.2	53.9	0.4	3 444.3
Inner regional	427.0	466.6	256.4	136.6	67.1	89.5	11.1	0.5	1 454.6
Outer regional	257.9	110.8	257.1	72.9	65.2	78.8	0.9	38.7	882.3
Remote and very remote	34.9	2.6	80.1	65.6	25.3	7.1	0.1	40.1	255.8
All students	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules completed									
Major cities	643.1	186.3	92.4	98.3	78.0	0.1	34.0	0.1	1 132.2
Inner regional	202.0	66.0	31.9	25.1	11.8	12.2	9.2	–	358.4
Outer regional	113.0	12.6	33.3	11.3	15.4	10.3	1.5	6.4	203.8
Remote and very remote	14.6	0.2	9.5	10.2	6.4	0.5	0.1	8.0	49.4
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4
Units of competency and modules combined									
Major cities	1 732.5	1 235.8	676.8	467.2	372.5	3.3	87.9	0.5	4 576.5
Inner regional	629.0	532.6	288.3	161.7	78.9	101.8	20.3	0.5	1 813.1
Outer regional	370.9	123.3	290.4	84.2	80.6	89.1	2.4	45.2	1 086.1
Remote and very remote	49.5	2.8	89.6	75.8	31.7	7.5	0.2	48.1	305.2
All students	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
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(d) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.

(e) Additional jurisdictional information is provided in footnotes for table 5A.84.

(f) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT (d)	NT (d)	Aust
2012									
Units of competency completed									
Reported as having disability	180.5	218.4	80.4	40.1	52.6	18.0	8.8	4.0	602.9
Reported as not having disability	2 190.9	3 609.4	1 009.6	717.3	660.6	167.0	114.6	85.2	8 554.5
Not reported (disability)	47.5	–	474.7	105.1	–	3.2	3.9	7.4	641.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules completed									
Reported as having disability	67.8	49.4	6.6	7.0	10.9	3.7	2.3	0.8	148.5
Reported as not having disability	364.5	365.9	23.3	66.7	65.3	11.1	24.9	4.6	926.3
Not reported (disability)	3.9	–	35.6	20.6	–	0.2	0.1	0.3	60.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Reported as having disability	248.3	267.8	87.0	47.0	63.6	21.6	11.1	4.8	751.3
Reported as not having disability	2 555.4	3 975.2	1 032.9	784.0	725.9	178.1	139.5	89.8	9 480.8
Not reported (disability)	51.4	–	510.3	125.7	–	3.4	4.0	7.7	702.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Reported as having disability	179.4	175.4	92.3	37.5	29.6	17.9	5.9	4.1	542.0
Reported as not having disability	2 241.8	2 701.3	1 092.4	686.1	526.6	160.9	82.2	83.6	7 574.9
Not reported (disability)	51.5	152.7	526.2	134.1	–	6.9	7.2	5.9	884.5
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Reported as having disability	74.4	36.0	7.8	7.1	10.3	2.8	3.8	0.8	143.1
Reported as not having disability	390.4	256.9	35.2	79.2	67.0	11.0	47.5	5.4	892.7
Not reported (disability)	3.3	4.9	39.6	24.4	–	0.3	–	0.5	72.8

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT (d)	NT (d)	Aust
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined									
Reported as having disability	253.8	211.4	100.1	44.5	39.9	20.7	9.7	4.9	685.1
Reported as not having disability	2 632.3	2 958.2	1 127.6	765.3	593.6	171.9	129.7	89.0	8 467.6
Not reported (disability)	54.7	157.6	565.8	158.5	–	7.2	7.2	6.4	957.4
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Reported as having disability	163.3	119.5	74.8	34.9	28.0	14.8	7.6	3.4	446.3
Reported as not having disability	2 189.7	1 947.1	965.0	681.0	486.6	146.5	94.9	82.5	6 593.3
Not reported (disability)	45.1	105.0	431.3	127.7	14.9	14.0	3.1	8.5	749.6
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Reported as having disability	73.3	27.7	8.9	7.0	8.8	2.9	3.1	1.2	132.9
Reported as not having disability	455.1	224.3	56.2	85.3	74.4	12.1	44.2	8.7	960.2
Not reported (disability)	4.5	4.1	38.6	31.7	3.0	0.2	–	0.4	82.5
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Reported as having disability	236.6	147.1	83.7	41.9	36.8	17.7	10.7	4.7	579.2
Reported as not having disability	2 644.8	2 171.4	1 021.1	766.3	561.0	158.6	139.1	91.2	7 553.5
Not reported (disability)	49.6	109.1	469.9	159.4	17.9	14.2	3.1	8.9	832.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Reported as having disability	136.2	89.1	63.3	31.3	28.5	13.1	7.4	3.8	372.7

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT (d)	NT (d)	Aust
Reported as not having disability	1 949.3	1 584.8	928.2	601.8	468.6	141.0	78.5	76.8	5 829.0
Not reported (disability)	36.1	113.6	282.0	129.5	11.0	16.0	13.4	3.6	605.2
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Reported as having disability	72.8	23.0	10.4	8.0	10.9	2.6	3.3	0.9	132.0
Reported as not having disability	598.8	229.5	93.7	107.0	83.8	16.3	41.1	10.3	1 180.5
Not reported (disability)	10.4	5.2	36.9	32.1	3.4	0.1	5.8	0.7	94.6
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Reported as having disability	209.0	112.1	73.7	39.3	39.4	15.7	10.7	4.7	504.7
Reported as not having disability	2 548.2	1 814.3	1 021.9	708.8	552.4	157.3	119.6	87.1	7 009.5
Not reported (disability)	46.5	118.8	318.9	161.6	14.4	16.1	19.2	4.2	699.8
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9
2008									
Units of competency completed									
Reported as having disability	118.9	89.5	42.7	26.5	29.5	12.5	4.7	4.0	328.2
Reported as not having disability	1 644.1	1 457.4	922.2	500.9	421.6	156.5	55.1	73.5	5 231.3
Not reported (disability)	55.0	90.3	226.7	119.9	10.9	10.4	6.3	2.4	522.0
All students	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules completed									
Reported as having disability	92.2	29.5	7.0	7.7	12.4	3.3	3.3	1.0	156.4
Reported as not having disability	877.6	230.2	120.0	110.6	96.0	19.6	39.2	12.4	1 505.6
Not reported (disability)	23.4	6.4	41.8	27.4	3.5	0.3	2.4	1.2	106.3
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4
Units of competency and modules combined									
Reported as having disability	211.0	119.0	49.7	34.1	41.8	15.9	8.0	5.0	484.6

