B Child care, education and training sector overview

contents

B.1 Introduction B.1

B.2 Sector performance indicator framework B.20

B.3 Cross-cutting and interface issues B.59

B.4 Future directions B.61

B.5 List of attachment tables B.61

B.6 References B.63

|  |
| --- |
| 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).

|  |
| --- |
| Box B.4 Outline of the Australian education and training system**a, b** |
| Box B.4 Outline of the Australian education and training system  More details can be found within the text surrounding this image. |
| a There are different starting ages for preschool (see table 3A.1) and school education (see section 4.1) across jurisdictions. The name of the first year of primary education (Pre-Year 1) also varies across jurisdictions. b Providers deliver qualifications in more than one sector. Schools, for example, are delivering certificates I–II and in some cases Certificate III, universities are delivering certificates II–IV, and VET providers are delivering undergraduate degrees, graduate certificates and graduate diplomas (higher education qualifications in some jurisdictions, but in others also VET), all subject to meeting the relevant quality assurance requirements. |
| *Source*: Australian, State and Territory governments (unpublished). |
|  |
|  |

#### 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. |
| (Continued next page) |
|  |
|  |

|  |
| --- |
| 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**

|  |
| --- |
| Figure B.2 Government expenditure on education and training, 2011-12  Legend to Figure B.2  More details can be found within the text surrounding this image. |

**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]](#footnote-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).

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. **lnd** = 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

|  |
| --- |
| Figure B.5 Child care, education and training sector performance indicator framework  More details can be found within the text surrounding this image. |

### 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 Snaphot 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**

|  |
| --- |
| **Figure B.7 Participation in education and training by sector, 2012  Legend to Figure B.7  More details can be found within the text surrounding this image.15-19 year olds**  **20-24 year olds**  **15-24 year olds** |

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 (DoI) 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*: DoI (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 non­formal education or school level education. c People whose labour force status was not stated and who were not identified as studying full­time, are excluded. People whose student status was not stated and who were not identified as employed full­time, 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 full­time/part­time student status or their full­time/part­time 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**

|  |
| --- |
| **20–24 year olds**  **20–64 year olds** |

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 non­school 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 non­school 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 non­school 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 non­school 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

|  |
| --- |
| Figure B.24 Early childhood education and care performance indicator framework  More details can be found within the text surrounding this image. |

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** | | | | | | | | | | | | |
| Participation rates for special needs groups in child care  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  (2012) | | % | 4.5 | 1.3 | 6.7 | 5.8 | 3.7 | 7.2 | 2.5 | 42.8 | 4.8 |  | |
| 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 (2011) | | % | 23.7 | 23.4 | 13.2 | 18.0 | 15.7 | 7.3 | 19.2 | 40.0 | 20.0 |  | |
| Participation rates for special needs groups in preschool (Indigenous children 3–5 years), 2012 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  (2012) | | % | 4.6 | 1.2 | 6.7 | 5.7 | 3.6 | 7.0 | 2.5 | 40.9 | 4.8 |  | |
| **Effectiveness — indicators** | | | | | | | | | | | | |
| Children using child care (Australian and State and Territory government, 0–12 years), 2012-13 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 | |
| Children enrolled in preschool (year before full time schooling), 2012 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 | |
| Children attending preschool (year before full time schooling), 2012 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 |   Non-standard hours of care in child care service, 2013  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 |  | |
| Child care service costs, 2013  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 |
| Preschool service costs (median hourly cost), 2012 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 |   Staff quality in early childhood education and care Most recent data for at least one measure are comparable and complete (chapter 3) | | | | | | | | | | | | | |
| Paid primary contact staff employed by Australian Government approved child care services with a relevant formal qualification (at or above Certificate level III), 2013 | | | | | | | | | | | | | |
|  | | % | 73.5 | | 79.8 | 76.5 | 68.9 | 70.1 | 75.4 | 50.6 | 53.2 | 74.1 | 3A.36 |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Hospital separations for external causes of injury (children aged 0–4 years by place of occurrence), 2011-12 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 |  | | | | | | | | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Substantiated breaches arising from complaints (proportion against which action was taken), 2012-13 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** | | | | | | | | | | | | | |
| Australian Government recurrent expenditure on child care services per child in the community (aged 0–12 years), 2012-13 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 | |
| Australian government recurrent expenditure per child attending approved child care services (aged 0-12 years), 2013 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 | |
|  |  | |  | |  |  |  |  |  |  |  |  |  | |
| Family work related needs Most recent data for all measures are comparable and complete (chapter 3) | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | |
|  | | % | 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 | 3A.53 | |
| (continued) | | | | | | | | | | | | | | |