TABLE 5A.86

Table 5A.86 **Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)**

	<i>NSW (d)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d), (e)</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Reported as not having disability	2 521.8	1 687.5	1 042.2	611.6	517.6	176.0	94.3	86.0	6 736.9
Not reported (disability)	78.4	96.6	268.5	147.3	14.4	10.7	8.8	3.6	628.3
All students	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.
- (c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (d) Additional jurisdictional information is provided in footnotes for table 5A.84.
- (e) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT	NT	Aust
2012									
Units of competency completed									
Language other than English	467.5	679.7	78.7	91.2	61.6	5.9	15.7	18.5	1 418.8
English	1 838.2	3 067.0	1 401.6	641.3	574.3	179.2	100.5	71.6	7 873.6
Not reported (language)	113.1	81.2	84.5	130.0	77.3	3.0	11.1	6.6	506.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules completed									
Language other than English	169.2	116.7	13.2	25.7	22.2	3.4	3.4	4.1	357.8
English	245.4	289.2	47.0	45.7	36.6	11.4	19.4	1.2	695.9
Not reported (language)	21.6	9.4	5.3	22.8	17.4	0.2	4.6	0.3	81.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Language other than English	636.7	796.3	91.9	116.9	83.8	9.3	19.0	22.6	1 776.6
English	2 083.6	3 356.2	1 448.6	687.0	610.9	190.6	119.8	72.8	8 569.5
Not reported (language)	134.7	90.5	89.8	152.8	94.7	3.3	15.7	6.9	588.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Language other than English	475.6	449.2	79.6	83.9	61.4	6.1	7.3	18.4	1 181.5
English	1 890.2	2 499.8	1 528.0	640.1	442.4	176.4	78.0	70.2	7 325.2
Not reported (language)	106.9	80.3	103.4	133.7	52.4	3.3	9.9	5.0	494.8
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Language other than English	171.6	84.2	15.2	26.0	21.0	2.9	4.4	4.4	329.8
English	283.3	209.7	62.4	58.3	40.0	10.9	38.7	2.1	705.4
Not reported (language)	13.1	4.0	4.9	26.3	16.3	0.2	8.3	0.1	73.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)**

	<i>NSW (d)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d), (e)</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Units of competency and modules combined									
Language other than English	647.3	533.4	94.8	109.9	82.4	9.0	11.7	22.8	1 511.3
English	2 173.5	2 709.5	1 590.4	698.4	482.4	187.3	116.8	72.3	8 030.6
Not reported (language)	120.0	84.3	108.3	160.0	68.7	3.5	18.3	5.1	568.2
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Language other than English	450.8	298.7	68.8	74.5	45.7	5.4	6.0	19.4	969.3
English	1 822.1	1 803.0	1 335.6	640.8	458.4	165.8	84.8	71.4	6 381.8
Not reported (language)	125.2	69.9	66.7	128.3	25.3	4.2	14.9	3.6	438.1
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Language other than English	188.6	65.8	15.7	24.3	28.9	2.7	2.6	5.8	334.3
English	323.4	183.4	82.0	65.8	52.6	12.3	34.6	4.4	758.4
Not reported (language)	20.9	6.8	6.0	33.9	4.8	0.3	10.1	0.1	82.9
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Language other than English	639.4	364.5	84.5	98.8	74.6	8.1	8.6	25.2	1 303.6
English	2 145.5	1 986.4	1 417.5	706.6	511.0	178.0	119.3	75.8	7 140.2
Not reported (language)	146.1	76.7	72.7	162.2	30.0	4.5	25.0	3.7	521.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Language other than English	410.8	239.1	63.6	61.8	40.1	3.7	6.6	16.3	841.8
English	1 550.7	1 461.0	1 169.1	577.7	399.9	163.1	85.6	64.6	5 471.7
Not reported (language)	160.2	87.5	40.8	123.2	68.1	3.3	7.1	3.2	493.4

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT	NT	Aust
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Language other than English	212.6	63.9	18.6	25.4	27.1	2.2	3.0	5.9	358.7
English	417.5	179.4	117.4	87.4	63.9	16.4	43.7	5.7	931.4
Not reported (language)	52.0	14.4	5.0	34.4	7.0	0.4	3.5	0.3	117.0
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Language other than English	623.3	303.0	82.1	87.1	67.2	5.9	9.6	22.2	1 200.5
English	1 968.2	1 640.3	1 286.5	665.1	463.7	179.5	129.4	70.4	6 403.1
Not reported (language)	212.2	101.8	45.8	157.5	75.1	3.7	10.5	3.5	610.3
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9
2008									
Units of competency completed									
Language other than English	336.9	214.6	54.8	77.9	36.6	4.7	4.1	18.1	747.8
English	1 338.1	1 347.2	1 109.9	460.1	398.2	172.2	58.1	59.8	4 943.4
Not reported (language)	143.1	75.3	26.9	109.3	27.1	2.5	4.0	2.1	390.2
All students	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules completed									
Language other than English	272.4	61.3	23.3	31.5	28.1	1.5	3.1	5.8	427.0
English	641.4	192.2	140.5	85.5	78.7	21.2	37.7	8.4	1 205.6
Not reported (language)	79.4	12.6	5.1	28.6	5.1	0.5	4.1	0.4	135.8
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4
Units of competency and modules combined									
Language other than English	609.4	275.9	78.1	109.5	64.7	6.2	7.2	23.9	1 174.8
English	1 979.4	1 539.4	1 250.3	545.6	476.9	193.3	95.8	68.2	6 148.9
Not reported (language)	222.5	87.9	31.9	137.9	32.2	3.0	8.1	2.5	526.0
All students	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)**

	<i>NSW (d)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d), (e)</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.
- (c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (d) Additional jurisdictional information is provided in footnotes for table 5A.84.
- (e) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Units of competency completed									
Indigenous students	110.8	35.4	91.7	56.7	28.2	9.0	3.0	30.3	365.3
Non-Indigenous students	2266.7	3742.6	1297.5	684.3	664.1	176.8	111.5	65.2	9008.7
Indigenous status not reported	41.4	49.8	175.6	121.4	20.9	2.3	12.8	1.1	425.3
All students	2418.9	3827.8	1564.8	862.5	713.2	188.2	127.3	96.7	9799.3
Modules completed									
Indigenous students	31.0	6.5	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	401.2	403.8	48.8	72.7	66.9	13.6	26.6	2.1	1035.8
Indigenous status not reported	4.0	5.0	11.1	11.9	0.5	0.2	0.1	0.1	32.8
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1135.4
Units of competency and modules combined									
Indigenous students	141.8	41.9	97.4	66.3	37.0	10.2	3.7	33.8	432.1
Non-Indigenous students	2667.9	4146.4	1346.3	757.0	731.0	190.4	138.1	67.4	10044.5
Indigenous status not reported	45.4	54.8	186.6	133.4	21.4	2.5	12.8	1.1	458.1
All students	2855.0	4243.1	1630.3	956.7	789.4	203.2	154.6	102.3	10934.6
2011									
Units of competency completed									
Indigenous students	110.1	29.9	97.6	49.6	22.4	8.5	2.5	33.2	353.9
Non-Indigenous students	2310.0	2909.0	1337.0	662.3	507.6	173.3	65.9	59.2	8024.3
Indigenous status not reported	52.5	90.4	276.3	145.8	26.2	4.0	26.9	1.2	623.2
All students	2472.7	3029.4	1711.0	857.7	556.2	185.7	95.2	93.6	9001.4
Modules completed									
Indigenous students	35.4	4.7	6.6	10.3	7.7	1.2	1.0	4.6	71.5
Non-Indigenous students	428.8	289.0	61.4	86.6	69.4	12.8	47.1	2.0	997.1
Indigenous status not reported	3.9	4.1	14.5	13.8	0.3	0.1	3.3	–	40.0