Table B.1 (continued)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | Source |
| Demand for formal care Most recent data for all measures are comparable and complete (chapter 3) | | | | | | | | | | | |
| Proportion of children aged 0–12 years who required any/additional formal child care or preschool, 2011 | | | | | | | | | | | |
|  | % | 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 | 3A.54 |
| 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 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

|  |
| --- |
| Figure B.25 School education performance indicator framework  More details can be found within the text surrounding this image. |

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 educationa, b, c

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | NSW | | | | Vic | | | | Qld | | | | WA | | | | SA | | | | Tas | | | | ACT | | | | NT | | | | Aust | | | | Source | | | | |
| **Equity — access indicators** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance and participation, 2012  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 | | | | |
| Retention, 2012  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** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recurrent expenditure per student, 2011-12 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 | |
| User cost of capital per student, 2011-12 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 | |
| *Student-to-staff ratio, 2012*  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)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | NSW | | Vic | | Qld | | WA | | SA | | | Tas | | | ACT | | NT | | Aust | | Source | | |
| **Outcome indicators** | | | | | | | | | | | | | | | | | | | | | | | | |
| *Learning outcomes,* 2012 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 educationd | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | % | 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

|  |
| --- |
| Figure B.26 VET performance indicator framework  More details can be found within the text surrounding this image. |

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 VETa, b, c

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | NSW | Vic | | | Qld | | | WA | | | SA | | Tas | | | | ACT | | NT | Aust | Source |
| **Equity — access indicators** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Participation in government funded VET by target groups  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** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Participation in government funded VET  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** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government recurrent expenditure per government funded annual hour (2012)  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 |
| Government recurrent expenditure per government funded load pass (2012)  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 |
| User cost of capital per government funded annual hour (2012)  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 |
| User cost of capital per government funded load pass (2012)  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** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student employment and further study outcomes  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 |
| Student achievement in VET  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 |
| Student satisfaction in VET  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 |
| Skill profile  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 |
| Change in the combined number of units of competency and modules completed between 2011 and 2012  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 |
| 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  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 predicator 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).

|  |  |
| --- | --- |
| Table BA.1 | Australian, State and Territory government real recurrent expenditure on child care services, (2011-12 dollars) |
| Table BA.2 | Australian, State and Territory (including local) government real expenditure on education, (2011-12 dollars) |
| Table BA.3 | Total government real expenditure on education, by purpose ($ million) (2011-12 dollars) |
| Table BA.4 | State and Territory (including local) government real expenditure (2011-12 dollars) |
| 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 |
| 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 |
| Table BA.7 | Children developmentally on track on AEDI, 2012 and 2009 |
| Table BA.8 | Children engaged in informal reading learning activities, 2011 |
| Table BA.9 | Participation in education and training, by sector |
| Table BA.10 | Participation in education and training, by single year of age, by sector, 2012 |
| Table BA.11 | Participation in education and training, by age groups, by sector, 2012 |
| Table BA.12 | Participation in education and training (per cent) |
| 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 |
| 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 |
| 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 |
| 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 |
| Table BA.17 | Applications to enrol in an educational institution, people aged 15–19 years |
| Table BA.18 | Applications to enrol in an educational institution, people aged 20–24 years |
| Table BA.19 | Applications to enrol in an educational institution, people aged 15–64 years |
| Table BA.20 | School leaver destination (15–19 year olds) |
| Table BA.21 | School leaver destination (15–19 year olds) |
| Table BA.22 | School leaver destination (15–24 year olds) |
| Table BA.23 | Higher education participation by selected groups (per cent) |
| Table BA.24 | Full time participation in employment, education or training (per cent) |
| Table BA.25 | Full time participation in employment, education or training at or above certificate III (per cent) |
| Table BA.26 | "Full time participation in employment, education or training, by Indigenous status (17-24 year olds) (per cent) |
| Table BA.27 | "Full time participation in employment, education or training, by SES based on ABS SEIFA IRSD (per cent) |
| 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) |
| Table BA.29 | Level of highest non-school qualification completed, people aged 15–64 years |
| 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 |
| 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 |
| 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) |
| 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) |
| 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) |
| 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) |
| 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) |
| 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 |
| 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 |
| Table BA.39 | Proportion of 15–64 year old population who have qualifications at or above certificate III (per cent) |
| Table BA.40 | Proportion of 20–64 year old population who have qualifications at or above certificate III (per cent) |
| Table BA.41 | Proportion of 20–64 year old population who have qualifications at or above certificate III, by Indigenous status (per cent) |
| 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) |
| 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) |
| Table BA.44 | Proportion of 25–29 year olds who have gained a post-secondary qualification at certificate III or above (per cent) |
| 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) |
| Table BA.46 | Proportion of 20–64 year olds across all PIAAC literacy skill levels, 2011-12 |
| Table BA.47 | Proportion of 20–64 year olds across all PIAAC numeracy skill levels, 2011‑12 |
| 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 |

## B.6 References

Abbott-Chapman, J., Martin, K., Ollington, N. Venn, A. Dwyer, T. and Gall, S. 2013, ‘The longitudinal association of childhood school engagement with adult educational and occupational achievement: findings from an Australian national study’, *British Educational Research Journal,* www.onlinelibrary.wiley.com/doi  
/10.1002/berj.3031/abstract (accessed 18 October 2013).

Abbott-Chapman, J. 2011, *Making the most of the mosaic: facilitating post-school transitions to higher education of disadvantaged students,* The Australian Association for Research in Education, vol. 38, pp. 57-71.

ABS (Australian Bureau of Statistics), 2013, *Australian National Accounts: National Income, Expenditure and Product, June 2013*, Cat. no. 5206.0, Canberra.

—— 2010, *Research paper: Measuring Economic Returns to Post-School Education in Australia,* Cat. no. 1351.0.55.032, Canberra.

—— 2008a, *Labour Force, Australia, August 2008*, Cat. no. 6291.0.55.003, Canberra.

—— 2008b, *Adult Literacy and Life Skills Survey 2006*, Cat. no. 4228.0, Canberra.

ACER (Australian Council for Educational Research) 2000, *Early school leaving and ‘non‑completion in Australia*, LSAY Briefing Number 2, October 2000, Melbourne.

—— 2005, *Leaving school in Australia: Early career and labour market outcomes*, LSAY Briefing Number 9, July 2005, Melbourne.

AIHW (Australian Institute of Health and Welfare) 2011, *National outcome measures for early childhood development — development of an indicator based reporting framework,* Cat. no. PHE 134, Canberra.

—— 2010, *School attendance and retention of Indigenous Australian students*, Issues paper no.1 produced for the Closing the Gap Clearinghouse, Cat. no. IHW 33 ISBN 978-1-74249-060-1, Canberra. www.aihw.gov.au/closingthegap/documents/issues\_papers/ctg-ip01.pdf (accessed 17 August 2011).

—— 2009, *A picture of Australia’s children 2009*, Cat. no. PHE 112, Canberra.

AGD (Attorney-General’s Department) 2010, *Australia to 2050: future challenges, the 2010 Intergenerational Report Overview*, Canberra.

Buddelmeyer, H., Leung, F. and Scutella, R. 2012, *Educating oneself out of social exclusion*, NCVER, Adelaide.

COAG (Council of Australian Governments) 2008a, *National Education Agreement.* http://www.federalfinancialrelations.gov.au/content/npa/education  
/national-agreement.pdf (accessed 1 October 2013).

——2008b, National Agreement for Skills and Workforce Development. http://www.federalfinancialrelations.gov.au/content/npa/skills/skills-reform/national\_agreement.pdf (accessed 1 October 2013).

——2008c, *Productivity Agenda Working Group — Education, Skills, Training and Early Childhood Development: outcomes, progress measures and policy directions 12 March 2008*, Canberra, www.mediacentre.dewr.gov.au/NR/rdonlyres/85499B3A-E77F-4A55-9735-F8CD853EB072/0/Comminque.pdf (accessed 17 August 2011).

——2008d, *National Partnership Agreement on Low Socio-economic status school communities*, December 2008, Canberra, www.coag.gov.au/intergov\_agreements/federal\_financial\_relations/docs/national\_partnership/national\_partnership\_for\_low\_socio-economic\_school\_communities.pdf (accessed 17 August 2011).

——2009, *Investing in the Early Years — A National Early Childhood Development Strategy*. *An initiative of the Council of Australian Governments,* 2 July 2009, www.coag.gov.au/coag\_meeting\_  
outcomes/2009-07-02/docs/national\_ECD\_strategy.pdf (accessed   
3 October 2011).