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1108.7
Units of competency and modules combined									
Indigenous students	145.5	34.7	104.3	59.9	30.1	9.6	3.5	37.8	425.4
Non-Indigenous students	2738.9	3198.0	1398.4	748.9	577.0	186.1	113.0	61.2	9021.5
Indigenous status not reported	56.4	94.5	290.8	159.5	26.4	4.1	30.2	1.2	663.2
All students	2940.8	3327.2	1793.5	968.3	633.5	199.8	146.7	100.3	10110.1
2010									
Units of competency completed									
Indigenous students	103.9	22.7	81.1	45.2	18.7	7.2	2.6	32.6	314.1
Non-Indigenous students	2244.3	2083.2	1168.0	655.7	437.6	162.7	75.2	61.0	6887.7
Indigenous status not reported	49.9	65.6	222.0	142.7	73.1	5.4	27.8	0.9	587.4
All students	2398.1	2171.5	1471.1	843.6	529.4	175.3	105.7	94.5	7789.2
Modules completed									
Indigenous students	37.6	3.8	6.3	10.5	9.0	1.1	0.8	5.9	74.9
Non-Indigenous students	492.1	248.6	79.9	94.8	73.9	14.0	43.9	4.4	1051.6
Indigenous status not reported	3.1	3.7	17.4	18.7	3.4	0.1	2.6	–	49.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1175.6
Units of competency and modules combined									
Indigenous students	141.5	26.5	87.4	55.8	27.6	8.3	3.4	38.5	389.0
Non-Indigenous students	2736.4	2331.7	1247.9	750.5	511.5	176.7	119.1	65.4	7939.3
Indigenous status not reported	53.1	69.3	239.4	161.4	76.5	5.5	30.5	0.9	636.5
All students	2931.0	2427.6	1574.7	967.6	615.6	190.6	152.9	104.8	8964.8
2009									
Units of competency completed									
Indigenous students	86.1	19.5	66.2	39.3	14.2	6.4	3.3	28.3	263.3

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	1992.7	1720.6	1001.1	585.8	419.1	158.2	79.4	54.1	6011.0
Indigenous status not reported	42.9	47.4	206.2	137.5	74.8	5.5	16.5	1.8	532.6
All students	2121.6	1787.5	1273.5	762.6	508.1	170.1	99.3	84.2	6806.9
Modules completed									
Indigenous students	36.3	4.7	7.8	11.0	8.7	1.3	0.5	6.3	76.8
Non-Indigenous students	636.3	247.0	109.0	103.5	82.5	17.6	48.0	5.6	1249.4
Indigenous status not reported	9.5	6.0	24.1	32.6	6.8	0.1	1.6	–	80.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1407.0
Units of competency and modules combined									
Indigenous students	122.3	24.3	74.1	50.3	22.9	7.7	3.9	34.6	340.1
Non-Indigenous students	2629.0	1967.6	1110.1	689.3	501.6	175.8	127.4	59.6	7260.4
Indigenous status not reported	52.4	53.4	230.3	170.2	81.7	5.6	18.1	1.8	613.4
All students	2803.7	2045.2	1414.5	909.8	606.1	189.1	149.4	96.1	8213.9
2008									
Units of competency completed									
Indigenous students	80.1	18.4	58.5	34.1	13.4	6.6	1.8	28.6	241.5
Non-Indigenous students	1680.9	1558.1	972.9	494.3	412.0	169.1	51.9	50.9	5390.1
Indigenous status not reported	57.1	60.6	160.1	118.9	36.5	3.7	12.4	0.5	449.8
All students	1818.1	1637.1	1191.6	647.3	461.9	179.4	66.1	80.0	6081.4
Modules completed									
Indigenous students	44.3	5.2	8.2	9.3	7.7	1.1	0.5	6.8	83.2
Non-Indigenous students	924.4	253.7	138.0	108.7	98.9	21.9	43.5	7.7	1596.9
Indigenous status not reported	24.4	7.2	22.6	27.6	5.2	0.2	0.9	0.1	88.2
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1768.4
Units of competency and modules combined									
Indigenous students	124.4	23.6	66.7	43.5	21.1	7.7	2.3	35.4	324.8

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	2605.3	1811.8	1110.9	603.0	511.0	190.9	95.5	58.6	6987.0
Indigenous status not reported	81.5	67.7	182.7	146.5	41.7	3.9	13.3	0.6	538.0
All students	2811.2	1903.2	1360.4	793.0	573.8	202.5	111.1	94.6	7849.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.
- (c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (d) Additional jurisdictional information is provided in footnotes for tables 5A.84.
- (e) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.89

Table 5A.89 **Employer engagement with VET (per cent) (a), (b)**

	<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</i>
2011									
Engagement with apprenticeships/traineeships (c)	27.5 ± 2.5	28.8 ± 2.9	32.2 ± 4.2	27.6 ± 4.0	25.7 ± 4.3	41.7 ± 4.9	25.4 ± 4.4	32.0 ± 5.3	29.0 ± 1.5
Engagement with nationally recognised training (d)	20.3 ± 2.3	22.7 ± 2.8	21.4 ± 3.5	23.3 ± 4.1	19.8 ± 3.9	28.5 ± 5.3	27.1 ± 4.4	29.4 ± 5.7	21.7 ± 1.4
Engagement with formal vocational qualifications as a job requirement (e)	37.6 ± 2.9	32.5 ± 3.2	33.8 ± 4.1	34.1 ± 4.8	29.1 ± 4.6	33.6 ± 5.4	33.1 ± 5.1	33.9 ± 5.7	34.5 ± 1.6
2009									
Engagement with apprenticeships/traineeships (c)	28.1 ± 3.8	32.3 ± 4.3	34.0 ± 4.3	28.2 ± 4.2	30.1 ± 5.9	31.4 ± 4.5	26.3 ± 4.3	35.2 ± 5.8	30.6 ± 2.0
Engagement with nationally recognised training (d)	26.9 ± 4.1	27.1 ± 4.3	23.7 ± 4.0	25.9 ± 4.7	24.3 ± 4.4	27.6 ± 4.9	26.8 ± 4.5	34.1 ± 5.7	26.1 ± 2.0
Engagement with formal vocational qualifications as a job requirement (e)	36.9 ± 4.4	34.8 ± 4.5	30.5 ± 4.3	34.2 ± 5.0	28.9 ± 5.7	30.2 ± 4.8	36.7 ± 5.0	41.7 ± 6.7	34.2 ± 2.2
2007									
Engagement with apprenticeships/traineeships (c)	27.8 ± 4.5	31.0 ± 5.7	30.9 ± 5.7	25.6 ± 4.4	26.2 ± 5.1	35.2 ± 5.3	30.1 ± 5.0	32.5 ± 4.9	29.1 ± 2.5
Engagement with nationally recognised training (d)	24.1 ± 4.4	19.8 ± 5.2	19.8 ± 4.9	23.6 ± 3.8	21.9 ± 4.6	25.2 ± 4.6	26.8 ± 4.7	29.3 ± 4.9	22.1 ± 2.3
Engagement with formal vocational qualifications as a job requirement (e)	37.9 ± 5.1	34.1 ± 6.2	27.2 ± 5.7	33.0 ± 4.6	26.6 ± 4.8	31.3 ± 5.3	30.1 ± 5.1	32.1 ± 5.2	33.3 ± 2.7
2005									
Engagement with apprenticeships/traineeships (c)	28.7 ± 5.3	27.8 ± 5.1	28.5 ± 5.2	25.1 ± 5.1	26.4 ± 4.7	38.5 ± 5.5	30.3 ± 5.6	33.3 ± 5.7	28.2 ± 2.6
Engagement with nationally recognised training (d)	25.2 ± 5.4	24.2 ± 5.5	20.6 ± 4.6	21.5 ± 4.7	28.0 ± 5.6	28.8 ± 5.0	27.0 ± 5.3	30.9 ± 5.1	24.1 ± 2.6
Engagement with formal vocational qualifications as a job requirement (e)	41.6 ± 6.3	33.0 ± 6.1	29.0 ± 4.7	31.5 ± 5.4	32.0 ± 5.5	31.4 ± 5.0	33.4 ± 5.9	34.2 ± 5.5	35.0 ± 2.9

TABLE 5A.89

Table 5A.89 **Employer engagement with VET (per cent) (a), (b)**

	<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</i>
(a) The components of engagement with VET system are if the employer has had employees undertaking an apprenticeship or traineeship or has provided nationally recognised training in the last 12 months, or if had employees with formal vocational qualification as a requirement of their job.									
(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(c) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.									
(d) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.									
(e) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.									