Cutler, D. and Lleras-Muney, A. 2007, *Education and Health*, Policy Brief no. 9, National Poverty Centre, University of Michigan.

DEECD (Department of Early Childhood Development) 2010, *Understanding the needs of students from low socio-economic backgrounds* www.education.vic.gov.au/management/schooloperations/equity/disadvantage.htm (accessed 17 August 2011).

DEEWR (Department of Education, Employment and Workplace Relations) 2011 *Higher education overview*, www.deewr.gov.au/HigherEducation/Pages/Overview.aspx (accessed 17 August 2011).

——2010, *Regional Participation: The role of socioeconomic status and access*, Canberra.

DoI (Department of Industry) 2013, *Summary of the 2012 full year higher education student statistics* www.innovation.gov.au/highereducation/Higher  
EducationStatistics/StatisticsPublications/Pages/Students12FullYear.aspx (accessed 17 October 2013).

FYA (Foundation for Young Australians) 2008, *How Young People are Faring ’08,* www.fya.org.au/ (accessed 17 August 2011).

Hancock, K. J., Shepherd, C. C. J., Lawrence, D. and Zubrick, S. R. 2013, *Student attendance and educational outcomes: Every day counts.* Report for the Department of Education, Employment and Workplace Relations, Canberra.

Jackiewicz, S., Saggers, S. and Frances, K. 2011, Equity of access: Requirements of Indigenous families and communities to ensure equitable access to government-approved childcare settings in Australia, *Australasian Journal of Early Childhood*, vol. 36, no. 3, pp. 100-108.

Karmel, T. and Fieger, P. 2012, *The value of completing a VET qualification,*  NCVER, Adelaide.

Machin, S., Olivier, M. and Suncica, V. 2012, ‘Youth crime and education expansion’, *German Economic Review*, vol. 13, no. 4, pp. 366-384.

McTurk, N., Tess, L., Robinson, G., Nutton, G. and Carapetis J. R. 2011, ‘Defining and assessing the school readiness of Indigenous Australian children’*, Australasian Journal of Early Childhood*, vol. 36, no. 1, pp. 69-76.

Murray, J, 2009 *‘*The wider social benefits of higher education: What do we know about them?’, *Australian Journal of Education*, vol. 53, no. 3, pp. 230-244.

NCVER (National Centre for Vocational Education Research) 2012, *Tertiary Education and Training in Australia, 2010* Adelaide.

——2011, *Tertiary Education and Training in Australia, 2009* Adelaide.

NSW DoCS (NSW Department of Community Services) 2003, *School readiness,* Discussionpaper 1 www.community.nsw.gov.au/docswr/\_assets/main/  
documents/school\_readiness.pdf (accessed 17 August 2011).

OECD (Organisation for Economic Co-operation and Development) 2008a *Economic Surveys: Australia,* France.

—— 2008b, *Education at a Glance: OECD indicators 2008*, France.

—— 2013, *Education at a Glance: OECD indicators 2013*, France.

PC (Productivity Commission) 2011, *Vocational Education and Training Workforce,* Research Report, Canberra.

—— 2010, *The Effects of Education and Health on Wages and Productivity,* Productivity Commission Staff Working Paper, Melbourne, March.

Perry, L. and McConney, A. 2010, ‘School socio-economic composition and student outcomes in Australia: Implications for educational policy’, *Australian Journal of Education*, vol. 54, no. 1, pp. 72-85.

Ramey, C. T., Sparling, J. J. and Ramey, S. L. 2012, *Abecedarian: The ideas, the approach, and the findings,* Los Altos, CA: Sociometrics Corporation.

Reynolds, A. J., Temple, J. A., and White, B. A. 2009, *Cost-Effective Early Childhood Development Programs: A Synthesis of Evidence in the First Decade of Life*, Encyclopaedia of Education.

Ryan, C. 2011, *Year 12 completion and youth transitions*, NCVER, Adelaide.

SCRGSP (Steering Committee for the Review of Government Service Provision) 2009, *Overcoming Indigenous Disadvantage: Key Indicators 2009*, Productivity Commission, Canberra.

Tayler, C., Ishimine, K., Cloney, D., Cleveland, G. and Thorpe, K. 2013, The quality of early childhood education and care services in Australia, *Australasian Journal of Early Childhood*, vol. 38, no. 2, pp. 13-21.

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). [↑](#footnote-ref-1)