Source: NCVET unpublished, *Survey of Employer Use and Views*.

TABLE 5A.90

Table 5A.90 **Employer satisfaction with VET (per cent) (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</i>
2011									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	83.7 ± 4.7	83.0 ± 5.1	78.6 ± 7.4	86.1 ± 6.8	88.8 ± 6.6	77.6 ± 7.9	80.6 ± 8.3	79.3 ± 9.5	82.7 ± 2.7
Neither satisfied or dissatisfied	10.1 ± 3.8	7.4 ± 3.5	10.2 ± 4.9	5.5 ± 4.8	5.7 ± 4.8	7.7 ± 4.8	13.5 ± 7.1	6.5 ± 5.4	8.7 ± 1.9
Dissatisfied	6.2 ± 3.1	9.6 ± 4.1	11.3 ± 6.2	8.4 ± 5.0	5.5 ± 5.1	14.8 ± 7.1	5.9 ± 5.0	14.2 ± 8.5	8.6 ± 2.1
Satisfaction with nationally recognised training (e)									
Satisfied	89.2 ± 4.3	88.0 ± 5.1	91.0 ± 4.2	84.8 ± 7.7	88.1 ± 7.4	85.9 ± 7.5	85.0 ± 7.5	87.3 ± 7.2	88.5 ± 2.3
Neither satisfied or dissatisfied	8.0 ± 3.9	6.8 ± 4.3	5.3 ± 3.2	8.1 ± 6.2	6.2 ± 5.0	2.5 ± 2.5	7.9 ± 5.8	9.1 ± 6.7	6.9 ± 2.0
Dissatisfied	2.9 ± 1.8	5.3 ± 3.1	3.7 ± 2.7	7.2 ± 5.2	5.7 ± 5.9	11.6 ± 7.2	7.1 ± 5.4	3.5 ± 2.8	4.6 ± 1.3
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	86.0 ± 3.7	84.1 ± 4.5	83.9 ± 5.7	85.3 ± 6.3	84.0 ± 6.4	79.0 ± 9.3	84.3 ± 6.4	85.8 ± 6.9	84.8 ± 2.2
Neither satisfied or dissatisfied	7.7 ± 2.7	5.2 ± 2.1	6.4 ± 3.6	8.1 ± 4.7	12.4 ± 5.8	12.6 ± 8.5	5.0 ± 3.5	8.2 ± 5.7	7.2 ± 1.5
Dissatisfied	6.3 ± 2.7	10.7 ± 4.1	9.7 ± 4.6	6.5 ± 4.6	3.6 ± 3.2	8.4 ± 4.8	10.7 ± 5.6	5.9 ± 4.3	8.0 ± 1.7
2009									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	78.8 ± 7.2	86.5 ± 5.2	83.6 ± 5.7	83.0 ± 7.3	89.0 ± 6.1	87.1 ± 5.7	84.8 ± 6.9	77.5 ± 9.0	83.2 ± 3.1
Neither satisfied or dissatisfied	6.2 ± 3.6	6.2 ± 3.4	7.7 ± 4.2	7.1 ± 5.2	5.1 ± 3.9	4.8 ± 3.4	10.0 ± 5.9	12.8 ± 7.0	6.6 ± 1.8
Dissatisfied	15.0 ± 6.6	7.3 ± 4.1	8.7 ± 4.2	10.0 ± 5.7	5.8 ± 4.7	8.2 ± 4.8	5.2 ± 4.1	9.7 ± 7.1	10.2 ± 2.6
Satisfaction with nationally recognised training (e)									
Satisfied	82.5 ± 7.0	88.2 ± 6.0	83.4 ± 7.1	95.5 ± 3.9	87.8 ± 7.0	84.6 ± 8.3	79.5 ± 7.8	91.7 ± 4.9	85.8 ± 3.3
Neither satisfied or dissatisfied	7.5 ± 4.5	8.3 ± 5.2	8.9 ± 5.6	3.9 ± 3.7	4.6 ± 4.2	6.9 ± 5.4	15.0 ± 7.0	3.7 ± 2.9	7.5 ± 2.4
Dissatisfied	10.0 ± 5.9	3.4 ± 3.3	7.8 ± 4.7	np	7.6 ± 5.9	8.5 ± 6.7	5.4 ± 4.2	4.6 ± 4.0	6.7 ± 2.5
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	81.3 ± 6.1	84.5 ± 5.5	83.6 ± 6.3	87.2 ± 5.5	85.2 ± 7.8	86.9 ± 5.8	79.6 ± 7.1	83.9 ± 7.2	83.4 ± 3.0
Neither satisfied or dissatisfied	10.6 ± 4.8	9.8 ± 4.6	7.7 ± 4.5	6.3 ± 3.8	9.3 ± 6.4	8.5 ± 4.7	12.6 ± 5.5	7.5 ± 5.1	9.4 ± 2.4
Dissatisfied	8.1 ± 4.3	5.7 ± 3.4	8.7 ± 4.8	6.5 ± 4.2	5.5 ± 5.3	4.6 ± 3.5	7.8 ± 5.0	8.6 ± 5.6	7.2 ± 2.1

TABLE 5A.90

Table 5A.90 **Employer satisfaction with VET (per cent) (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</i>
2007									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	87.1 ± 6.2	82.3 ± 9.9	83.9 ± 8.6	70.4 ± 9.4	81.7 ± 8.8	89.6 ± 5.4	81.8 ± 8.3	82.7 ± 7.3	83.3 ± 3.9
Neither satisfied or dissatisfied	7.1 ± 4.5	6.7 ± 5.5	11.1 ± 7.9	13.4 ± 5.9	12.2 ± 7.8	4.5 ± 3.4	9.5 ± 6.9	9.2 ± 5.5	8.7 ± 2.8
Dissatisfied	5.8 ± 4.5	11.1 ± 8.6	5.0 ± 4.0	16.1 ± 8.6	6.1 ± 5.1	5.9 ± 4.5	8.7 ± 5.5	8.1 ± 5.3	8.0 ± 3.0
Satisfaction with nationally recognised training (e)									
Satisfied	74.2 ± 9.6	82.0 ± 12.5	87.7 ± 7.1	81.9 ± 7.5	88.2 ± 6.7	83.7 ± 8.1	83.9 ± 8.3	73.9 ± 8.6	80.5 ± 5.0
Neither satisfied or dissatisfied	15.7 ± 8.1	17.9 ± 12.5	4.9 ± 3.9	13.6 ± 6.9	11.4 ± 6.7	5.8 ± 4.6	10.3 ± 7.1	18.1 ± 7.7	13.5 ± 4.4
Dissatisfied	10.1 ± 7.1	0.1 ± 0.1	7.4 ± 6.2	4.5 ± 3.4	np	10.5 ± 7.1	5.9 ± 5.0	8.0 ± 5.3	6.1 ± 3.0
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	80.7 ± 6.7	85.4 ± 7.4	76.2 ± 11.2	72.1 ± 8.5	88.4 ± 6.1	85.5 ± 6.9	84.4 ± 6.8	76.8 ± 7.9	80.8 ± 3.8
Neither satisfied or dissatisfied	11.2 ± 5.3	6.7 ± 4.2	9.6 ± 8.6	13.7 ± 7.1	3.9 ± 2.8	6.8 ± 4.8	9.6 ± 5.5	13.4 ± 6.2	9.6 ± 2.8
Dissatisfied	8.0 ± 4.7	7.9 ± 6.2	14.2 ± 8.2	14.2 ± 6.2	7.7 ± 5.5	7.8 ± 5.2	6.0 ± 4.3	9.9 ± 5.5	9.6 ± 2.9
2005									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	73.7 ± 10.8	84.0 ± 7.5	81.3 ± 9.0	80.4 ± 9.2	82.4 ± 7.8	80.2 ± 7.0	69.9 ± 10.4	84.2 ± 8.6	79.1 ± 4.8
Neither satisfied or dissatisfied	13.7 ± 8.3	4.8 ± 4.6	10.6 ± 7.2	11.4 ± 6.9	11.2 ± 6.4	11.0 ± 5.5	15.6 ± 8.6	8.6 ± 6.9	10.4 ± 3.6
Dissatisfied	12.6 ± 8.0	11.1 ± 6.2	8.0 ± 6.2	8.2 ± 6.7	6.4 ± 5.2	8.8 ± 4.9	14.5 ± 8.0	7.3 ± 5.8	10.5 ± 3.5
Satisfaction with nationally recognised training (e)									
Satisfied	79.4 ± 10.8	86.3 ± 8.1	70.9 ± 11.7	84.7 ± 8.1	80.2 ± 9.4	82.8 ± 7.8	83.2 ± 9.1	74.4 ± 9.6	80.3 ± 5.1
Neither satisfied or dissatisfied	10.1 ± 8.8	8.4 ± 6.5	15.2 ± 8.8	10.4 ± 7.2	13.5 ± 7.1	6.5 ± 5.0	12.5 ± 8.3	15.8 ± 8.3	10.8 ± 4.0
Dissatisfied	10.6 ± 7.4	5.4 ± 5.4	14.0 ± 9.6	4.9 ± 4.0	6.3 ± 7.0	10.6 ± 6.3	4.2 ± 4.3	9.8 ± 6.6	8.9 ± 3.5
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	77.1 ± 8.5	77.7 ± 10.1	73.2 ± 9.0	83.8 ± 6.9	70.1 ± 10.0	81.4 ± 7.3	77.5 ± 8.3	67.7 ± 9.2	76.8 ± 4.6
Neither satisfied or dissatisfied	15.1 ± 7.7	8.2 ± 6.6	10.7 ± 5.8	5.9 ± 3.7	17.2 ± 7.8	11.2 ± 6.3	8.5 ± 5.1	15.4 ± 6.9	12.0 ± 3.8
Dissatisfied	7.8 ± 4.6	14.0 ± 8.8	16.1 ± 7.8	10.3 ± 6.0	12.6 ± 8.0	7.4 ± 4.4	14.0 ± 7.3	16.9 ± 7.8	11.2 ± 3.2

TABLE 5A.90

Table 5A.90 **Employer satisfaction with VET (per cent) (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</i>
(a) Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.									
(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d) Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.									
(e) Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.									
(f) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.									

np Not published.

Source: NCVET unpublished, *Survey of Employer Use and Views*.

TABLE 5A.91

Table 5A.91 Gross Domestic Product chain price deflator (index)

Years	2012 = 100.0
2003	70.3
2004	72.5
2005	75.6
2006	79.4
2007	83.2
2008	87.0
2009	91.9
2010	92.9
2011	98.5
2012	100.0

Source: ABS (2012) *Australian System of National Accounts, 2011-12*, Cat. no. 5204.0. Table 1.

Data quality information — Vocational education and training, chapter 5

Data quality information

DQI provides information against the seven ABS data quality framework dimensions, for performance indicators in the Vocational education and training (VET) chapter.

Where RoGS indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance indicators:

VET participation by target group	3
Student participation in VET	9
Government recurrent expenditure per annual hour	16
Government recurrent expenditure per load pass	18
User cost of capital per annual hour	20
User cost of capital per load pass	22
Student employment and further study outcomes — proportion of graduates who were employed and/or continued on to further study after completing their course	24
Student employment and further study outcomes — proportion of graduates employed after completing their course who were unemployed before the course	28
Student employment and further study outcomes — proportion of graduates who improved their employment circumstances after completing their course	32
Student employment and further study outcomes — proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course	35
Student achievement in VET — load pass rate	39

Student achievement in VET — proportion of VET graduates with improved education/training status after training	43
Student satisfaction with VET — proportion of students who achieve their main reason for doing a VET course	47
Student satisfaction with VET — proportion of students who were satisfied with the quality of their completed VET course	51
Skill outputs from VET — qualifications completed, and annual change in qualifications completed	55
Skill outputs from VET — units of competency and modules completed, and annual change in units of competency and modules completed	58
Skill outputs from VET — Qualification Equivalents, and annual change in Qualification Equivalents	61
Employer engagement with VET	65
Employer satisfaction with VET	68

VET participation by target group

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/equity.

Indicator VET participation by target group

Measure Definition

(computation) The number of government funded participants in the VET system who self-identified that they are from a target group (i.e., Indigenous people, people from remote and very remote areas, people with disability, and people speaking a language other than English [LOTE] at home), as a proportion of the total number of people in the population in that group.

Due to certain data not being available to calculate rates for people with disability and people speaking a LOTE at home, proportions of government funded VET students are reported as proxy for these two groups.

For Indigenous people and people from remote and very remote areas:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (a) Indigenous persons aged 15-64 years
- (b) from remote and very remote areas

Denominator/s

The number of persons in the Australian population from each of the target groups below:

- (a1) Indigenous persons aged 15-64 years
- (b1) from remote and very remote areas

Computation/s:

Numerator a divided by denominator a1, and separately, numerator b divided by denominator b1 (above).

Participation rates are also derived for comparative purposes for all government funded students and non-Indigenous government funded students.

For people with disability and people speaking a LOTE at home:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (c) with a disability
- (d) speak a LOTE at home.

Denominator/s

- (e) government funded VET students.

Computation/s:

Numerator c divided by the denominator e, and separately, numerator d divided by denominator e (above).

Data source/s VET student data:

All student data are unpublished and are sourced from the NCVER National VET Provider data collections.

Population estimates:

Indigenous population data are sourced from the ABS *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 1991-2021. Cat. no. 3238.0 (September 2009).

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Indigenous population estimates from total population estimates.

Data Quality Framework Dimensions

Institutional environment

VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment <http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

RelevanceVET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

TimelinessVET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

Population estimates:

Preliminary ERP data is compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

Accuracy**VET student data:**

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncvet.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

Indigenous population estimates:

The estimates of the Indigenous population are based on results of the 2006 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the census to determine how many people were missed in the census and how many were counted more than once. For 2006, the net undercount of the Indigenous population was 59,200 persons. The extent of undercoverage of Indigenous Australians in the 2006 Census, the relatively small sample size of the PES to adjust for that undercoverage, and the number of records with unknown Indigenous status means that 2006 population estimates should be interpreted with caution, and are therefore labelled experimental. For more information see Experimental Estimates and Aboriginal and Torres Strait Islander Australians, Jun 2006 (cat. no. 3238.0.55.001).

CoherenceVET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Indigenous population estimates:

The estimates and projections presented in the source publication are not consistent with estimates and projections based on 2001 or previous censuses. As the assumptions used in each successive set of Indigenous population estimates and projections incorporate recent trends, comparison of data across issues of this publication is not advised.

AccessibilityVET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email client.services@abs.gov.au

InterpretabilityVET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information

Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous people, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

Student participation in VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/effectiveness.

Indicator Student participation in VET

Measure Definition

(computation) The indicator is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they aged 15-64 years. A separate numerator applies as follows, for each of the three measures:

- enrolled in VET at any qualification level
- enrolled at certificate level III and above
- enrolled at diploma level and above.

Denominator/s

The number of persons in the Australian population aged 15-64 years.

Computation/s:

Numerator (above) divided by denominator (above), calculated separately for each of the three measures.

Comparative rates are also calculated by Indigenous status, for which Indigenous status is based on self-identification by students on their VET enrolment form.

Data source/s VET student data: All student data are unpublished and are sourced from NCVER National VET Provider data collections.

Population estimates:

Indigenous population data are sourced from the ABS *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 1991-2021. Cat. no. 3238.0 (September 2009). Unpublished data from this source have been used for estimates of the Indigenous population aged 18-24 years.

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Indigenous population estimates from total population estimates.

Data Quality Framework Dimensions

Institutional environment

VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment <http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

Relevance

VET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
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- VET delivered in schools, where the delivery has been undertaken by schools.

Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

Timeliness

VET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

Population estimates:

Preliminary ERP data are compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

Accuracy

VET student data:

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

Indigenous population estimates:

The estimates of the Indigenous population are based on results of the 2006 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the census to determine how many people were missed in the census and how many were counted more than once. For 2006, the net undercount of the Indigenous population was 59,200 persons. The extent of undercoverage of Indigenous Australians in the 2006 Census, the relatively small sample size of the PES to adjust for that undercoverage, and the number of records with unknown Indigenous status means that 2006 population estimates should be interpreted with caution, and are therefore labelled experimental. For more information see Experimental Estimates and Aboriginal and Torres Strait Islander Australians, Jun 2006 (cat. no. 3238.0.55.001).

Coherence

VET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Indigenous population estimates:

The estimates and projections presented in the source publication are not consistent with estimates and projections based on 2001 or previous censuses. As the assumptions used in each successive set of Indigenous population estimates and projections incorporate recent trends, comparison of data across issues of this publication is not advised.

Accessibility VET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email client.services@abs.gov.au

Interpretability VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and

Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

Government recurrent expenditure per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	Government recurrent expenditure per annual hour
Measure (computation)	<p><u>Definition</u> Government recurrent expenditure divided by government funded annual hours.</p> <p><u>Numerator/s</u> Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u> The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>

Timeliness	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.
Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at http://www.ncver.edu.au/avetmiss/21064.html.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
Coherence	<p>VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.</p> <p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p> <p>In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.</p>
Accessibility	<p>Summary information is available free of charge on NCVER's website at: http://www.ncver.edu.au/statistic/21051.html.</p> <p>Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: http://www.ncver.edu.au/statistic/21075.html.</p>
Interpretability	To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: http://www.ncver.edu.au/avetmiss/21064.html .

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

Government recurrent expenditure per annual hour needs to be interpreted carefully because low or decreasing unit costs do not necessarily reflect a lessening of quality. The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Government recurrent expenditure per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	Government recurrent expenditure per load pass
Measure (computation)	<p><u>Definition</u> Government recurrent expenditure divided by hours of publicly funded load pass.</p> <p><u>Numerator/s</u> Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above).</p>
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>

Timeliness	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.
Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at http://www.ncver.edu.au/avetmiss/21064.html.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
Coherence	<p>VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.</p> <p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p>
Accessibility	<p>Summary information is available free of charge on NCVER's website at: http://www.ncver.edu.au/statistic/21051.html.</p> <p>Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: http://www.ncver.edu.au/statistic/21075.html.</p>
Interpretability	To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: http://www.ncver.edu.au/avetmiss/21064.html .

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Low unit costs can indicate efficient delivery of VET services per successfully completed load pass.
- The factors that have the greatest impact on efficiency include:
 - training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
 - differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
 - VET policies and practices, including the level of fees and charges paid by students.

User cost of capital per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	User cost of capital per annual hour
Measure (computation)	<p><u>Definition</u> The user cost of capital divided by government funded annual hours.</p> <p><u>Numerator/s</u> User cost of capital is 8 per cent of the value of total physical non-current assets.</p> <p><u>Denominator/s</u> Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
Timeliness	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.

Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at http://www.ncver.edu.au/avetmiss/21064.html.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
Coherence	<p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p> <p>In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.</p>
Accessibility	<p>Summary information is available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21051.html.</p> <p>Requests for more detailed statistical information can be made to NCVET. However, a charge will be generally made for more complex requests for information. See NCVET's fees and charges policy at: http://www.ncver.edu.au/statistic/21075.html.</p>
Interpretability	<p>To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: http://www.ncver.edu.au/avetmiss/21064.html.</p>

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes that user cost of capital per annual hour needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.</p>
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User cost of capital per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	User cost of capital per load pass
Measure (computation)	<u>Definition</u> User cost of capital divided by hours of publicly funded load pass. <u>Numerator/s</u> User cost of capital is 8 per cent of the value of total physical non-current assets. <u>Denominator/s</u> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments. <u>Computation/s</u> Numerator (above) divided by denominator (above).
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
Timeliness	<p>The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.</p>
Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located</p>

at <http://www.ncver.edu.au/avetmiss/21064.html>.

State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.

- Coherence** In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.
- Accessibility** Summary information is available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21051.html>.
Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.
- Interpretability** To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

Data Gaps/Issues Analysis

- Key data gaps/ issues** The Steering Committee notes that user cost of capital per load pass needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

Student employment and further study outcomes — proportion of graduates who were employed and/or continued on to further study after completing their course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u> The proportion of graduates who were employed and/or continued on to further study after completing their course.</p> <p><u>Numerator/s</u> Number of graduates who were employed and/or enrolled in further study on the last Friday in May of the nominated year, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u> Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2012 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2012 survey are shown in table 1.

Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

Coherence The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility Results of the survey are available free of charge on NCVET's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVET on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Student employment and further study outcomes — proportion of graduates employed after completing their course who were unemployed before the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates employed after completing their course who were unemployed before the course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed on the last Friday in May of the nominated year who were unemployed prior to commencing their training, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, who were unemployed prior to commencing their training.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p>

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2012 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2012 survey are shown in table 1.

Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

Coherence The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Student employment and further study outcomes — proportion of graduates who improved their employment circumstances after completing their course

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who improved their employment circumstances after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of VET graduates with an improved employment status after training.</p> <p><u>Denominator/s</u></p> <p>The number of VET graduates (less those with all three numerator variables not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a vocational education and training (VET) provider in Australia. This excludes those students who left their training before completing a qualification.</p> <p>'Improved employment status' is defined as any one of the following:</p> <ul style="list-style-type: none">• employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed)• employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training)• received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training.
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. It has been conducted by the National Centre for Vocational Education and Research (NCVER) since 1997.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [www.ncver.edu.au/about/ncver/who.html]</p>
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Relevance

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers.

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2012 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Government providers	Other Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2012 survey are shown in table 1.

Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status, many RSEs are consistently above 25 per cent due to small sample sizes.

Coherence

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility

Results of the survey are available free of charge on NCVER's website at: [www.ncver.edu.au/statistic/21065.html]. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to: NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia

(ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Student employment and further study outcomes — proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course.</p> <p><u>Numerator/s</u></p> <p>Number of persons who:</p> <ul style="list-style-type: none">(a) completed training during the year prior to the nominated year, and(b) undertook that training for employment-related reasons, and(c) were employed on the last Friday in May of the nominated year, and(d) reported as having received one of the following job related benefits: set up or expanded their own business, got a promotion, increased their earnings, or other job-related benefit after completing their training. <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>‘Graduate’ is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia’s principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2012 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Government providers	Other Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
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Response rates to the 2012 survey are shown in table 1.

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Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

Coherence The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia

(ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Student achievement in VET — load pass rate

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<p><u>Definition</u></p> <p>The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Numerator/s</u></p> <p>Government funded recurrent hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency</p> <p><u>Denominator/s</u></p> <p>All Government funded recurrent hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and VET target groups:</p> <ul style="list-style-type: none">• students with disability• students speaking a language other than English at home• students from remote and very remote areas• Indigenous students <p>Achievement by VET target groups can also indicate the equity of outcomes for these groups.</p>
Data source/s	All data are unpublished and are derived from NCVER National VET Provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> • recreation, leisure and personal enrichment • fee-for-service VET by private providers • delivery undertaken at overseas campuses of Australian VET institutions • credit transfer • VET delivered in schools, where the delivery has been undertaken by schools.
Timeliness	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.</p>
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncvet.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> • Percentage of unknown data • The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing • Inappropriate training organisation delivery locations • The number of qualifications/courses that do not match the NTIS listing • The number of modules/units of competency that do not match the NTIS listing • Duplicate client identification • Duplicate qualifications completed • Reporting scopes • Funding sources • Outcome identifiers

Coherence AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

Accessibility Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/issues The Steering Committee notes the following key data gaps/issues:

- Load pass rate is a measure of students' success, which has an impact on a student's attainment of skills. High 'load pass rates' and 'number of students who commenced and completed' indicate that student achievement is high, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students.
- Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

Student achievement in VET — proportion of VET graduates with improved education/training status after training

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<p>Definition</p> <p>The number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), as a proportion of the number of VET course enrolments.</p> <p>Numerator/s</p> <p>The number of VET AQF qualification completions by students who have completed a course at a higher education level than their previous highest education level</p> <p>Denominator/s</p> <p>The number of VET AQF course enrolments.</p> <p>Computation/s:</p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and:</p> <ul style="list-style-type: none">• students aged 20-64 years• students by Indigenous status• students by remoteness (based on students' home postcode). <p>The hierarchy for highest level of education is as follows:</p> <ul style="list-style-type: none">• Advanced diploma or above• Diploma• Certificate IV• Certificate III• Certificate II/Year 12• Certificate I• Year 11• Year 10• Year 9 or below• Miscellaneous education• Did not go to school <p>'Not stated' responses have been excluded from the computation.</p>
Data source/s	All data are derived from the National VET Provider Collection.

Data Quality Framework Dimensions

Institutional environment The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see [www.ncver.edu.au/about/ncver/who.html]

Relevance The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Timeliness The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data is expected to be released in the first week of July 2013 in Students and Courses.

A small proportion of qualification completions data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.

Accuracy The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to [www.ncver.edu.au/avetmiss/21055.html]).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:

	<ul style="list-style-type: none"> • Percentage of unknown data • The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing • Inappropriate training organisation delivery locations • The number of qualifications/courses that do not match the NTIS listing • The number of modules/units of competency that do not match the NTIS listing • Duplicate client identification • Duplicate qualifications completed • Reporting scopes • Funding sources • Outcome identifiers
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see [www.ncver.edu.au/avetmiss/21055.html]. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html.</p>
Accessibility	<p>Summary information is available free of charge in Students and Courses on NCVER's website at: [www.ncver.edu.au/statistic/21053.html]. Requests for more detailed statistical information can be made to: NCVER on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]</p>
Interpretability	<p>To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.</p> <p>Among other standards detailed in AVETMISS, the collection uses the:</p> <p>Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education</p> <p>Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation</p> <p>Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.</p> <p>Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</p>

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Using enrolments as the denominator allows this indicator to assess the overall performance of the VET system, as it includes those people who started training but did not complete (and therefore did not improve their educational status). A supplementary measure using completions as the denominator is reported separately by the COAG Reform Council (CRC) for additional information, and is available in *Skills and Workforce Development 2011: Comparing performance across Australia* (CRC 2012)
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.
- Qualification completions data include both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter (i.e. completed modules and units of competency), which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.

Student satisfaction with VET — proportion of students who achieve their main reason for doing a VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of students who achieve their main reason for doing a VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that the training either helped or partially helped them achieve their main reason for undertaking that training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p>

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2012 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The *Student Outcomes Survey* (SOS) is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2012 survey are shown in table 1.

Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

Coherence

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility

Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of

Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Student satisfaction with VET — proportion of students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of students who were satisfied with the quality of their completed VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that they were 'satisfied' or 'very satisfied' with their training program.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The <i>Student Outcomes Survey</i> (SOS) collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p>

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2012 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
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Response rates to the 2012 survey are shown in table 1.

Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state

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Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

Coherence

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility

Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-

endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Skill outputs from VET — qualifications completed, and annual change in qualifications completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
Measure (computation)	<p>This DQI material covers the measure 'qualifications completed' and the relevant component (underlined as follows) of the related measure — '<u>annual change in qualifications completed</u>, units of competency completed and modules completed, and annual change in Qualification equivalents.'</p> <p><u>Definition</u></p> <p>Qualifications completed is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.</p> <p>Annual change in qualifications completed is defined as the percentage change of qualifications achieved/passed from year to year.</p> <p><u>Computation/s:</u></p> <ul style="list-style-type: none">• A count of the number of qualifications/courses completed, submitted in the <i>Qualifications completed file</i> of the VET provider collection by registered training providers.• Annual change in qualifications completed is the percentage change in the number of qualifications completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator. <p>Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.</p>
Data source/s	All student data are unpublished and are sourced from NCVER National VET Provider data collection.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> • recreation, leisure and personal enrichment • fee-for-service VET by private providers • delivery undertaken at overseas campuses of Australian VET institutions • credit transfer • VET delivered in schools, where the delivery has been undertaken by schools.
Timeliness	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in <i>Students and Courses</i>.</p> <p>A small proportion of 'Qualifications Completed' data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.</p>
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html</p>
Accessibility	<p>Summary information is available free of charge in <i>Students and Courses</i> on NCVET's website at: http://www.ncver.edu.au/statistic/21053.html. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.

Skill outputs from VET — units of competency and modules completed, and annual change in units of competency and modules completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
Measure (computation)	This DQI material covers the measure 'units of competency completed' and the relevant component (underlined as follows) of the related measure — ' <u>annual change in qualifications completed, units of competency completed and modules completed</u> , and annual change in Qualification equivalents.'

Units of competency and modules are calculated separately and then added together for this measure. Both units of competency and modules completed are included in the Report, as well as the combined figure.

Definition

Units of competency completed is defined as the number of units of competency successfully achieved/passed each year by government funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation, endorsed within a national training package.

A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.

Annual change in units of competency completed is defined as the percentage change of units of competency achieved/passed from year to year.

Modules completed is defined as the number of modules (outside training packages) successfully achieved/passed each year by government funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

A module is a unit of training in which a student can enrol and be assessed.

Annual change in modules completed is defined as the percentage change of modules achieved/passed from year to year.

Computation/s:

- Units of competencies completed is the total count of records with a flag of 'C' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.
- Annual change in units of competency completed is the percentage change in the number of units of competency completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.
- Modules completed is the total count of records with a flag of 'M' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.

- Annual change in modules completed is the percentage change in the number of modules completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.

Data source/s All student data are unpublished and are sourced from NCVET National VET Provider data collection.

Data Quality Framework Dimensions

Institutional environment The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Relevance The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Timeliness The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html</p>
Accessibility	<p>Summary information is available free of charge in <u>Students and Courses</u> on NCVET's website at: http://www.ncver.edu.au/statistic/21053.html. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.</p> <p>Among other standards detailed in AVETMISS, the collection uses the:</p> <ul style="list-style-type: none"> • <u>Australian Classification of Education (ASCED) (ABS cat. no. 1272.0)</u> to classify the level and field of education • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation • <u>Access/Remoteness Index of Australia (ARIA+)</u> to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (<u>GISCA</u>) and is the standard ABS endorsed measure of remoteness. <p>Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</p>

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Units of competency completed is not directly comparable, as the mix of units is not necessarily comparable across jurisdictions or across years.
- Modules completed is not directly comparable, as the mix of modules is not necessarily comparable across jurisdictions or across years.
- Units of competency and modules completed (in combination) are also not directly comparable.

Skill outputs from VET — Qualification Equivalents, and annual change in Qualification Equivalents

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	‘Skill outputs from VET’ is a proxy for ‘skill profile’, which is currently unable to be measured.
Measure (computation)	This DQI material covers the measure ‘Qualification Equivalents’ and the relevant component (underlined as follows) of the related measure — ‘annual change in <u>qualifications completed, units of competency completed and modules completed, and <u>annual change in Qualification equivalents.</u></u> ’

For Qualification Equivalents:

Definition

Expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. Qualification Equivalents are based on the training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.

Numerator/s

The annual hours associated with successfully completed modules and units of competency.

Denominator/s

An agreed (nominal) value of training activity representing a qualification (where the value is the median number of hours that are required to successfully complete a qualification in that AQF level and Field of Education).

Computation/s:

Numerator (above) divided by denominator (above), calculated separately for activity at all qualification levels, at certificate I or II, at certificate III or IV, and at diploma level and above.

For annual change in Qualification Equivalents:

Computation/s:

Annual change in Qualification Equivalents is the percentage change in Qualification Equivalents from one year to the subsequent year calculated separately for activity at certificate III or IV and at diploma level and above, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported by Indigenous status, where Indigenous status is based on self-identification by students on their VET enrolment form.

Data source/s All student data are unpublished and are sourced from NCVER National VET Provider data collection.

Data Quality Framework Dimensions

Institutional environment The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

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Relevance The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Timeliness The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

Accuracy The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

Coherence AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>

Accessibility Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.

Employer engagement with VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Employer engagement with VET
Measure (computation)	<p><u>Definition</u> Employer engagement with VET.</p> <p><u>Numerator/s</u> Number of employers who in the 12 months preceding the interview: (a) had employees undertaking apprenticeships/traineeships, or (b) arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or (c) had employees with formal vocational qualifications as a requirement of their job.</p> <p><u>Denominator/s</u> Number of employers (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above), calculated separately for each of the three categories of employer stated for the numerator.</p> <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
Data source/s	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [www.ncver.edu.au/who.html]</p>
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Relevance	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p> <p>The following organisations are out of scope of the survey:</p> <ul style="list-style-type: none"> • self-employed and not employing staff • private households employing staff • foreign diplomatic missions • consulates in Australia • defence force establishments • superannuation funds.
Timeliness	<p>The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2011 survey were released on the NCVER website on 1 November 2011.</p>
Accuracy	<p>The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:</p> <ul style="list-style-type: none"> • less than 8 per cent for state-level estimates • less than 16 per cent for industry-level estimates • less than 6 per cent for employer-size level estimates • less than 3 per cent for Australia level estimates. <p>Employers in scope of the survey were randomly selected and stratified by:</p> <p>State (each of the 8 states and territories)</p> <p>Industry (19 ANZSIC divisions)</p> <p>Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).</p> <p>Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data.</p>

In 2011, a total of 7 500 interviews were conducted. Response rates to the 2011 survey are shown in table 1.

Table 1: Response rates to the 2011 Survey of Employers' Use and Views of VET by state

State/Territory	Response rate (%)
New South Wales	69.1
Victoria	66.9
Queensland	69.4
South Australia	72.2
Western Australia	73.0
Tasmania	78.1
Northern Territory	81.6
Australian Capital Territory	76.5
Australia	71.0

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

Coherence This is the fourth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007 and 2009. The majority of data items in the 2011 survey are directly comparable with those of the previous three surveys.

Accessibility Results of the survey are available free of charge on NCVET's website at: [www.ncver.edu.au/statistic/21066.html]. Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVET website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2011. Data from 2009, 2007 and 2005 are available in the 2010 NASWD performance information report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- The NCVET conducted a review of the SEUV during 2011, and as a result is currently developing and testing a new questionnaire and revised methodology. The sample for the next survey (to be conducted in 2013) will increase, and it is anticipated the reliability of the estimates will improve for this indicator. Results from the next survey will be available in late 2013.

Employer satisfaction with VET

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes.
Indicator	Employer satisfaction with VET
Measure (computation)	<p><u>Definition</u> Employer satisfaction with the VET system.</p> <p><u>Numerator</u> Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs.</p> <p><u>Denominator</u> Number of employers engaged with the VET system (less those with the numerator variable not stated)</p> <p><u>Computation/s:</u> The measure is calculated separately for the number of employers who in the 12 months preceding the interview:</p> <ul style="list-style-type: none">• had employees undertaking apprenticeships/traineeships, or• arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or• had employees with formal vocational qualifications as a requirement of their job. <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
Data source/s	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [www.ncver.edu.au/who.html]</p>
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Relevance	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p> <p>The following organisations are out of scope of the survey:</p> <ul style="list-style-type: none"> • self-employed and not employing staff • private households employing staff • foreign diplomatic missions • consulates in Australia • defence force establishments • superannuation funds.
Timeliness	<p>The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2011 survey were released on the NCVET website on 1 November 2011.</p>
Accuracy	<p>The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:</p> <ul style="list-style-type: none"> • less than 8 per cent for state-level estimates • less than 16 per cent for industry-level estimates • less than 6 per cent for employer-size level estimates • less than 3 per cent for Australia level estimates. <p>Employers in scope of the survey were randomly selected and stratified by:</p> <p>State (each of the 8 states and territories)</p> <p>Industry (19 ANZSIC divisions)</p> <p>Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).</p> <p>Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.</p>

In 2011, a total of 7 500 interviews were conducted. Response rates to the 2011 survey are shown in table 1.

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The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

Coherence This is the fourth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007 and 2009. The majority of data items in the 2011 survey are directly comparable with those of the previous three surveys.

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Interpretability To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2011. Data from 2009, 2007 and 2005 are available in the 2010 NASWD performance information report.
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- The NCVER conducted a review of the SEUV during 2011, and as a result is currently developing and testing a new questionnaire and revised methodology. The sample for the next survey (to be conducted in 2013) will increase, and it is anticipated the reliability of the estimates will improve for this indicator. Results from the next survey will be available in late 2013.